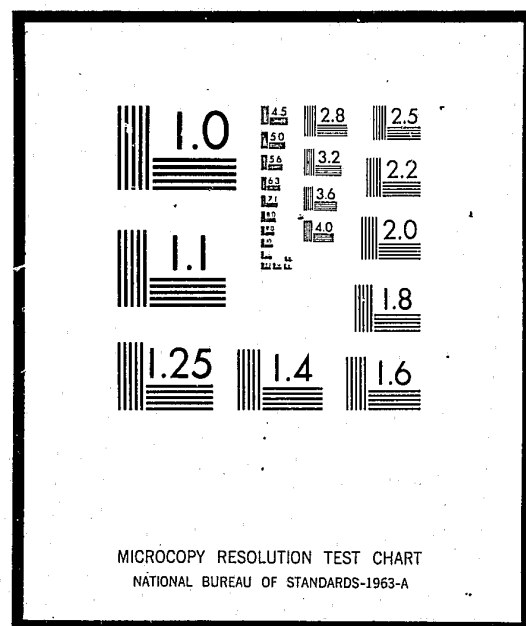


NCJRS

This microfiche was produced from documents received for inclusion in the NCJRS data base. Since NCJRS cannot exercise control over the physical condition of the documents submitted, the individual frame quality will vary. The resolution chart on this frame may be used to evaluate the document quality.



Microfilming procedures used to create this fiche comply with the standards set forth in 41CFR 101-11.504

Points of view or opinions stated in this document are those of the author(s) and do not represent the official position or policies of the U.S. Department of Justice.

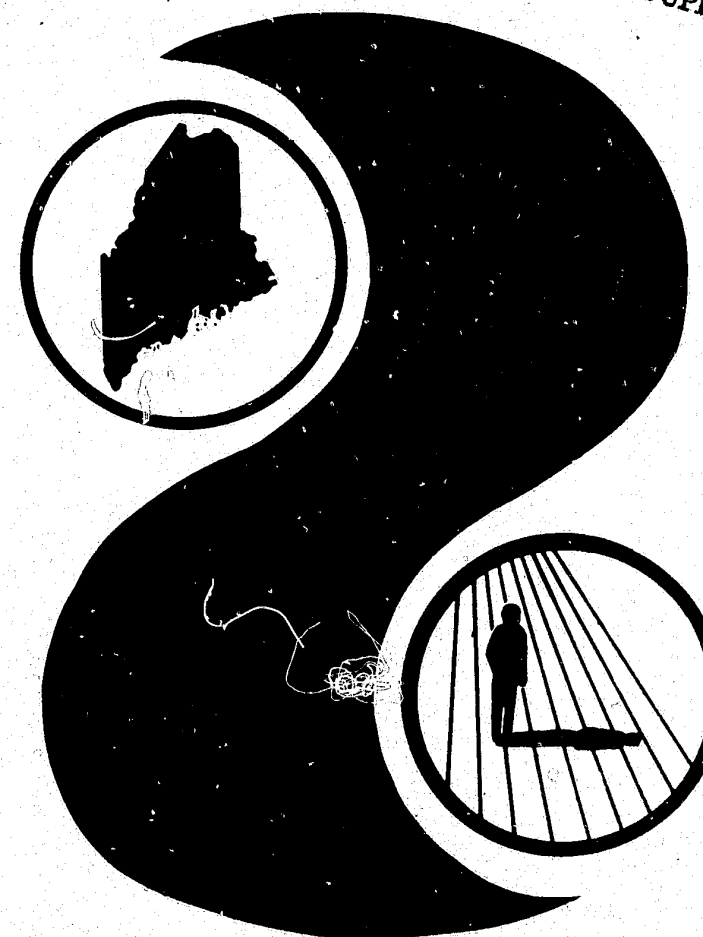
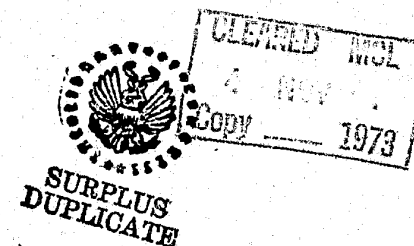
U.S. DEPARTMENT OF JUSTICE
LAW ENFORCEMENT ASSISTANCE ADMINISTRATION
NATIONAL CRIMINAL JUSTICE REFERENCE SERVICE
WASHINGTON, D.C. 20531

Date filmed

8/12/75

013962

Comprehensive JUVENILE DELINQUENCY STUDY Final Report



Presented to the
MAINE LAW ENFORCEMENT PLANNING AND ASSISTANCE AGENCY
by the
COOPERATIVE EXTENSION SERVICE
UNIVERSITY OF MAINE AT ORONO

COMPREHENSIVE JUVENILE DELINQUENCY STUDY AND RECOMMENDATIONS
FOR THE STATE OF MAINE

THE MAINE PLANNING COMMITTEE FOR THE PREVENTION AND CONTROL OF JUVENILE DELINQUENCY
COOPERATIVE EXTENSION SERVICE, UNIVERSITY OF MAINE ORONO, MAINE

Published and distributed in furtherance of Acts of Congress of
May 8 and June 30, 1914, by the Cooperative Extension Service,
Edwin H. Bates, Director—the University of Maine at Orono and
the United States Department of Agriculture cooperating.

ADVISORY BOARD

BROWN, FREDERIC
Teacher-Guidance Counselor
Sanford Junior High School
Sanford, Maine 04073

BROWN, LINWOOD
Director, Sweetser-Childrens Home
50 Moody Street
Saco, Maine

CORRIN, DENIS
Director, Oxford County Mental
Health Clinic
Rumford, Maine 04276

DUPLESSIS, RICHARD
Student
R.F.D. #1
Sanford, Maine 04073

FRIEDMAN, JOSEPH
Juvenile Officer
Bangor Police Department
Bangor, Maine 04401

HUGHES, WILLIAM
Superintendent, Boys Training Center
South Portland, Maine 04106

KEARNEY, HAROLD
Director, Juvenile Delinquency Study
32 Main Street
Livermore Falls, Maine 04254

LAWLER, FREDERICK
Assistant Director, Juvenile
Delinquency Study
32 Main Street
Livermore Falls, Maine 04254

LITTLEFIELD, MAURICE - Chairman
The University of Maine at
Portland-Gorham
Gorham, Maine 04038

McERLAIN, JERI
646 Main Street
Presque Isle, Maine 04769

MITCHELL, ELMER
Director, State Department of
Vocational Rehabilitation
Augusta, Maine 04330

MURPHY, WARD
Director, Bureau of Corrections
Augusta, Maine 04330

RICHARDS, RAYMOND
Director, Northern Kennebec Valley
Community Action Council
Waterville, Maine 04901

SCHOENTHALER, JAMES
Chairman, Employment Security
Commission
Augusta, Maine 04330

STEVENS, ARTHUR, JR.
Rural Youth Corps
Calais, Maine 04619

TRENHOLM, BEVERLY
Director, Bureau of Guidance,
Special and Adult Education
Augusta, Maine 04330

WADE, NELLY
Former YWCA National Board Member
448 Lake Street
Auburn, Maine 04210

WATTS, PHILIP
Caseworker
Department of Health and Welfare
Machias, Maine

WORD, JAMES
Clergyman
7 Epworth Street
Presque Isle, Maine 04769

WYMAN, LEWIS
University of Maine
Cooperative Extension Service
Orono, Maine 04473

BY

HAROLD M. KEARNEY, Ed.D.

FREDERICK LAWLER

UNDER A GRANT FROM

THE MAINE LAW ENFORCEMENT PLANNING AND ASSISTANCE AGENCY

295 WATER STREET AUGUSTA, MAINE

PREFACE

This study and proposed recommendations were prepared by the Maine Planning Committee for the Prevention and Control of Juvenile Delinquency, an agency of the Cooperative Extension Service of the University of Maine, under a sub-grant from the Maine Law Enforcement Planning and Assistance Agency as required by the Juvenile Delinquency Prevention and Control Act of 1968, P.L. 90-445.

The body of the study provides an overview of the problem in Maine, a philosophical construct for prevention and control, an evaluation of State and community resources, and proposed recommendations and plans for the prevention and control of juvenile delinquency. The appendices provide a detailed study of the present status of delinquency and the treatment of youth. They include recommendations of the various study committees throughout the State, studies of the institutions for the training and/or correction of youth in Maine, services available to Maine youth and their families, a statistical review of delinquency in Maine, and a detailed review of Maine juvenile laws.

TABLE OF CONTENTS

	<u>PAGE</u>
PART I. A PHILOSOPHICAL CONSTRUCT FOR PREVENTION, CONTROL AND REHABILITATION OF JUVENILE DELINQUENTS	1
PART II. METHODOLOGY	10
PART III. AN EVALUATION OF OUR SOCIAL INSTITUTIONS, THEIR EFFECT ON THE PREVENTION AND CONTROL OF JUVENILE DELINQUENCY AND THEIR ATTEMPTS OF REHABILITATION OF DELINQUENT AND DELINQUENT PRONE YOUTH	13
A. Community Institutions	
1. School	13
2. Recreation	24
3. Law Enforcement	28
4. Religion	38
5. Family	40
B. State Institutions	
The Role of the Department of Mental Health and Corrections	
Division of Probation and Parole	42
Bureau of Corrections	
The Boys Training Center	44
Stevens School	47
Men's Correctional Center	50
Women's Correctional Center	51
Mental Health Institutions	51
The Role of the Department of Health and Welfare	
Social Services	53
Public Health Nursing	57
Child Health	57
Vocational Rehabilitation	57
Eye Care and Special Services	58
The Role of the Department of Education	
Education	59
Neighborhood Youth Corps (In School)	59
Bureau of Guidance, Special and Adult Education	60
The Role of the Executive Department	
Neighborhood Youth Corps (Out of School)	61
Maine Rural Youth Corps	61
Head Start	61
Upward Bound	62
The Role of the Employment Security Commission	63
The Role of the Department of Labor and Industry	64

	<u>PAGE</u>
PART IV. RECOMMENDATIONS AND PLANS FOR ADAPTATIONS IN OUR SOCIAL INSTITUTIONS THAT THEY MAY BE MORE EFFECTIVE IN THE PREVENTION AND CONTROL OF DELINQUENCY AND THE REHABILITATION OF THE DELINQUENT AND THE DELINQUENT PRONE YOUTH	
A. Recommendations	
Correctional Institutions	
First Priority	65
Second Priority	66
Recommendations Requiring Legislation	67
Religion	
First Priority	68
Second Priority	69
Recreation	
First Priority	69
Second Priority	69
Community Services	
First Priority	70
Parole and Probation	
First Priority	71
Recommendations Requiring Legislation	72
Mental Health	
First Priority	72
Law Enforcement	
First Priority	72
Recommendations Requiring Legislation	73
State Agencies	
First Priorities	74
Recommendations Requiring Legislation	75
Judicial	
First Priority	77
Recommendations Requiring Legislation	77
Education	
First Priority	78
Second Priority	81
Recommendations Requiring Legislation	82
B. Projects	
Community Based Treatment and Prehearing Juvenile Centers	83
Institutional Psychiatric Treatment	84
Institutional Psychological Services	85
Institutional Social Services	86
Juvenile Justice Association	87
Law Enforcement Liaison Counselor	88
Professional Training for Probation and Parole Officers	89
Training for Juvenile Officers	90
Training for Staff of Juvenile Halfway Houses	91
Training in Cognition of the Delinquent-Prone Child	92
Uniform Statistical Reporting and Recording of Juvenile Activities	93

	<u>PAGE</u>
Youth Service Bureau	94
Youth Services Coordination	95
Halfway House Pilot Project	97
PART V. APPENDICES	
Statewide Interdisciplinary Study Committee Members	A
Recommendations of Statewide Interdisciplinary Study Committees	B
Part I - Individual Interdisciplinary Recommendations	
Part II - Composite Interdisciplinary Recommendations	
County Study Committees	C
County Study Summaries	D
Androscoggin-Sagadahoc	1
Aroostook	15
Cumberland	41
Franklin	58
Hancock	63
Kennebec	69
Knox-Lincoln	77
Oxford	83
Penobscot	90
Piscataquis	99
Somerset	108
Waldo	112
Washington	118
York	130
County Plan Recommendations	E
Boys Training Center	F
Stevens School	G
Men's Correctional Center	H
Women's Correctional Center	I
Services Available to Youth in Maine	J
Statistical Review of Juvenile Delinquency in Maine	K
Police Department Records	1
Case Loads of Probation and Parole Officers	9
District Court Study Showing District, Court Title, Address, Judge, and Judges at Large	13

	<u>PAGE</u>
State of Maine Summary	14
Androscoggin County	37
Aroostook County	51
Cumberland County	84
Franklin County	106
Hancock County	112
Kennebec County	125
Knox County	143
Lincoln County	154
Oxford County	162
Penobscot County	177
Piscataquis County	203
Sagadahoc County	209
Somerset County	215
Waldo County	225
Washington County	232
York County	242
Abbreviations	258
Distribution of Population of Youth by Age, Sex and County	259
Juvenile Laws of Maine	L

PART I: JUVENILE DELINQUENCY - A PHILISOPHICAL CONSTRUCT FOR
PREVENTION, CONTROL AND REHABILITATION

Throughout our history we have approached individual social problems in isolation. We have approached such problems as poverty, immorality, alcoholism, delinquency, and drug abuse as independent entities, rather than symptoms of a more severe disorder in our society.

Behavior does not occur in a vacuum. All behavior occurs as a result of the pressures under which the individual finds himself. Each individual is bombarded by a variety of forces. These forces, which are from within the individual, must be balanced by those forces from outside the individual in order to achieve a mental attitude leading to socially accepted behavior. So long as these forces remain in balance, no deviant behavioral problems result. Delinquent behavior, therefore, becomes the result of an imbalance of the forces affecting the life sphere of the individual.

The internal forces are those with which the individual is born or which are developed during the period of early growth and development. These internal forces may be summed up as the individual's own driving forces, his value structure, his own conception of himself, of others, of his needs, of the needs of others, of his values, of the values of others and, finally the confused situation in which the individual finds himself.

The individual with his peculiar combinations of internal pressures lives in society with other individuals having internal pressures which are similar in being but different in quality. It is clear that the individual must encounter those internal forces of his own and at the same time cope with forces that are being exerted upon him within society. There are other spheres of influence in which the individual must operate, namely, its institutions. To separate the internal forces at work on the individual from the outside sphere of influence is like attempting to separate a planet from its system of integration.

Within the individual, some phase of these forces is in constant disequilibrium. When, because of the neurotic process at work, a multitude of these forces are out of phase, adequate functioning of the individual becomes impaired, reality perception is obscured and purposeful direction may be lost. At this point he may be expected to seek outside help or resort to inappropriate social behavior.

The outside forces that reduce stress, allowing the re-integration or reorganization of the individual might include peers, parents, teachers, clergy, counselors, psychologists, psychiatrists, or any group of individuals or agencies who might be consulted or who might intervene. It is not the helper's role to bring about the change in the individual but rather to assist in the integration process much as a catalytic agent assists in a chemical reaction, allowing the self actualization process to proceed within the individual.

It must be assumed that the consultant has himself already reached a high degree of personal integration and self actualization. This

is necessary because once the process has begun, the consultant, with whom trust and acceptance have already been established, and the stressed individual must continue a close relationship toward the positive personal growth desired. The consultant now becomes an intermediary between the individual and the environment.

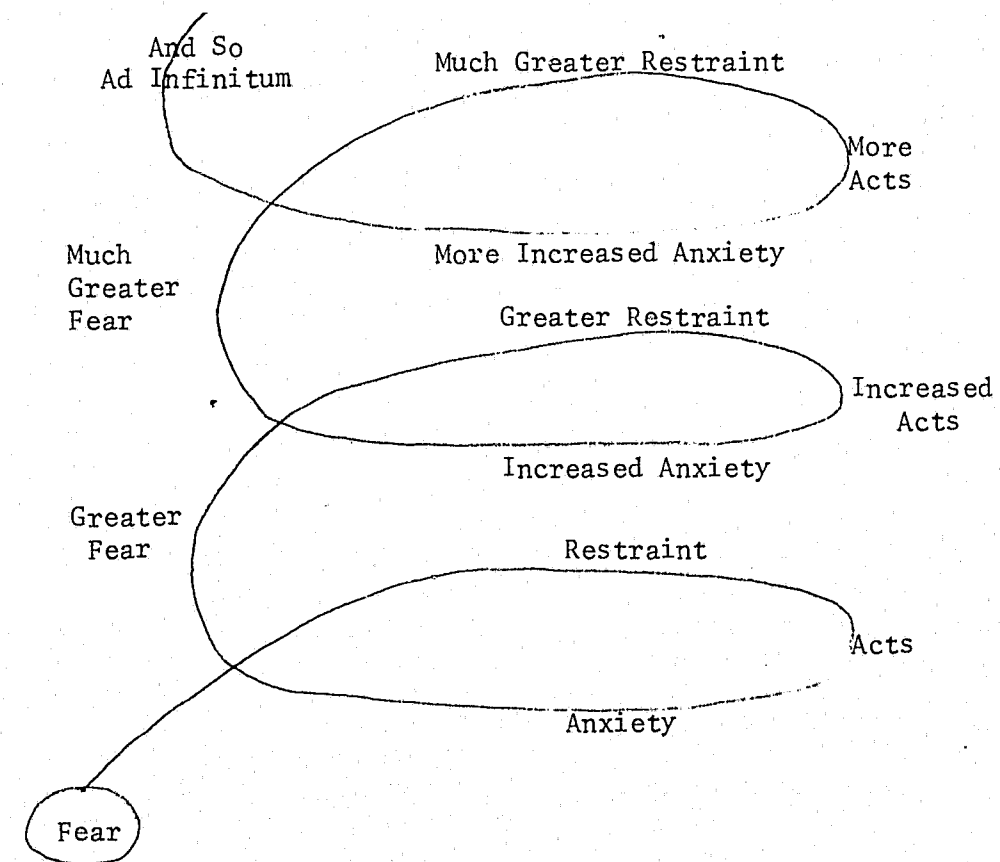
Positive growth and development come as a result of an effective helping relationship. The relationship must be dynamic and allow a free flow of feelings. To be effective, this dynamic interpersonal relationship requires four constructs. They are:

1. Purpose - There must be a unity of purpose on the part of both. The full scope of the purpose need not necessarily be known to either at the onset of the relationship. If, however, the relationship develops to be warm and meaningful, the underlying purposes will bloom to full development.
2. Acceptance - The individual has the right to expect full acceptance from the consultant. This in no way presupposes acceptance of the problem areas, but a warm, interpersonal, permissive relationship between the two as they together approach the problems. A lack of complete acceptance of the individual can serve only to widen the abyss of neurotic behavior.
3. Understanding - Understanding presupposes acceptance. Understanding must have its basis in the individual's needs, values, and perceptions rather than those of the consultant. For any adaption in behavior to take place, it must first be consistent with the needs, value and perceptions of the individual himself. This in no way assumes that the individual's needs-values-and perceptions construct is static, for it certainly is not, else there would be no purpose served by the consultant. All change in the individual must originate within his needs-values-perception construct before it becomes expressed as behavior.
4. Free Expression - A freedom of expression is assumed in a dynamic interpersonal relationship. It is expected that this freedom will follow the development of understanding and acceptance. As the individual becomes familiar with the genuine acceptance and understanding of the consultant and as the two more nearly approach a unity of purpose, the expressions of feelings tend more and more to become spontaneous and represent more adequately basic and suppressed conflictive feelings. For the dynamic interpersonal relationship to approach the mutually desired purpose, communication is necessary. Communication assumes more than just the transference of ideas and thoughts. It contains also the concept of an expression of feelings, attitudes, ideals, and values, real, imagined, or distorted. For their expression, words sometimes are not only unnecessary but a hindrance. Communication then may be expressed consciously or unconsciously, intentionally or unintentionally, verbally or empathetically. It is here, that with mutual understanding of the needs, perceptions, and values construct, an actualizing process begins and a new individual begins to emerge.

Additional to the individual with his internal forces is the society which includes the family, the school, the church, the police, the courts, with its institutions, etc., each with its own internal forces much like those of the individual. The society must encounter its own internal forces and cope with the forces being exerted upon it by the individual. The society being larger, stronger, and better established than the individual, however, is in a position of dictating the rules to the individual, bringing about a disequilibrium between the individual and his society.

Increasingly, various kinds of misbehaviors are defined as delinquent by the society, and more behavior is being brought before the public tribunal for management. As this kind of development follows, we can expect a continuation of growth in delinquency rates. This is the result of society's fear of the juvenile, a fear bordering on phobia, turned inward on the society, forcing that society to act in further restraining the object of the fear. This very restraint creates more delinquent acts since now more acts have become classified as delinquent. This in turn causes more and more anxiety about the delinquency problem resulting in greater fear of the juvenile, thus the process multiplies itself in an environment of unreality.

Diagram of Community Reaction



We see, therefore, that the very increase in delinquency itself comes about, in part, as a reaction of society, with its own needs-values-perception construct as it follows the neurotic process of reaction, to pressure of outside forces, namely the delinquent acts.

It is clear then that some constructive action must take place to ameliorate this process and bring about a reversal of the destructive trend. Here, as with the individual, the internal discord has become so acute as to require the intervention of a helper to reorganize the society to a point that it is again able to reintegrate its youth as one of its viable positive forces.

Here too the consultant's role is that of the catalyst establishing conditions of change in either the society or its institutions, which will permit a process of self actualization to proceed within the society itself. As this self actualization proceeds within both the individual and the society or its institutions, commonality of goals will emerge. As a commonality of goals emerge, trust develops. The two now are progressing in a positive direction together. Communication has been established. This phase of the neurotic process has been subdued.

Since it is the action and reaction between the juvenile and his society which results in a delinquency judgment, it is obvious that an imbalance of internal and external pressures on the part of both are at the root of the misbehavior. These internal and external pressures, on the part of both, must be brought into balance. This can in no way be achieved if either party is segregated from the other. For integration to take place, both must be allies to that integration. It must occur through a mutual acceptance of responsibility, the willingness to make changes and the willingness to adapt to them.

It is the responsibility of society to make available any and all resources necessary to bring about the re-integration of the individual and his society. Society has a responsibility to make changes within itself and any or all of its institutions and the individuals therein. Likewise, the individual has the responsibility to make similar changes within himself with the help of those resources made available by society.

With a changing society, the adolescent and his problems have been seen differently over the years. He has come to be seen as a child. The State has written separate laws to assure his development. These laws reflect a humanitarian attitude toward children to assure a positive future of children within our society and the development of responsible citizenship. It is, therefore, the responsibility of the State both to protect the welfare of its children and to protect itself during that child's period of growth and development. Behavior of youth, inconsistent with these objectives, is seen as juvenile delinquency. To protect the interests of the community and

its children, special laws have been developed. It is the purpose of the Maine Juvenile Law....

"to provide that in proceedings pertaining to juveniles,....the care, custody and discipline of said juvenile shall approximate as nearly as possible that which they should receive from their parents or custodians; and that as far as practicable, they shall be treated, not as criminals, but as young persons in need of aid, encouragement and guidance."¹

Behavior which violates the juvenile laws of the State of Maine may cause a petition to be filed against the offender with the juvenile court, which may issue a citation....

"directing the parent or parents, guardian, or other person alleged to have custody and control of the juvenile complained against to appear with the juvenile at the time and place set for hearing the petition."²

If the juvenile has been found by the juvenile court to have committed the acts specified, and if he is under the age of seventeen, he is then designated a juvenile offender.

There are a great many juveniles who commit anti-social acts who are never adjudged juvenile offenders. For the purpose of this plan, we will consider these individuals as potential juvenile offenders who likewise need aid, encouragement and guidance. Juveniles are subject to all laws which apply to adults. In addition, there are laws which have been specifically developed to give aid, encouragement and guidance to juveniles.

Prerequisites for Prevention and Control

Treatment of the child, his family and his society will be predicated on the following:

1. Identification of specific misbehavior patterns.
2. Understanding of the underlying meaning of the juvenile's behavior.
3. Complete evaluation of the juvenile to include:
 - a. Physical and Neurological
 - b. Psychological
 - c. Psychiatric

¹Maine Revised Statutes, Title 15, Section 2501.

²Ibid., Chapter 405, Section 2603.

- d. Education
- e. Social (include family, peer, and school relationships).

Delinquency Identification

Delinquency takes many forms and comes about as a result of many different pressures on the individual. Therefore, we must consider many possible methods of control and prevention as well as rehabilitation. When we think in terms of the etiology of juvenile delinquency we must consider the sickness present in our society. Youth are affected by the attitudes they see demonstrated about them. These attitudes are demonstrated by their parents, by their school, by their church, by the police, and by their many other social contacts. The child who sees his father take a parking ticket or a speeding citation to a state authority to have it "fixed" is learning that there is little respect for the law, that the law can be fixed for those who know the right parties. This behavior encourages a disregard for the rights of others. The child who hears his church condone such behavior as homosexuality is learning an acceptance of deviant behavior. Likewise, the child who learns of a police officer taking a bribe is learning a disregard for our institutions and their precepts. These children are not only learning to be juvenile delinquents, they are learning juvenile delinquency with the finesse of the adult.

Delinquent behavior tends to fall into the following categories:

1. School related offenses
2. Property offenses
3. Sex offenses
4. Danger of falling into vice and immorality
5. Family related offenses
6. Personal attack
7. Drug related offenses

One type of delinquency is often closely related to others. The commission of sex offenses might result in school problems or it might be the other way around, that school problems might result in a sex offense. Family difficulties might result in property offenses, or in running away. A complete breakdown of types of offenses appears in the statistical section of the study. They are arranged alphabetically within the previous seven categories of delinquency.

If one is to prevent and control delinquency, one must have knowledge of the cause of the delinquent act. With this knowledge, at the very early stage in delinquent behavior, one can alter the contributory conditions leading to the delinquent behavior. This is the most economical and practical solution to the delinquency problem. Intervention at this early stage cannot only prevent the recurrence of delinquent acts but also an exacerbation of the primary disorder.

As alluded to earlier, increased recognition must be given to the interpersonal relationships found in the family, the school, and the social milieu of youth. Likewise, recognition must be given to the individual's ability and emotional adjustment as well as to his physical and neurological integration.

The above is a highly complex approach to the delinquent or pre-delinquent which may never be fully accomplished because of the continuing social discord. The history of prevention and control efforts is characterized by well-intentioned but relatively simple schemes that were thought to be panaceas. Proposals have included such things as urban renewal, establishing boys' clubs, job training, individual and group psychotherapy, developing recreation programs, providing case workers and detached street workers, remedial reading programs, punishment of the parents of misbehaving juveniles, religious indoctrination, and the administration of drugs. In and of itself no program can be expected to work for groups, nor should we think of solving the problem in groups any more than the medical profession considers solving individuals' medical problems in groups.

Kvaraceus stated that two commonly accepted myths have hampered efforts to develop effective delinquency prevention programs: (1) the notion that the level of delinquency cannot be reduced and (2) somewhere there exists a simple effective solution to the problem. Those subscribing to the first notion are apathetic to prevention efforts while those adhering to the second commit themselves to programs that tend to be ineffective.

Problems of this type can best be reduced through preparing those concerned with combating delinquency with a background of knowledge. Kvaraceus suggests that knowledge is especially desirable at three levels; they are (1) theory, (2) social context, and (3) the individual. Delinquency must be conceptualized and integrated into a frame which treats it as a form of adjustment to our culture. The second level of knowledge pertains to the social context in which the prevention efforts are to be developed. Prevention techniques must be tailored specifically to the community's problems. The last level is that of the individual. As already stated, complete diagnostic information must be available.

Lejins indicates that prevention of delinquency may be divided into three orientations. They are (1) punitive, (2) mechanical and (3) corrective. In the punitive orientation the threat of punishment is a force preventing the delinquent act. Mechanical prevention places obstacles in the way of the potential offender, i.e. the liquor cabinet is locked and all copies of keys the children may have are confiscated before teen aged parties are begun. The only plan that will make lasting desirable change is corrective prevention whereby the causes, factors, or motivations that produce crime are eliminated before the behavior takes place. This approach is based on the assumption that there are identifiable causes of delinquency and that these causes can be manipulated in such a way as to eliminate or greatly reduce their impact.

To accomplish prevention at its highest level of development requires intervention in three areas. First, the development of a

general change in the attitude of society toward the juvenile, and the prevention and/or correction of delinquency. The goal of this approach is to influence necessary changes in juvenile legislation, it involves lobbying and the dissemination of relevant information. This assumes that delinquency is the product of many forces exerted on the individual and that these forces cannot all be dealt with effectively at the level of the individual.

Second, adaptations within the community requiring direct involvement of a change agent with groups or in the development of new groups oriented toward behavioral change. At this level of community change such programs as Volunteer Probation and Parole, Child Advocates, and School-Police Liaison Programs might be considered. It is the purpose at this level of operation to make changes in the community and its attitudes toward the delinquent and pre-delinquent child.

Third, identification and treatment of delinquent or delinquency prone youth. Intervention at this level is with the individual youth. While it is questionable whether or not the delinquency prone youth can always be identified, it is obvious that youth adjudged delinquent have been identified. We therefore have a substantial population with which to begin this type of intervention.

Success with a member of this population can be projected toward his peers. The delinquent then becomes the therapist of the delinquency prone youth. He likewise becomes a major referral agent to the delinquency prone population.

A resource most often ignored is the teacher. Early grade teachers can, with proper training, become the most effective single resource in identifying children whose development is negative in direction, making referral to a specialized agency desirable. Teachers of older children have prolonged contact with the child. They also tend to have greater objectivity than the parent. They too, with proper training in the identification of delinquency proneness, can become an effective referral agent. The use of teachers as referral sources presupposes cooperation of the school administration and an interest in the positive development of all children under their direction... That school system which so demonstrates its disinterest in the total positive development of children by refusing to allow its teachers to become referral sources has already abrogated its position as an agency dedicated to the total development of the whole child.

Additionally, a number of instruments have been developed to predict pre-delinquency trends. MMPI, Kvaraceus Delinquency Scale, Mink Scales and Glueck's Scales are examples of these instruments. Unfortunately, none can claim impressive results and their use is not recommended.

Children referred for specialized diagnosis and treatment should never be identified either openly or subliminally as delinquent

or pre-delinquent. The only identification necessary or justified is "a child in need of some type of specialized help."

Program Evaluation

An essential component of any program designed to prevent and control delinquency is a method of evaluation of its success. Such a program can only be evaluated in terms of its statement of intent. It is, therefore, essential that the statement of intent be comprehensively and clearly defined in the project request. The plan for evaluation must show the methodology to be used.

Frequently there is resistance to evaluation on the part of practitioners whose experiences have led them to realize that prevention and control efforts do not consistently produce the expected results. Practitioners must, however, have the right to try new approaches. All must recognize that the project may either achieve its defined goals or it may fail. All should realize that these are new programs designed to attack problems the solution of which have heretofore eluded us.

Evaluation is an on-going process. Changes and adaptations in the program must be made as the result of this continuing evaluation. In this way the resultant project may be quite different from the original plan. The intent is to create a project which will achieve, at the highest level of efficiency, the goals originally set forth in the plan. This continuing evaluation and adaptation process, therefore, is a necessary flexibility which should be built into all programs.

PART II: METHODOLOGY

This plan was developed in two phases. The first phase involved the gathering and processing of data preparatory to the second phase, plan development.

Regional groups were organized throughout the State. These planning groups were made-up of individuals from a wide variety of disciplines. They were brought together because of their interests not only in their own disciplines but also because of their interests in delinquency and its prevention. It was their function first to study conditions relative to the juvenile, juvenile delinquency, and preventive and rehabilitative services available in their area; and second, to present plans for those services found to be lacking, which would best serve their individual geographic areas. These groups sought to involve and to obtain information from law enforcement personnel, teachers, school counselors, school administrators, probation and parole officers, clergy, youth, recreation staff, parents of juveniles, physicians, social workers and psychologists. Members of the regional groups sought their information through questionnaires and personal interviews. These studies will appear in Appendix C. Membership on these committees will be found in Appendix D.

Summaries were prepared by the Study Staff from the raw data submitted by the regional committees. The entire Somerset County Report and parts of the Cumberland County Reports were prepared locally.

The regional committees were requested to submit plans for the prevention and control of juvenile delinquency as they saw the need within their geographical boundaries. Summaries of plans of these committees are found in Appendix E.

Planning groups of a specialized nature were formed. The following were represented:

1. Juvenile Police Officers
2. Social Workers
3. Guidance Counselors
4. Public Health Nurses
5. Parole and Probation Officers
6. Extension Agents
7. Staff members from the two training centers
8. Regional planners from the Regional Planning Commissions
9. Community Action Directors
10. Lawyers
11. Representatives from the Department of Mental Health and Corrections
12. Representatives from the Department of Employment Security
13. Representatives from the Department of Labor and Industry
14. Representatives from the Division of Vocational Rehabilitation
15. Representatives from the Maine Association for Retarded Children

16. Recreation Administrators
17. Representatives from Community Mental Health and Counseling Services
18. Representatives from Learning Disabilities Association
19. Representatives from Boy Scouts executives
20. Representatives from Girl Scouts executives
21. Representatives from YMCA and YWCA executives
22. Representatives from organized church groups
23. Youth from Boys Training Center
24. Youth from Girls Training Center
25. Youth from public schools
26. Youth from private children's institutions
27. Representatives from Private Child and Family Associations
28. Representatives from Governor's Task Force on Youth
29. Representatives from Neighborhood Youth Corps (Youth and Adult)
30. Youth from Rural Youth Corps

Individual members representing each group will be found in Appendix A.

Committees made up of similar professional background and experiences met for a series of three all day meetings to develop plans for the prevention and control of delinquency. To broaden the scope of the input which would result in more realistic planning, two additional meetings were held. At these two meetings grouping was of a composite nature. Attempts were made to have at least one representative of each professional discipline and two youth in each group. The composite group had the benefit of the recommendations of the professional groups. The recommendation as presented by each group, will be found in Appendix B.

In accordance with § 270.16 part (a) subsection (1) of the United States Juvenile Delinquency Act of 1968, an advisory committee was appointed, and has met regularly. Their names, professional competence, and addresses appear on the inside cover of this report.

All institutional studies were completed by the Staff in accordance with an agreement with Mr. Robert Raines who was then Director of the Bureau of Corrections of the Department of Mental Health and Corrections. In-depth studies were made of the Boys Training Center and Stevens School. cursory studies were made of the Women's and Men's Correctional Centers. Since no juveniles were held at the State Prison, this institution was not studied. These reports appear in Appendices F, G, H and I.

Because of confidentiality of juvenile court records, special consideration was obtained from Chief Judge Richard S. Chapman before a study of these records could commence. Each case coming before the juvenile court in the fiscal year 1969 - 1970 has been inspected to obtain the following information: age, place of offense, sex, complaint, disposition, presence of attorney - court appointed or

family selected, and other persons in attendance. This information is summarized in Part I of this study.

Finally, a great many interviews were held between members of the Staff, State Agency personnel, and interested citizens throughout the State, both youth and adult.

These interviews and the Staff studies of the institutions, indicated the need for a review of the juvenile laws of the State. Accordingly a study of these laws was made under the direction of Professor Pierce B. Hasler of the School of Law of the University of Maine at Portland. The study appears in Part III with a commentary on the juvenile courts in Maine.

PART III: AN EVALUATION OF OUR SOCIAL INSTITUTIONS, THEIR EFFECT
ON THE PREVENTION AND CONTROL OF JUVENILE DELINQUENCY AND THEIR
ATTEMPTS AT REHABILITATION OF DELINQUENT AND DELINQUENT PRONE YOUTH.

PART III A

COMMUNITY INSTITUTIONS

PART III - SECTION 1 - THE ROLE OF THE SCHOOL IN THE

PREVENTION AND CONTROL OF JUVENILE DELINQUENCY

According to Title 20 Chapter 105 § 911 of the Maine Revised Statutes, children between the ages of seven and seventeen must remain in school. It is, therefore, possible for those youth between seventeen and nineteen to leave school before high school graduation. The 1970 Maine census shows the total population of youth seventeen to nineteen years of age to be 54,173.

In the year 1969-1970 over twenty-eight hundred Maine boys and girls left school prior to graduation from high school. This represents 5,168 children leaving school for every 100,000 of population eligible to leave school. It may be expected that a greater proportion of these youth will become delinquent than their brothers and sisters who remain in school. While our concern is great for those who leave school, we are particularly concerned over those youth who are "pushed out" of school by school authorities who are unable to cope with their behavior problems. Our studies of correctional institutions show that a number of these youth eventually find themselves in some part of the correctional system.

The only social institution to reach all youth, and to affect every family, is the school. In recent years the school has been studied and restudied. Its shortcomings have been discussed over and over again. While there are many shortcomings in the educational system, we must remember that the Great American Experiment to educate all youth is a massive undertaking. This is the only time and place such a great undertaking has been tried. Mistakes have and will be made. Additionally, during the past decade the vast bodies of knowledge to be taught have expanded rapidly. The need for monies for education has increased even faster than our exploding school aged population which now represents over one quarter of our total population.

Some would indicate that a retrenchment is necessary. The facts clearly indicate that the school can become the greatest deterrent of juvenile delinquency of any of our social institutions. To accomplish this, greater funding will be necessary. Schools must be eligible for LEAA funding for programs for the prevention of delinquency. The problems of youth should be solved at the elementary and early secondary levels. After this time, work with delinquents tends to become correction.

Our study clearly indicates a need for increased services for disturbed youth. A summary of our findings regarding school programs for socially disturbed youth follows:

1. Eighteen school systems offer elementary guidance services to their youth. Of these systems, seven have a ratio of one counselor to between 800 and 1000 students: two have a ratio of one counselor to 1000 to 1200 students: for two the ratio is one to 1200 to 1400 students: one has a ratio of one to 1400 to 1600; two have a ratio of one to 1600 to 1800; one has a ration of one to 1800 to 2000 students; the other three have a ratio of one counselor to

from 2000 to 7000 students. Of the nine school systems having the lowest number of students for each counselor, eight are located in rural areas.

2. Seven school systems in the State employ twelve full time social workers. One system employs a part time social worker.
3. Four school systems have full time psychologists and two systems employ a psychologist part time.
4. Secondary guidance is generally good throughout the State. Only twenty-one systems do not provide guidance services at this level. Three of these schools have less than one hundred students, nine have from 100 to 200 students and nine have from 200-300 students.
5. In no school did we find formal counseling available to the delinquent or pre-delinquent child.
6. A majority of young people adjudged delinquent who were interviewed reported that they had had little or no contact with the guidance services of the school.
7. A surprisingly huge number of delinquent juveniles interviewed had not been able to operate successfully in the school orientation. They had either been ignored in the school setting, or severely pressured by the system. Few had experienced anything in the school setting that could be construed as success.
8. The school setting is not designed to create a successful experience except for those who are able to conform to a pre-determined structure. There are few, if any, opportunities in Maine for youth in need of a flexible structure in which to operate. The attitude seems to be one of accept the structure or leave. Real concern on the part of educators was expressed for the delinquent and pre-delinquent. The youth appears to be caught in the system which has become so large as to have difficulty responding to individual needs.
9. Curriculum is failing to meet the needs of students. It appears to have been established to meet faculty needs rather than children's needs. The potential drop-out's needs appear not to be satisfied.
10. Early emphasis on remedial reading and arithmetic is essential.
11. Almost no school system is presently meeting the needs of the learning disabled child in spite of the fact that between 10-15 percent of all children in schools have a learning disability severe enough to require specialized training.

12. Studies at the correction institutions indicate an extremely high percentage of their students are unable to read, write and spell at grade level. The largest majority of these youth are operating in these essential areas at three and four grades behind their successful peers.
13. School programs relative to drugs and drug abuse have been carried out mostly at the secondary level. Earlier emphasis is necessary. Drug abuse, however, is a symptom of a more basic disturbance. Adequate school based treatment for children with problems and children who are unsuccessful in school orientation can prevent much of the drug related social problems.
14. There appears to be a basic fear in school youth. This fear runs the gamut of life experiences from acceptance as an individual to the fear of generalized destruction of society as we know it. At the present time public education is not providing a structure through which youth are able to sublimate these fears.
15. Little contact was seen between the school and the home. Seldom does the teacher or any representative of the school go to the homes of children. They, therefore, are totally unable to understand the types of problems and pressures under which a child is living. If they were to have an understanding of this, their whole perspective might be changed. The incorrigible child then might be seen as a child with a problem. Sympathetic rethinking on the teacher's part might result in a better adjustment for the child.
16. Many delinquent youth indicated that they had been able to develop a good relationship with members of the athletic and coaching staffs. They were dropped from these activities, where they were achieving some school successes, however, because they were not successful in their academic work. Since they were unsuccessful in one area, they were not allowed success elsewhere in the system.
17. Nowhere did we find formalized training for parenthood, except as a passing phase of Home Economics. This is the only full time vocation that young people are expected to undertake without training. The only prerequisite is the attainment of physical maturity. This same indictment is true of the home and the church.
18. Dropouts are almost wholly high school youth. This is true because of the attendance law. The few dropouts at the Junior High School are almost all due to pregnancies or health problems.
19. It is the rare exception that a school system or its agents keep a continuous check on students who have left school. Most felt

that when a student has left school he is on his own.

20. After school, guidance counselors refer a dropout youth to such agencies as Youth Corps, Manpower Training Programs, and Pinecap or to night school.
21. There is a feeling among some educators that the increase in the attendance age from 16 to 17 has increased discipline problems. Curriculum changes can be a useful tool in remedying this situation.
22. Cooperation between social agencies and schools appears to be somewhat on a hit or miss basis. There appears to be no coordinated cooperative effort on the part of the many community organizations. An overall community-school-parent-police-church-social agency cooperative effort can alleviate many of the problems of each.
23. Many schools are making referrals of youth with problems to mental health agencies.
24. The court and institutional studies show that 140 youth in Maine were cited before the court for truancy during 1969-1970. This is a special law applying only to juveniles, and the complaint must be made by the school. Reduction in the rate of truancy and a solution to the problems causing it could well be a major effort of interagency cooperation as cited in item 22.
25. In some areas secondary youth are tuitioned to other area schools. No regular school bus service provided by the town is available to them. Some students who have less personal drive or whose economic level makes this cost a serious handicap have left school.
26. Sixty-five public and seven private high schools in Maine have been accredited by the Maine State Department of Education. Fifty-nine public and twenty-five private high schools in Maine have been accredited by the New England Association of Colleges and Secondary Schools. Forty-four public and fourteen private high schools in Maine have not been accredited by either agency. These are not necessarily the highly rural schools nor the schools in the depressed areas.
27. The Bureau of Corrections operates secondary schools in its two youth institutions. They are approved for attendance purposes but neither is accredited by either accreditation agency.
28. In one area forty-three teen aged youth were tutoring less fortunate younger youth with learning problems. This is a volunteer program carried out by the Future Teachers Organization. This has been adopted in other areas during the past year.

29. Drop out prevention programs have met with limited success. Where they have been developed students accept them favorably.
30. Sports programs, both intramural and competitive, are generally available throughout the State. They are successful for those who participate. Generally equipment and supplies are available from the school, and usually transportation is provided.
31. It has become common in Maine to allow pregnant girls, whether married or unmarried, to continue their education either in the classroom with the other students or by sending assignments to her home. In either event the girl is encouraged to return to school after the termination of her pregnancy.
32. Married students are encouraged to remain in school until the completion of their education.
33. The median educational level in the State is grade 11.0.
34. There are thirteen Regional Technical Vocational Centers in Maine, located at Augusta, Bath, Biddeford, Bridgton, Dexter, Farmington, Lewiston, Portland, Presque Isle, Sanford, Skowhegan, Waterville and Westbrook. Where these programs have been inaugerated, the success has been excellent. Youth have for the first time been given an opportunity to achieve success at a level meaningful to them. However, seven counties in the State containing 200,000 people have no program of this type. In the counties of Androscoggin, Aroostook, and Penobscot which contain 300,000 people and many miles between urban centers there are only three schools. The remainder of the State is in like condition.
35. The 1969 class graduating from Maine high schools started in the freshman year in 1965 with 14,677 students but graduated only 11,997. This represents a loss of 18% of the students. The 1970 graduating class shows a similar condition. In 1966, 16,971 students were registered as freshman but only 13,729₁ students graduated in 1970. This represents a loss of 19%.
36. Formal systems of referral between the teacher and guidance counselor are lacking. In most schools this is done by a hit or miss method, in chance meetings or meeting in the teachers room.
37. Dropping out of school is for a number of reasons. It is far too easy for us to imply a lack of home guidance or a need for vocational courses. While these may have a relationship to the

Bureau of Statistical Services. Maine Department of Education.

Youth's dropping out of school, usually the real reasons are far more complex and require concentrated study of the youth and the situations in which he finds himself.

38. School testing is done on a wholesale group basis. There appears to be no stated goal for administering tests. The goals, like the testing, tend to be gross generalizations. Highly successful students and students who have achieved little or no success in school are tested with the same materials with no designation as to purpose. While testing is a valuable tool to use in the diagnosis of problems, to use tests in a wholesale manner is excessively wasteful.
39. School drug studies indicate that there is some experimentation with drugs. Curiosity appears to be the main reason for trying drugs. They are easy to obtain and the youth find them a threat. With reference to their control, youth overwhelmingly state "Get the pusher." They appear somewhat disgusted that law enforcement has not done this.
40. Many areas reported a need for full school breakfasts and lunches for children from families in need. Chapter 109, subchapter II § 1051 ff. of the Maine Revised Statutes provide for this service.
41. Athletic uniforms and personal athletic gear are usually provided by parents, but they are required by the school. The same is true of certain magazines and books. It is a hardship for some children from low income families to purchase these specialized materials which are of limited use.
42. Some schools have become organizations dedicated to the sale of magazines, rings, books, and other assorted items. This is not a function of education.
43. Most secondary schools offer such vocational courses as Business, Home Economics and Industrial Arts. These tend to be terminal and offer neither the opportunity to go on for additional education in the field nor do they give youth saleable skills.
44. Two summer programs are available for children with learning disabilities. One is operated by a school department, the other by a private agency.
45. Tobacco and alcohol, two psychotropic substances, are in general use throughout the State. The extreme ease of obtaining both, and the pressures of advertising have a great deal to do with their excessive use. Throughout the State there is generalized acceptance of the use of each of these drugs, their sale is promoted

through the grocery chains and their presence is obvious in our home.

46. There are few opportunities in the State, at any level, for education for parenthood; few courses are offered in child development and these only to a select few. Material related to the family at the elementary grades are for the most part good. At the junior high and high school levels we tend to assume that the family interrelationships and the child's development both physically and emotionally have been internalized and understood to a level that they are able to establish stable families. (The present divorce rate of one divorce for every three marriages tends to show that stable families are a rarity.)
47. Consumer education is available to only a handful of students throughout the State. Where it is available it is for girls only; little thought has been given to the fact that boys too become active family members.
48. Home management likewise is available to a few of the girls in the State and to almost no boys.
49. With minor exceptions, the police and school do not work together toward common goals.
50. Most schools have taken an attitude that their function is the teaching of facts, information and the ability to think. Few are teaching in the areas of character development, ethical values, and patriotism.
51. Cooperation between representatives of education and labor does not appear well developed. These two disciplines can work together to provide resources for the best development of children and youth.
52. High school equivalency certificates may be issued by the State Commissioner of Education for Maine residents 20 years of age or older. Also, eighteen year old youth who have been out of school for one year and who have completed a formal training program approved by the Commissioner may become eligible for a certificate.
53. One of the prime functions of education is to teach youth the value of becoming a member of society. Yet, youth are allowed virtually no opportunity to practice these worthwhile functions of education until they leave the educational community. Almost no youth in the State are members of school boards, few Student Governments are truly student governed, and curriculum committees not only do not include youth as an integral part of their operations but usually exclude them entirely.

54. Approximately forty per cent of the State's population is of school age yet they have no peer representation in the legislature, town and city government, nor in the school.
55. There is a segment of that juvenile group considered delinquent whose delinquency can be traced to inadequate and incomplete training because of their various mental disabilities. These disabilities include, but are not limited to, retardation, cerebral palsy, learning disabilities, brain damage, and emotional disturbance.
56. Some values and practices of some professionals concerned with children produce schools which often deprive children of experiences of self-fulfillment, causing them to fail in school, to be excluded from school, to become impotent in education and society. Labels which place the responsibility for failure on the child are often used. These techniques have served to shield the school from all responsibility.
57. Youth returning from the training centers have repeatedly indicated a lack of acceptance in the school. One girl was rejected by a school in Maine only a few minutes after returning from Stevens.
58. Of somewhat limited scope, but of extreme importance was the accusation that Indian youth feel discriminated against in their schools and communities.
59. For years there has been a shortage of teachers. Schools have often been forced to select a "second best" teacher to fulfill the school's needs. Today the situation has reversed itself. There are large numbers of trained teachers available. Additionally, teachers who have been teaching in large metropolitan areas are seeking employment in the more rural areas of Maine to allow them to leave areas of greater turmoil.
60. Generally throughout the State physical education is available only at the junior and senior high schools. Seldom did we find a school offering developmental physical education at the elementary grades. It has been suggested that if physical education can financially be available to only one group of students, this group should be children from K to 6 because this is the period in their lives that the greatest physical and mental development takes place.
61. An in-depth survey of the staffs of ten schools provided the following data related to the causes of delinquency:

A Survey of Causes of Delinquency

	Schools -	1	2	3	4	5	6	7	8	9	10	Total
Broken homes, family life		9	5	3	5	2	4	2	3	4	2	39
Parental attitudes-immature, negative, uninterested		9		1	4	2	3	1	2			22
Lack of activities		1		4	3	4	3			1	2	18
Lack of discipline-permissiveness, too strict, indulgence		4	1		3	1	2	3		1	2	17
Inadequate schools-curriculum		3	3		2	2	3	2	1			16
Lack of training and guidance		1	3	1	1			2	1	3	3	15
Failure in school				2	2	3	4	2	1			14
Bored, disinterested, aimless		5	1	1		1		1	1	2		12
Friends and peers				2	1	1	1	3	1	1	1	11
Lack of love in home		2	2			1	1		2	1	1	10
Lack of supervision-working mother		3		2			1	1		2	1	10
Physical and social environment		4	2		1	2		1				10
Times, confused values of society		1	1	1	3				3	1		10
Emotional problems-poor self image				1	2	1			1	3		8
Drugs and alcohol		1		1	1		1	1		1	2	8
Failure of church		2		1	1		1	2			1	8
Insensitive teachers				1	2			2				5
Poverty and affluence		1	1					1	1			4

It is noted that broken homes, inadequate family life, and parental attitudes are seen by the schools as being far the greatest contributors to delinquency. These are followed by inadequate school curriculum and activities, a lack of constructive disciplines, inadequate application of guidance and failure in school.

62. Recommendations of the staffs of these same ten schools follow:

	1	2	3	4	5	6	7	8	9	10	Total
Strengthen family unit re-educate the parent	2	2	4	3	3	3	3	3	1	1	25
Schools-curriculum	3	1	2	2	3	4	3	2	2	2	24
More and better supervision Know where kids are	1	4	3		4	2	4	1	2		21
Better discipline--school and home	1	1	1	2	1	3	4	1			14
More love expressed in home	1	2	1	3		4	2				13
Cooperation--community, student, parents, etc.	4	1	2	1	1					1	10
Schools--more student involvement		2	3		2		1				8
Upgrade moral teachings from parents			1	2		2					6
Early guidance--give direction to life		1					1	2		2	6
Reinstate status of church	1		1	1				1	1	1	6
Schools--sensitive teachers, others	1				1	1	1			2	6
Try to assure success		1	1	2	2						6
Individual student Communication--family and child			1	2	1	1				1	6
Schools--recreation programs, etc.			1	1				1	1	1	5
Parents' attitudes--quick to condemn, more trust	1		1				2			1	5
Strengthen position of courts		1	1					1	1		4
Larger citizen responsibility			1					1		1	3
Confused time--environment of violence, unsure value, hypocrisy								1	2		3

	1	2	3	4	5	6	7	8	9	10	Total
Time together--parent and child							1	1			2
Better control of T.V., etc.			1					1			2
Family Planning			1		1						2
Environment						1					1
Drug Programs						1					1

It is noted that those recommendations felt to be most valuable are strengthening of the family unit, changes in the school curriculum, better discipline at home and at school, the need of more love at home, cooperation between the school--community--students and parents and more student involvement in the school's operation.

While we have made many recommendations relative to the function of education in our State, we see education as one of the most self actualizing of our important social institutions. The needs of delinquent youth revealed by our study are the motivating forces leading to the many recommendations made herein. While many of these recommendations can and should be initiated immediately, many more are expensive and will be delayed. To delay is understandable, to forget is unforgivable.

PART III - SECTION 2 - THE ROLE OF RECREATION

When communities become concerned about the problem of delinquency, most citizens immediately consider the need for more and better recreational facilities. For enrichment of the citizens of the community, recreation is most valuable. As a treatment for delinquency, however, it does not appear too successful. While it seems to fail as a therapeutic agent it probably is successful as a preventive measure. It is impossible even to guess the number of youth from stressful home, school and peer relationships who are motivated toward constructive activity because of the relationships developed in organized recreational activities. This is not to mention the youth from positive situations who continue their positive development while taking part in programs of recreation and physical development. Our findings are consistent with those of Lincoln Daniels of the United States Children's Bureau. He reported that the provision of recreational facilities does not bring about significant change in the volume of juvenile delinquency. This is true since the delinquent is the product of problems of a more basic nature.

Recreational programs are not generally designed to provide the necessary services to youth demonstrating serious behavioral disturbances. Youth who are delinquent in their behavior, and who do attend recreational activities seldom receive help for their basic needs. However, many times relationships with activity directors are developed which may lead to more positive behavioral patterns. Additionally, when such relationships are developed the leader is in a position to refer the child to another agency which is able to meet the basic needs of youth.

Following is a summary of the study findings related to recreation.

1. No provisions are made for training recreational personnel in Maine. Presently young people desiring to become recreational directors must leave the State to receive training in this field.
2. Community centers are available only in the more urbanized areas of the State. Drop-in centers are almost totally unavailable outside these Centers.
3. To be successful, recreation and recreational facilities must come spontaneously from the concerned and able citizens of the community to meet the real and demonstrated needs of the people of their own community.
4. Winter recreation programs in the State are very costly and are primarily designed for either the well-to-do or the tourist. The cost in both facilities and equipment prohibits a large part of our population from taking part in these recreational pursuits.
5. Youth complain that they are not given freedom to plan and carry out their plans for recreation. There are isolated incidents of

great success in communities where youth have been allowed to make their own plans and carry them out.

6. There are now twenty full-time public recreation programs in Maine found in the following communities:
Auburn, Augusta, Bangor, Bath, Biddeford, Brewer, Brunswick, Caribou, East Millinocket, Houlton, Lewiston, Millinocket, Old Town, Portland, Presque Isle, Rumford, Rockland, Skowhegan, South Portland, and Westbrook.
7. Two communities have abandoned their programs, they are: Norway-Paris and Wiscasset.
8. Four communities have part time recreation only. They are Bucksport, Limestone, Madawaska, and Waterville.
9. Recreation centers tend to be narrow and unimaginative in their programming, leaning heavily on athletics, dances, and games. Seldom did we find programs adding the many creative recreational activities of art, sculpture, music, etc. for either recreation or the development of skills. Nowhere did we find recreation programs dedicated to the development of saleable skills.
10. Recreation has many aspects as we have indicated in other parts of this section. The social and cultural phases need to be considered and emphasized, along with the desirable benefits of physical development. It is to these goals that our youth volunteer recreational-educational agencies address themselves. There are three agencies serving the entire State and one serving a small area of the State. These agencies are: The Boy Scouts of America, Campfire Girls, Four H, and Girl Scouts of the United States.

While the goals of each of these agencies are the same, their methods differ somewhat. In Boy and Girl Scouting, parents constitute the local committee which supports the program. A local sponsor is also required. The sponsor may be a local service club or other social agency or even a group of interested parents. In these organizations a youth in his development is in competition only with himself as he moves from step to step in the program. He therefore achieves predetermined goals if his ability and motivation allow. His progress toward the highest goal may terminate at the point at which the program is no longer meaningful. When a youth has reached his highest level of achievement he is still able to study for merit badges in areas of his interest. Girl Scouts are taken at ages 7-16 years, while boy scouts must be between 8 and 18 years.

Boy and Girl Scouts both have State and National Supervision. In

Maine, Girl Scouts are supervised by the Abanaki Council in Bangor and the Kennebec Girl Scout Council in Falmouth. Boy Scouts also are supervised by two councils, the Katahdin Council in Bangor, and in Portland by the Pine Tree Council.

The Four H program is organized in each county as an adjunct of the Cooperative Extension Service. The local 4-H Club is organized by a volunteer. The club leader may be assisted by assistant adult leaders, project leaders or junior leaders. There is no outside sponsorship locally in the same sense as Boy Scouts. Membership is generally for youth aged 9-19 years. The program tends to place one child in competition with another and one club in competition with another. Most of the program is built around projects in areas such as Animal Science, Engineering, Family Living, Outdoor Living, Plant Science, and Social Science. Specific projects within these areas might vary from cooking to the use of a snowmobile.

Following is a breakdown of the youth of Maine taking part in the voluntary youth activities in each county.

County.	Boy Scouts	Girl Scouts	4-H		State Population Age 7-19 yrs.	
			Boys	Girls	Boys	Girls
Androscoggin-						
Sagadahoc	1,247	2,989	639	934	13,648	14,322
Aroostook	1,854	1,007	389	532	13,845	13,445
Cumberland	4,379	3,827	2,888	2,966	24,794	23,950
Franklin	473	428	1,117	2,316	2,663	3,006
Hancock	804	713	369	454	4,334	3,912
Kennebec	2,200	1,899	1,294	1,551	12,047	11,300
Knox-Lincoln	1,294	970	1,339	1,972	5,894	5,645
Oxford	800	510	163	387	5,900	5,770
Penobscot	2,257	2,975	225	459	17,185	16,678
Piscataquis	1,194	253	195	445	2,026	2,011
Somerset	1,200	791	235	396	5,370	5,055
Waldo	508	627	315	595	3,201	3,033
Washington	512	535	359	404	3,672	3,643
York	2,443	1,803	331	501	14,222	13,389

Campfire Girls has a membership of 4,000 in the Greater Portland area only. There are a few small groups of Campfire Girls throughout the State but they are not supervised at present.

- There are fourteen YMCA and four YWCA programs scattered throughout The State. These programs are based on membership and therefore are limited to those able to pay the dues. The YMCA programs are located at Auburn, Augusta, Bangor, Bar Harbor, Bath, Boothbay

Harbor, Camden, Ellsworth, Gardiner, Old Town, Portland, Presque Isle, and Waterville.

The YWCA programs are available at Bangor, Bar Harbor, Lewiston, and Portland.

- There are two Boys' Clubs in Maine, one at Waterville, the other at Portland.
- One YMCA reported that it has an active program aimed at helping youth from homes (1) where parents are separated, (2) of low income, (3) where there is poor supervision of the children, and (4) where there are generally crowded and unwholesome living conditions. Funds are available to pay the dues of youth from such homes and they are actively recruited to participate in "Y" activities.

PART III - SECTION 3 - LAW ENFORCEMENT AND ITS ROLE IN

THE CONTROL AND PREVENTION OF JUVENILE DELINQUENCY

As we consider the controls that operate to prevent delinquency it is obvious that one such force is the mechanical devices placed in the way of youth, the other is the psychological deterrents developed within the individual. With the breakdown of internal controls, society becomes responsible for the development of controls and the protection of its citizens. The agency of first responsibility is the police.

Delinquent acts, committed by juveniles, whether criminal or not, create very real problems for the police. Juveniles are no longer confined to their home communities. Automobiles have increased youth mobility extensively. Police agencies from a wide area may therefore be involved in a single delinquent act.

This causes much hardship on the part of police agencies, since there is little coordination in methods of dealing with juvenile problems. The law provides that juveniles must be handled differently than the adult. Chapter 401 § 2501 clearly states "...they shall be treated not as criminals, but as young persons in need of aid, encouragement and guidance." This law implies a mandate that specialized police and youth service agencies learn the cause and provide the necessary treatment to help the delinquent youth become a responsible citizen. For a multitude of reasons, among which are budgets, facilities, equipment, etc., municipalities have neglected the development of juvenile police services adequate to deal with our large youth population.

Probably no single factor in the prevention and control of juvenile delinquency is more important than the personality of the police officer. It is his initial approach that can be expected to alter the reactions of the accused youth. On how he responds to the dilemma in which society has placed him may well determine the future of the youth. Anti-social behavior of most youth who come into contact with the police is deterred after a single encounter. This is because most encounters with the police are just, and adequate solutions to the problems are developed. When this occurs, even the most hardened delinquent may show positive attitudes toward the officer.

It is obvious that great care must be exercised in the choice of juvenile officers. After this choice is made, the officer must be provided adequate juvenile police training. Great care must be taken to assist the juvenile officer in coordinating his work with that of other divisions.

The following is a summary of information developed by the study.

1. There are now 102 organized local police departments in the State employing one or more officers. In addition, there are 16 county sheriff's departments employing 145 officers. Six of the local police departments have organized juvenile divisions employing 12 juvenile officers. The detailed list of organized police departments, number

of juvenile officers, total population and juvenile population follows:

Municipality	No. Police Total	Population Total	No. Juv. Officers Total	No. Juveniles Total (Under 17)
Androscoggin County	13*	91,279		29,902
Auburn	40	24,151	1	7,949
Lewiston	81	41,779	1	12,549
Livermore Falls	3	3,450		1,206
Lisbon	5	6,544		2,468
Mechanic Falls	2	2,193		714
Webster	1	1,681		628
Aroostook County	11*	92,463		34,897
Ashland	1	1,761		665
Caribou	12	10,419		3,884
Fort Fairfield	5	4,859		1,808
Fort Kent	3	4,575		1,823
Houlton	11	8,111		2,558
Limestone	2	8,745		4,177
Madawaska	4	5,585		2,611
Mars Hill	1	1,875		687
Presque Isle	16	11,452		3,930
Van Buren	2	3,971		1,609
Washburn	1	1,914		711
Cumberland County	27*	192,528		61,518
Bridgton	3	2,967		906
Brunswick	23	16,195		5,102
Cape Elizabeth	9	7,873		2,823
Cumberland	2	4,096		1,533
Falmouth	9	6,291		2,047
Freeport	3	4,781		1,588
Gorham	6	7,839		2,528
Portland	126	65,116	5	19,234
Scarborough	7	7,845		2,655
South Portland	42	23,267		7,567
Westbrook	21	14,444		4,740
Yarmouth	4	4,854		1,659
Franklin County	6*	22,444		7,541
Farmington	5	5,657		1,589
Jay	3	3,954		1,546
Wilton	3	3,802		1,374
Hancock County	7*	34,590		10,545
Bar Harbor	8	3,716		1,044
Bucksport	6	3,756		1,257
Ellsworth	7	4,603		1,422
Mount Desert	1	1,659		487
Southwest Harbor	2	1,657		509

Municipality	No. Police Total	Population Total	No. Juv. Officers Total	No. Juveniles Total (Under 17)
Stonington	1	1,291		394
Kennebec County	12*	95,247		30,994
Augusta	41	21,945	1	6,448
Gardiner	10	6,685		2,228
Hallowell	3	2,814		997
Oakland	2	3,535		1,240
Waterville	33	18,192	1	5,094
Winslow	3	7,299		2,759
Winthrop	4	4,335		1,400
Knox County	6*	29,013		8,674
Camden	8	4,115		1,069
Rockland	12	8,505		2,592
Thomaston	2	2,646		702
Rockport	2	2,067		609
Lincoln County	6*	20,537		6,312
Boothbay Harbor	4	2,320		659
Damariscotta	2	1,264		320
Waldoboro	2	3,146		1,023
Wiscasset	3	2,244		805
Oxford County	11*	43,457		14,835
Bethel	1	2,220		727
Dixfield	1	2,188		737
Fryeburg	1	2,208		726
Mexico	2	4,309		1,615
Norway	1	3,595		998
Paris	1	3,739		1,288
Rumford	14	9,363		3,326
Penobscot County	11*	125,393		40,520
Bangor	68	33,168	3	9,886
Brewer	14	9,300		2,994
Dexter	3	3,725		1,108
East Millinocket	3	2,567		1,053
Hampden	3	4,693		1,693
Howland	2	1,468		527
Lincoln	4	4,759		1,633
Mattawamkeag	1	988		380
Millinocket	9	7,742		2,871
Newport	4	2,260		681
Old Town	13	9,057		2,993
Orono	8	9,989		1,549
Piscataquis County	5*	16,285		5,073
Dover-Foxcroft	1	4,178		1,272
Milo	2	2,572		807
Sagadahoc County	4*	23,452		7,832
Bowdoinham	1	1,294		493
Bath	16	9,679		3,047

Municipality	No. Police Total	Population Total	No. Juv. Officers Total	No. Juveniles Total (Under 17)
Richmond	2	2,168		678
Topsham	4	5,022		1,834
Somerset County	6*	40,597		13,804
Bingham	1	1,254		385
Fairfield	3	5,684		1,938
Madison	4	4,278		1,431
Pittsfield	2	4,274		1,507
Skowhegan	10	7,601		2,457
Waldo County	5*	23,328		7,832
Belfast	6	5,957		1,803
Searsport	1	1,951		657
Washington County	5*	29,859		9,235
Baileysville	1	2,167		776
Calais	6	4,044		1,267
Eastport	1	1,989		507
Lubec	1	1,949		525
Machias	2	2,441		629
York County	10*	111,576		35,655
Berwick	1	3,136		1,134
Biddeford	24	19,983		6,030
Eliot	2	3,497		1,210
Kennebunk	2	5,646		1,843
Kennebunkport	1	2,160		666
Kittery	11	11,028		2,978
North Berwick	1	2,224		754
Ogunquit	2	(included with Wells)		
Old Orchard Beach	9	5,404		1,799
Saco	14	11,678		4,023
Sanford	21	15,812		4,954
Wells	4	4,448		1,323
York	4	5,690		1,689
York Beach	1	(Included with York)		
South Berwick	1	3,488		1,223

* Sheriff's Department

Ogunquit and Wells are in the same municipality, however, there are two police departments. This also applies for York and York Beach.

2. Incidence of juvenile delinquency in Maine is shown in the following.

Incidence of Juvenile Delinquency by County-July 1, 1969-June 30, 1970

County	Population	Juvenile Court Cases	Incidence per 100,000 pop.
Aroostook	92,463	460	497
Oxford	43,457	177	407
Piscataquis	16,285	57	350
Penobscot	125,393	422	336
Hancock	34,590	92	265
Somerset	40,597	104	256
Knox	29,013	71	245
Androscoggin	91,279	215	235
Kennebec	95,247	200	210
Lincoln	20,537	42	205
York	111,576	223	200
Sagadahoc	23,452	45	192
Washington	29,859	56	187
Cumberland	192,528	335	174
Waldo	23,328	34	146
Franklin	22,444	28	125
State	992,048	2,529	254

- Of the five hundred towns and cities of the State, only six have juvenile police divisions.
- The sheriff's departments are required to police about 400 of the towns and cities as well as the unorganized territories in Maine. Trained juvenile officers are not presently found in any sheriff's department.
- The State Police have one trained juvenile officer.
- There is consistency in neither the treatment of juveniles by the police nor in the method of record keeping.
- There are no centralized records of police contact with juveniles.
- Only those police departments having trained personnel in an organized juvenile division are keeping adequate records. The following records from Portland, Lewiston and Bangor are examples of satisfactory record keeping.

JUVENILE DIVISION

The Juvenile Division had a busy year during 1969. Out of 957 processed cases, 707 involved male offenders and 250 females. This reflects an increase of 205 cases over the previous year. First offenders were responsible for 458 cases. Repeat offenders were involved in 499 cases. There were 820 cases disposed without Juvenile Court action. A total of 137 cases were disposed by Juvenile Court action.

BREAK DOWN

JUVENILE COURT DISPOSITIONS

The District Court handled the following cases. This meant that petitions initiating juvenile court were prepared and served on the parents and the youngsters appeared in Juvenile Court. The dispositions are as follows:

COMMITTED TO BOYS TRAINING CENTER.....	26
COMMITTED TO STEVENS SCHOOL (FEMALES).....	9
COMMITTED TO STATE CUSTODY.....	12
PLACED ON PROBATION.....	36
REFERRED TO OTHER AGENCIES THROUGH ADJUDICATION AND AUTHORITY OF JUVENILE COURT.....	12
REPRIMANDED AND LECTURED BY THE JUDGE.....	6
CONTINUED DAY TO DAY WITHOUT SENTENCE.....	36
TOTAL	<u>137</u>

The Juvenile Division also handled investigations concerning offenses committed against juveniles and minors. The break down of these crimes are as follows:

FORCIBLE RAPE.....	2
CONTRIBUTING TO JUVENILE DELINQUENCY.....	15
PROCURING FOR MINORS.....	5
LARCENY.....	4
GRAND JURY CASES.....	4
TOTAL	<u>30</u>

The Juvenile Division worked closely with the Detective and Patrol Divisions. In turn, it received excellent cooperation from these Divisions.

OFFENSES	MALE	FEMALE	BOTH SEXES TOTAL
1. AGGRAVATED ASSAULT.....	4		4
2. BURGLARY, (B.E. & L.).....	26		26
3. LARCENY OVER \$50.00.....	3		3
4. LARCENY \$5.00 to \$50.00.....	39	13	52
5. LARCENY UNDER \$5.00.....	70	39	109
6. BICYCLES.....	11		11
7. AUTO THIEF.....	17		17
8. OTHER ASSAULTS.....	29	9	38
9. ARSON.....	7		7
10. FORGERY.....	2		2
11. VANDALISM.....	40		40
12. WEAPONS.....	11		11
13. SEX OFFENSES.....	1	8	9
14. DRUGS.....	2	9	11
15. LIQUOR LAWS.....	22	7	29
16. DISORDERLY CONDUCT.....	28		28
17. ALL OTHERS.....	63	20	83
18. CURFEW.....	57	28	85
19. RUNAWAYS.....	43	54	97
20. UNRULY.....	20	18	38
21. VIOLATION OF PROBATION.....	6	1	7
22. LOITERING.....	5		5
23. TRUANCY.....	11	13	24
24. OTHER DEPARTMENTS.....	3		3
25. MALICIOUS MISCHIEF.....	169	23	192
26. INTOXICATION.....	16	6	22
27. SUSPICION.....	2	2	4
TOTALS	707	250	957

TABLE #1
TOTAL JUVENILE OFFENDERS 1960 to 1969

YEAR	7	8	9	10	11	12	13	14	15	16	TOTAL
1960	7	23	28	29	37	52	54	60	53	45	388
1961	5	11	9	17	19	34	48	64	60	42	309
1962	31	15	16	34	31	26	73	109	122	70	541
1963	14	5	13	16	29	26	55	93	107	67	428
1964	**Ten years			96	86			162	101	148	593
1965	and under			60	88			151	111	127	537
1966				74	90			109	144	175	592
1967				97	95			216	167	160	735
1968				76	101			256	159	160	752
1969				115	139			289	231	183	957

**In accordance with F.B.I. Uniform Reports

TABLE #2

	FEMALE	MALE
1960	84	289
1961	49	259
1962	85	456
1963	64	364
1964	87	506
1965	98	439
1966	91	501
1967	191	544
1968	173	579
1969	250	707

TABLE #3

	FIRST OFFENDERS	REPEAT OFFENDERS
1960	247	141
1961	153	156
1962	325	216
1963	300	128
1964	374	219
1965	269	268
1966	357	235
1967	391	344
1968	378	374
1969	458	499

It is noted that there is no consistency in these three records although they do show similar information.

9. To acquire adequate training as a juvenile police officer, it is necessary for the officer to spend a minimum of fourteen weeks in school. The officers from Maine have had to go to the West Coast for this training.
10. Police live from crisis to crisis in their dealings with youth. Most communities expect their police to maintain control or apprehend youth after a delinquent act.
11. The remedial resources available to the police are limited to the mental health clinics.
12. Pay for police officers is generally low. Usually, when there is a turnover in staff, it is caused by low pay and poor working conditions. Money is not usually budgeted for delinquency control.

JUVENILE OFFENDERS -- Summary (Year to Date)

	THIS YEAR TO DATE		LAST YEAR TO DATE		THIS YEAR TO DATE				ARRESTS THIS YEAR TO DATE				STATE SCHOOLS - MEN'S REF.			
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	FIRST OFFENDERS		REPEAT OFFENDERS		DISPOSED OF BY JUVENILE POLICE		DISPOSED OF BY PROBATION OFFICER		DISPOSED OF BY JUVENILE COURT		ARRAIGNMENTS		OTHER AGENCIES			
Assault	50	19	21	4	20	10	30	9	44	16						
Assault & Robbery	4	4			1	1	3	3	4	4						
Behavior	255	70	207	40	105	45	151	25	230	61	16	3	2	5	5	1
Attempt to Brk. & Enter	4	4	9				4				1					
Breaking & Entering	16		12		4		12		13		2		1			
B. E. & Att. Larceny	11		6				11		4		4		1			
B. E. & Larc.	40	3	70		17	3	23		31	3	5		1		1	
Incorrigible Child	4	13	6	5			4	4	1	6	1	2	1	2	5	3
Forgery																
Indecent Exposure	4		3		1		3		2		1			1		
Attempt. Larceny	12		4		4		8		10							
Larceny	271	59	170	58	88	48	163	11	238	55	15	1	2	14	1	4
Larceny of Car	28		47	4	12		16		13		5			7		3
Malicious Mischief	111	7	109	9	54	5	57	2	108	6	1	1		2		
Recg. Stolen Money-Goods			9													
Runaway	54	118	24	86	19	51	35	67	46	80	3	7	2	3	19	4
Traffic			1													
Uttering	4		3		3		1		4							
Violation of Parole	4		1	1			4								3	2
Violation of Probation	3	2	8	5	2		1	2			1				2	2
TOTAL	876	295	710	212	330	167	546	128	748	231	55	16	8	3	41	32
															24	13
															5	5

1970 Total - 1171 1969 Total - 922

13. The relationships between the court and law enforcement is described as "generally good."
14. There is one female juvenile police officer in the State.
15. A police matron or the sheriff's wife is used as a guard when it is necessary to hold a juvenile girl, or during her questioning.
16. When a juvenile has been arrested, the arresting officer must make arrangements for his care and custody in a place of detention approved by the Department of Mental Health and Corrections. Usually, the youth is placed in the care and custody of his parents or guardian.
17. As soon as possible after the arrest of a juvenile, the officer is required to notify the child's parents or guardian and the Parole and Probation officer.
18. Almost no cooperative prevention relationships exist in Maine between the police and youth organizations. There are some examples of police athletic league organizations and police-school liaison.
19. The facilities for detaining juveniles are generally unsatisfactory. No special facilities have ever been considered. It is common to place youth in "womens'" cells for holding.
20. Surveys of the use of drugs indicate that juveniles find drugs easy to obtain, that the danger of drug abuse is a threat to the average individual, that the use of drugs by an individual is a symptom of more serious emotional problems, and that society has not met its responsibility to "get the pusher" and close off the supply of drugs coming into an area.
21. Most police and sheriff's departments where there are no juvenile officers would recruit and train such officers were funds available. The lack appears not to be a matter of what is desirable, but rather what is possible with current budgets.

PART III - SECTION 4 - THE ROLE OF RELIGION

Historically, the "Church" has been the arbiter of moral and ethical standards. Pronouncements from the pulpit in past years swayed public opinion. The church was an unthinkable target of critical review. In recent years the role has changed. The clergy, believing they were following their congregations desires, have turned their attention to social problems and racial injustices leaving the individual to the evangelist whose efforts are directed toward personal changes. His thesis is that as personal change takes place social change will follow.

Many clergy because of their deep concern for people and their desire for quick solutions to social problems have abrogated their position as representatives of divine authority and look for solutions to the disciplines of psychology and sociology. The church thus becomes only another social agency.

Where a balance exists between the clergyman's concern for a solution to social problems and the divine salvation of men, he is the catalyst which causes the church to become a moving force for personal and community betterment. It is obvious that for the church to be an effective force in the community and in the country, it can no longer be concerned only with one aspect of man's life, the church must be a potent force in the life of the whole community. Its concerns must be for the poor, the down trodden, the sick, and the oppressed. These concerns must operate through the conscience of the church body.

The following is a summary of the data provided by clergymen in the State.

1. Generally, throughout the State, clergymen showed little interest in studying the relationship of the church and juvenile delinquency. In a few counties, clergymen provided valuable information. In most counties, however, their contribution was negligible.
2. A few clergymen reported an interest in counseling atypical youth but that these youth do not come to them for help.
3. No evidence appeared to show that the usual church programs for youth help reduce juvenile delinquency. The programs attract the children who need them most. Church programs are designed to be an influence to deter youth from becoming delinquent.
4. Churches are doing little to reach delinquent youth.
5. The clergy see participation in recreation programs as a force that will prevent juvenile delinquency. Therefore, their churches often sponsor such programs as Boy and Girl Scouts. While membership in the recreational groups is not limited to church members, little or no recruitment from know delinquent-prone youth takes place.

6. The Salvation Army specialized in providing services to families who are economically depressed. Here they come into contact with delinquent youth and their families becoming a potential aid for the rehabilitation of the offender and a preventive force to his siblings.
7. Some clergymen see benefits in the development of close working relationships between themselves and law enforcement agencies.
8. Clergymen stated that counseling youth will be influential in helping them develop into good citizens.

PART III - SECTION 5 - THE ROLE OF THE FAMILY

No single unit of society is more vital in the prevention and control of juvenile delinquency than is the family. It is here that the child learns his place in the interrelationships of life. The early adjustments the child learns to make to the pressures of the family interrelationships will have great bearing on his adjustment to the pressures he experiences as he leaves the family's protection and moves into society.

Because of the changes that have occurred in our society since World War I, the family structure has been seriously weakened. The role of family members has changed. This is particularly true of the mother and father role. Each has become a breadwinner. Mother has abandoned her role as guide, confessor, nurse, champion, teacher, etc. to take up the new role of contributor to the family income to help meet the threat of inflation and purchase those luxuries deemed so necessary in the American culture. Father, the traditional breadwinner, now experiences feelings of failure at his inability to maintain this position. Once the patriarch of his home, he now shares this position with his wife and babysitter.

The stability of the family is further disintegrated by the freedom from the sanctity of the marriage vow. Stability of the home and family are impossible when one new family in every three is broken by divorce.

Stability may be further impaired by physical and emotional problems, alcohol and other drugs, poverty, affluence, immorality, immaturity, etc. While not the only factor the one common aspect in delinquency without regard to social and economic background is the emotionally or physically broken home. Parental concerns outside the home obstruct parents from observing and coping with the child's problems whether involving health, education, or peer and social relationships.

A review of the study data revealed:

1. Since in our society we have so many broken homes and so many homes in which both parents work, and since education for marriage and home development is not available in the State, it is obvious that children as they grow and develop, are not being prepared for their expected future responsibilities.
2. Little family life education is available in the school and churches at any age level.
3. The mental health centers offer the only resource to families with emotional problems. In view of their high case load and a shortage of funds for additional professional staff it is almost impossible to receive the type of immediate service needed when a family is in a state of turmoil.

4. A great deal of concern has been shown across the State that the news media tend to "play up" the negative stories about youth. It is less common for the positive acts of youth to be given equal coverage.
5. Social unrest and the accompanying fear in our society filters into the family group. Small children model their behavior patterns after their older siblings, who emulate and idolize the behavior they have seen in the mass media.
7. More leisure time is available than ever before in the history of the country. Technological advances, making this leisure time possible, have come about more rapidly than the ability of people to adjust and cope with it. Television viewing has replaced family activity. Cooperative family effort has given way to technological devices, i.e. the cookout fire no longer requires effort on the part of family members to gather wood. Snow activities take place in the snowmobile. Water sports are dependent on the availability of the powerful motorboat.

Such activities while consuming leisure time do not promote growth either within the individual or with the interpersonal family relationship. The so called generation gap is in part the result of a lack of opportunity to make lasting meaningful relationships within the home.

PART III B

STATE INSTITUTIONS

THE ROLE OF THE DEPARTMENT OF MENTAL HEALTH AND CORRECTIONS

DEPARTMENT OF MENTAL HEALTH AND CORRECTIONS

DIVISION OF PROBATION AND PAROLE

There are probation-parole officers in Alfred, Augusta, Bangor, Bath, Belfast, Ellsworth, Houlton, Lewiston, Machias, Portland, Rockland, Skowhegan, and South Paris.

For administrative purposes, these locations are divided into three districts. District One includes the counties of Cumberland, Oxford, Sagadahoc, and York; District Two, Androscoggin, Franklin, Kennebec, Knox, Lincoln, Somerset and Waldo; and District Three, Aroostook, Hancock, Penobscot, Piscataquis, and Washington. (See attached map.)

All juveniles on probation, including those under the Interstate Compact, except juveniles placed on probation by the courts in Cumberland County, are under the supervision of the State Division.

(Note: Cumberland County maintains its own juvenile probation system, called the "Juvenile Probation Department of Cumberland County", with an office in the county building at 142 Federal Street, Portland.)

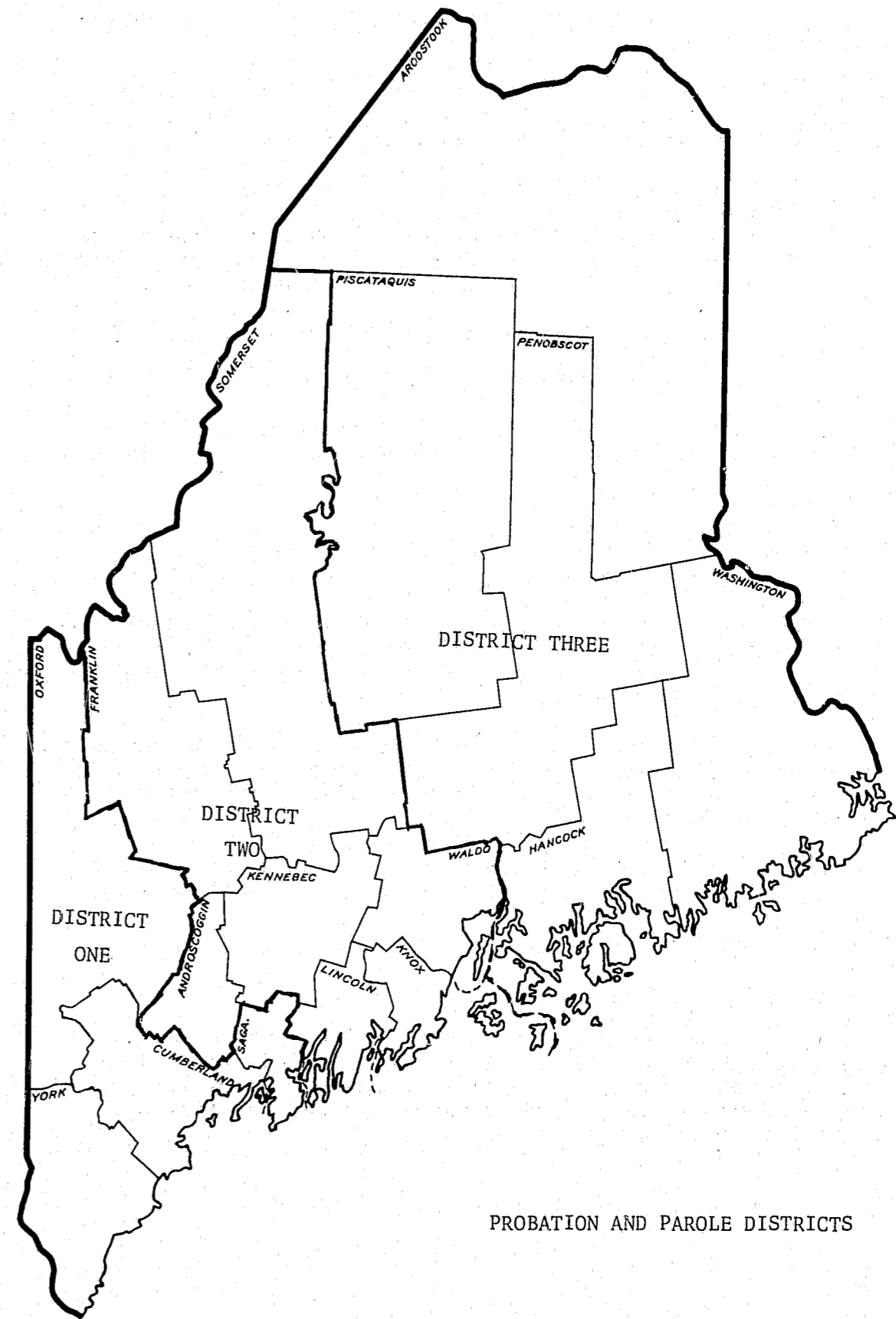
There were two male officers in the Department until December 1970, when Mr. David Armstrong retired, leaving Mr. Paul Chantal as the only officer. He supervises all juvenile probationers of Cumberland County who are put on probation by the three courts in that county.)

Juvenile girls, and seventeen, eighteen, and nineteen year old females, who are residents of Cumberland County on entrustment from Stevens School are carried on the case load of officers in District One of the State Division of Probation and Parole.

As an officer of the court, probation and parole officers attend Juvenile Court sessions as the judge of the individual court may direct. The officer is, therefore, available for such advice and service as the court may require.

It becomes obvious that the time consumed with the extensive distances traveled, and the need to attend both adult and juvenile court sessions, limits the time available for individual assistance and counseling. The Division has recently announced a new program which will involve the use of volunteers to maintain more frequent counseling. Training is a part of the volunteer program. The proposition appears sound but the project is too new to make an evaluation.

Charts giving the case loads by court and officer of the Division of Probation and Parole are found in Part IV of this study.



PROBATION AND PAROLE DISTRICTS

A summary of the information received relative to probation and parole work follows.

1. The officers are sensitive to the lack of community resources, i.e. diagnostic centers, adequate placement facilities and others that have been reviewed elsewhere in this report.
2. Youth are supervised in four jurisdictional categories.
 - a. Maine State Division of Probation and Parole
 1. Supervise juveniles placed on probation by the courts.
 2. Supervise girls on aftercare status from Stevens School.
 3. Supervise juveniles under the Interstate Compact.
 - b. Juvenile Probation Department of Cumberland County
 1. Supervise juvenile placed on probation by the three courts in Cumberland County.
 - c. Boys Training Center Aftercare Department
 1. Supervise boys on entrustment from the Boys Training Center.
 - d. Federal Probation Department
 1. Supervise juveniles placed on probation by the Federal court.
3. Probation officers report a general lack of concern in the community for juveniles on probation. The prevention and control of juvenile delinquency is synonymous with punishment, rather than rehabilitation, in the minds of many citizens.
4. Conscientious probation officers spend long hours studying the social economic, educational and family backgrounds that they may effectively counsel. This is an obligation, which leads to better rehabilitation.
5. Probation officers report generally good working relationships with private social agencies, police, and AFDC and CW workers.

BUREAU OF CORRECTIONS

The Boys Training Center

The comprehensive factual report on the Boys Training Center appears in Appendix F of this study. This is the only institution for the care and custody of male juvenile offenders in Maine. Excerpts of the laws stating the purpose, establishment and operation of the institution appear in that report.

In 1969, Howard James of the "Christian Science Monitor" wrote a series of articles called Children in Trouble: A National Scandal. He reviewed the manner in which many states in the country were handling the problems of juvenile delinquency and specifically singled out Maine to illustrate a point. He concluded that the Boys Training Center at South Portland is neither the best nor the worst among similar institutions in the United States.

Mr. William F. Hughes, the superintendent, has presented recommendations for improvement year after year. Some of these are being repeated here, and some are new. These recommendations have grown out of the following pertinent details of the report.

1. The departments of psychiatry and psychology are seriously understaffed. (See page 6, Appendix F)
2. Increased aggression is evident. More and more delinquents are being sent to the institution. Mr. Hughes has recommended that the State Legislature authorize and fund the construction of a self-contained psychiatric treatment unit. The aggressive and the sex-offending delinquent need exhaustive treatment lasting beyond the average stay of nine to ten months.
3. Three social workers are assigned to spend full time working with the boys at the Center. The eight entrustment officers come to the Center about once a month to interview all newly committed boys and to follow the progress of boys who will be returning to the geographical areas supervised by the officers. The social workers consider themselves to be a friend in an unfriendly setting.
4. The school teachers in the academic division work under real hardships. They should be commended for their innovative concern. They are expected to teach boys who almost invariably hate school and who are below grade level virtually in all subjects, especially in reading and arithmetic, and indeed to teach some who read hardly at all. They must do this in a physical plant that is grossly inadequate. Only recently, mostly with Federal money, have teaching aides, laboratory equipment and library materials been purchased. All teachers attend two meetings weekly to evaluate the progress of the boys.
5. Most classes are conducted under a rigid code of discipline in a highly structured environment. The classes are quiet with the only voices which can be heard being those of the teacher and the student who is replying. Any behavior which does not conform will be handled by two security officers who respond immediately to a teacher's telephone call.

6. The new vocational facilities can be favorably compared with the new Regional Vocational High Schools in the State.
7. The Vocational Rehabilitation Unit, which operates under a contract with the State Department of Health and Welfare, runs a well rounded program to assist in the process of a boy's total rehabilitation.
8. Two physicians are available to the Center. One for two hours each week and for emergency service. The other is on standby only. Three full-time nurses give round the clock coverage to the infirmary. Each boy receives a physical examination during his first week at the institution. Subsequent medical attention is obtained on the recommendation of the nurse. A dentist is available twice weekly for four hours each visit. A dental hygienist is on duty eight hours daily. A complete dental evaluation is made on each boy during his first week at the institution. Restorative and prosthetic work are provided as funds are available. Boys accepted for Vocational Rehabilitation are provided dental care through that agency. No regular optometric or audiometric services are provided at the Center. The facilities for the physical care of the boys are generally good, but give an air of sterility.
9. The Center employs one full-time chaplain. He is of Protestant faith. A Roman Catholic priest divides his time between the Boys Training Center and the Men's Correctional Center. The resident chaplain teaches no particular faith and cooperates with the Roman Catholic priest. Seldom does a clergyman from a boy's community visit him at the Center. Protestant and Catholic services are held each Sunday. Music for the services is provided by the boys choir. No chapel is available. Services are held in the gym.
10. Youth live in dormitories, called cottages, which constitute their "home base". A man and wife are assigned to each cottage as parents; another couple is shared with another cottage to provide coverage during time-off periods. In addition, an officer is present in each cottage during the nighttime hours.
11. There are three old cottages in which boys sleep on the third floor in large open rooms. Toilet facilities are on the first floor. These buildings are of brick construction; the inside being of wood, lathes and plaster construction, with wood floors. The stairways open with a doorway at the top. These cottages are difficult to maintain and supervise and one might seriously question their safety.
12. There are four new cottages, all of single story construction, which provide a safer home. They are easier to supervise and maintain.

13. The boys are allowed to have cottage gardens and mascots. Each cottage has its own playing field.
14. Once each month the boys in each cottage have a birthday party for all boys having a birthday during that month.
15. Boys on good behavior are allowed two visits weekly to the canteen. If their rating in behavior is S or better, after four months they are allowed weekend leave.
16. A great deal of emphasis is placed on sports both intramural and competitive. In addition, other recreational and extra-curricular activities are provided by the staff.
17. Upon admission, the boys are first confined to the infirmary where they are seen by the medical staff. They then have conferences with persons from the allied psycho-social departments for evaluation. After one week they move to the induction cottage. A staffing conference of representatives of each department determines the type of program which in their judgment best meets the needs of each particular boy.
18. Discipline is usually limited to reasoning or minor punishment. Hostile behavior is treated by confinement in the security unit in a cell. Boys in groups on work assignments may move without an officer.

Stevens School

The detailed factual report on the girls' holding institution in Maine appears in Appendix G of this study. The law establishing the centers for both boys and girls is explicit in its intent. The centers are to be maintained "to rehabilitate children committed thereto." Miss Ward Murphy operated Stevens School under the philosophy that life at the School is constantly to be related to life in the community. The same theory of operation is being continued by Mrs. Dorothy Hanauer who in 1970 was appointed Superintendent of the Women's Correctional Center and Provisional Superintendent of Stevens School.

With an average in-resident committed population of 90-100 girls, Stevens School has a group small enough to allow flexibility in individualized programs. Advantage of this is taken in scheduling on-grounds and off-grounds activities, and in developing participation in various programs. The location of Stevens School in the more heavily populated area of the Kennebec River valley gives the girls accessibility to adequate medical facilities, educational centers, and employment opportunities.

The central location and the nearness of the institution to the Maine Turnpike contribute to the opportunity for the girls to run away. It must be noted that running away from the institution is a symptom of problems unsolved. For some girls this method becomes a status symbol, for others it may be a release of the pressures of close group living, while for others it may be the result of the pressure of the structure of institutional living. There are many other diagnostic reasons which could be involved. At Stevens School the behavior of the girls is the stimulant which brings the resources of the whole institution into focus on the underlying causes of the behavioral symptom. It must be remembered that not only is Stevens School an open institution physically but that it is also open by philosophy. There are no fences, there are few guards, and there is freedom on the grounds and to some extent within the community.

The recommendations relative to the Stevens School presented later in this report are developed out of the study as presented in Appendix G - a summary of which follows.

1. Psychiatric services are available at the Stevens School two half days weekly. A pediatrician is available one half day weekly as assistant to the psychiatrist.
2. Psychological service is provided by a graduate student one day weekly. Psychometric evaluation is available on request.
3. Five full-time social workers and a supervisor are available to the girls. Their work is mainly with the committed population, they do little follow-up work in the community. Girls on entrustment are supervised by workers from the Division of Probation and Parole. There is no legal body responsible for aftercare follow-up of girls except as requested by the Superintendent of the institution whose authority is derived from her appointment as legal guardian of the girl. It is the primary function of the social workers to assist the girls in their adjustment to the institution, to help them solve personal problems, and to help them prepare themselves and make the necessary adjustments to return to community life.
4. There is no foster home program, but the girls receive the benefits of a full halfway house program. There are two houses available for this program, one at Hallowell, the other at Skowhegan. This provides a less structured program with opportunities for community relationships such as school activities and work opportunities.
5. The classification and adjustment systems have been carefully developed. They should be observed and studied and used as models for other institutions.

6. A school is provided on the institution grounds. Nine certified teachers, each with at least an A.B. degree, are supervised by a principal. They offer a wide variety of courses, but for the most part they are oriented toward business or work. In addition, the girls are provided a wide variety of non-academic skills which cover the gamut from shoe stitching, nursing, cosmetology and child care to arts and crafts, and music. A great deal of work is directed toward the remedial aspects of the girls' education. This is directed particularly toward the slow learner. No provisions are made for the student with visual or auditory problems.
7. There are a wide variety of extracurricular activities available.
8. A vocational rehabilitation counselor is available to provide services to the girls. This program operates cooperatively between the School and the Division of Vocational Rehabilitation. Under this program the girls are able to take advantage of a wide variety of services.
9. Health services are provided by a physician who is available every Monday and Tuesday morning. A gynecologist and obstetrician is available on call. One full-time and one part-time nurse are employed. Each girl is examined on her admission and again at six month intervals.
10. Dental services are provided by a local dentist who works one half day each week. Emergency dental problems are serviced anytime at his office. A dental hygienist is available two mornings each month.
11. One part-time chaplain is hired by the institution. He is in charge of the Protestant students. A Catholic priest from the local parish provides services to the Catholic girls. An all faith chapel room is available on the grounds.
12. Three dormitories house the girls at Stevens School. In addition to the individual girl's rooms, the dormitories also provide a recreation room, living room, a kitchen, and a laundry. These dormitory units are excellent and should be used as a model for the dormitories at the Boys Training Center. A counselor is on duty in the dormitory whenever girls are present.
13. Canteen privileges are provided for the girls three times weekly. Girls on high behavior status and above are allowed holiday visits at home. Families are allowed to visit any Sunday provided previous arrangements are made. Regularly scheduled Sunday and holiday trips are taken by the girls. They usually combine recreation and education.

14. Recreation includes intramural sports, physical education, folk singing, rock and roll music, roller skating, community drama programs, etc. During the summer the program stresses outdoor activities.

Men's Correctional Center

Since the Men's Correctional Center is not primarily a juvenile institution, only a cursory study was made. It is found in Appendix H of this report.

Juveniles may be committed to this institution only after a complaint is made by Superintendent William Hughes of the Boys Training Center and a court hearing is held and the judge so decrees. The number of juveniles in the Correctional Center is therefore small. (At the time of our study, seven juveniles were confined.)

The purpose of this center is to provide, as required by the Laws of Maine, a place of safekeeping or employment of such inmates as may be committed to this institution by the courts for the purpose of teaching a useful trade or profession and improving their mental and moral condition. This is a limited security institution.

The institution is directed by a superintendent who is responsible for the overall operation of the institution. He has one assistant superintendent for care and treatment and one for control and custody. In addition, he supervises the business manager, the secretarial staff, the chaplains, and the staff training officer. All phases of the institution's operation fall into these categories.

Men not less than seventeen and not more than twenty-six are committed here by the courts. Their sentences are indeterminate but are not to exceed three years including time spent on parole. The juveniles, however, may be held to their majority. The average age here is nineteen. Most of the men are held in the security housing unit consisting of ninety-six self-locking, electrically controlled, medium security cells. In addition, there are four twelve-man dormitories. Juveniles are not separated from the general population of the Center.

Ten percent of these men are unable to read or write. The average educational level here is grade 6.5.

These men represent problem children whose problems were not successfully treated during their childhood.

Women's Correctional Center

The Women's Correctional Center is not primarily a juvenile institution. Juveniles may be sent here by the court only upon a complaint made by the Superintendent of the Stevens School. At the time of the study no juveniles were in residence.

The center is supervised by a superintendent, an assistant superintendent in charge of the halfway house program, the institutional program, and professional services, and a business manager. In addition, the superintendent is directly in charge of the administrative clerks and typists.

The purpose of the center has been defined as a setting for the confinement of an individual who has committed an act or has been involved in a situation which is in violation of the law, and the court has determined that she should not be allowed to remain in her own community, for the protection of the community, or its citizens, or for the general welfare.

Women over the age of seventeen and under the age of forty may be confined here upon commitment by the courts. Their sentence is indeterminate. The duration of confinement including time spent on parole may not exceed three years. Juveniles may be held to their majority. In addition, all women sentenced to the State Prison serve their sentences at the Women's Correctional Center.

Since this institution is not established as a juvenile institution, only a cursory study was carried out. This study will be found in Appendix I of this study. It is the present recommendation that the Women's Correctional Center be combined with the Stevens School for supervision and that a building for this purpose should be built to house the committed women. We heartily support this recommendation.

Mental Health Institutions

There are three institutions in Maine for the treatment of emotional disorders, they are: the Augusta State Hospital, the Bangor State Hospital, and the Pineland Hospital and Training Center. In addition, distributed throughout the State are nine regional community Mental Health Centers. Together these agencies have the potential to meet the needs of the State's population.

The two State hospitals provide in-patient medical treatment for the mentally ill and out-patient treatment for selected discharged patients. These hospitals may admit for observation, diagnosis, and treatment any individual who is mentally ill or who has symptoms of mental illness and who is at least sixteen years of age. Admission may be either voluntary or involuntary.

The Pineland Hospital and Training Center provides complete diagnostic procedures followed by intensive care and treatment for those who are mentally ill between the ages of six and sixteen.

Probably the greatest resource to the home, community and school is the Community Mental Health Centers. They are known by a variety of names and their services are available to all youth and adults in the State at little or no cost. A complete list of these centers will be found in Appendix J of this study.

Special classes for retarded children are generally in operation in the schools throughout the State. In addition, there are community training programs for the trainable retarded child. A complete listing of these programs will be found in Appendix J.

The Pineland Hospital and Training Center operates a residential treatment center for mentally retarded patients between the ages of five and fifty-five years. Complete diagnostic procedures followed by intensive care, training, education and treatment of the mentally retarded is available.

The Center also operates the Bliss Vocational Rehabilitation Unit to provide occupational and physical therapy, vocational training, work adjustment, education, comprehensive evaluation, psychological, medical and social services in a residential setting. To be eligible the youth must be of employable age, and must be mentally retarded or suspected mentally retarded from the mid-trainable through educable levels (IQ 45-75) of retardation.

Title 15 § 2714 of the Maine Statutes specifically provides that juvenile offenders shall not be committed to any training center if they are deaf, mute, blind, or a proper subject for either State hospital or the Pineland Hospital and Training Center Title 34 § 135 specifically provides for juvenile offenders under the age of sixteen to be transferred to Pineland Hospital and Training Center for a thirty day evaluation. A youth under sixteen years of age who has been committed to a training center for juvenile offenders and who is found to be or becomes mentally ill or who is found to be mentally retarded may be transferred to the Pineland Hospital and Training Center upon certification of a practicing physician in the State certifying that the person committed is feebleminded or mentally ill.

THE ROLE OF THE DEPARTMENT OF HEALTH AND WELFARE

HEALTH AND WELFARE SERVICES

SOCIAL SERVICES

Juvenile delinquency is not peculiar to the socially disadvantaged. It strikes the best of homes and the worst of homes. There is a higher tendency toward formal adjudication of delinquent children from the less affluent in our society. This is probably related to the fact that less affluent families tend to be less educated and tend to be unable to locate adequate remedial services for their children.

Public social services are provided to children by the State Department of Health and Welfare in two areas. They are the Division of Child Welfare and the Division of Family Services.

Child Welfare provides under Title 22 § 3701 of the Maine Revised Statutes for "....parental care and supervision for the purpose of preventing or remedying or assisting in the solution of problems which may result in, the neglect, abuse, exploitation, or delinquency of children...." To this end, trained social workers are available throughout the State. See Appendix J for a complete list.

Title 22 § 3741 ff. provides for the care of dependent children and their families. It provides "....money payments with respect to or medical care on behalf of or any type of remedial care in behalf of a dependent child or dependent children...." Offices of the division are available throughout the State. See Appendix J for a complete list.

These two agencies have highly trained social workers available to provide a wide variety of services to those families meeting the legal criteria for services.

Social workers cooperated with the study in a two-fold measure. They contributed information within the counties where they live and work and they contributed recommendations at our four interdisciplinary meetings. They see first hand the social injustices of our society and are in a particularly sensitive position to see the effect of poverty as it distorts the lives of children in both rural and urban settings. They, and school teachers, see more of delinquency-prone youth than any other professional groups, and they have the advantage of clearer perception of the etiology of juvenile delinquency through their visits in the home environment.

A provision of the Health and Welfare program for children is psychological evaluation or treatment. This is provided by the Department of Mental Health and Corrections, Psychiatric Services to the Department of Health and Welfare. Through this agency, psychological evaluation, counseling, psychiatric evaluation, group and individual psychotherapy and consultation services are available to children, adolescents, and

adults currently served by any division of the Department of Health and Welfare. Clinics are available throughout the State. See Appendix J for complete details.

The following observations of social workers need to be viewed with a realization of their closeness to the background setting from which come many juvenile statistics.

1. A significant contributing factor in juvenile delinquency is a society which flaunts its affluence before those who do not have the same social accoutrements.
2. Weak family relationships foster delinquency.
3. Youth see society as reactionary and hypocritical rather than responsible. When they see the polluted rivers of Maine continue to carry waste, they say even the rivers look pretty when a person is high on LSD.
4. The abuse of drugs and alcohol start as symptoms rather than a cause of delinquency but their continued use is often a contributing factor in delinquency.
5. Juvenile delinquency in rural areas is not thought to be as prevalent as in urban communities because it is not so visible.
6. Programs for youth will fail unless youth are included in the planning.
7. Job placement is essential to youth on probation or entrustment, or who are school dropouts.
8. Professional counseling is needed for school dropouts.
9. Vocational training and residential settings like the halfway house programs are needed to accomplish the rehabilitation of the delinquent.
10. Poverty contributes to delinquency by influencing the development of poor self-esteem when the poverty family is not accepted by the community.
11. The use of an automobile as a factor in delinquency is seen as depending on parental attitudes and controls.
12. Psychological separation of family members is a cause of juvenile delinquency.
13. Divorce of parents may result in acts of juvenile delinquency by the children involved in the separation.

14. To grow into a normal adult, children need an adequate pattern of adult behavior after which to model themselves.
15. Inadequacy to cope with life's problems within the family, without professional help to correct the situation, tends to repeat itself in succeeding generations.
16. Public and private recreation are often unable or unwilling to reach problem youth.
17. Good foster home care may be a valuable tool in the rehabilitation of some youth, particularly if the child is placed early in life. Older children, however, often find it difficult to adjust emotionally to another family.
18. The effectiveness of the supervision of juveniles by the parole officer is being hampered by the large size of the case load he carries and the extensiveness of the geographical area to be covered.
19. Parental rejection of children is most detrimental to the development of acceptable social behavior.
20. Delinquent-prone youth from low income families are most often taken to court because private resources are unavailable to them.
21. Job placement helps the delinquent on probation or entrustment only if he is helped in other ways at the same time. In addition to adequate employment, there must be community acceptance of the juvenile delinquent.
22. Community involvement is of first importance in the rehabilitation of a juvenile.
23. A clear structure for behavior set by adults is necessary to produce positive behavior patterns. Only the most emotionally mature juvenile does not need such structure.
24. Children of a family reflect the attitudes and values of their parents.
25. Rejection by parents results in anxiety and a lack of self respect. Youth will attempt to receive attention; they feel that even negative attention is better than no attention. Also, if there is family rejection, there is likely to be an expectation built up in youth of meeting rejection from everyone.

26. Peer influence is felt to be stronger in the later teen years than earlier in life.
27. Some parents have symbiotic relationship with the delinquent-prone child in that they promote deviant behavior at an unconscious level while making sounds of condemning the action at the conscious level.
28. Poverty and delinquency often have the same root causes and exist side by side without either being the primary basis of the other.
29. Drug abuse is more often reported and seen in upper middle class juveniles than in juveniles interviewed by the Division of Psychiatric Services of Health and Welfare.
30. Family make-up is important because the lack of consistent and accepting parental figures plays a major role. The broken home is readily identified but the home in which one or more parents suffer from a debilitating disturbance is less often identified and less often helped.
31. Family rejection provides a pattern of behavior after which the child models himself. Family rejection results in peer rejection.
32. The effect of parental lack of ability to cope with a situation when the children start drifting into delinquency is felt to be a learned trait from the parents' parents, or of mental and emotional stress within the parents which results in a feeling of rejection.
33. Programs of "coffee houses", YWCA, YMCA, community houses, religious youth groups, public and private recreation tend to be geared for the pseudo-incorrigible rather than for the confirmed hard-core delinquent.
34. Limited guidance personnel probably accounts for the fact that little time is devoted to the unhappy, disturbed, maladapted youth at that point where prevention is feasible.
35. Careful selection and the weeding out of psychotic, highly neurotic and exploiting foster parents would go a long way toward eliminating unfit foster homes, with increased benefits to the children placed therein.

36. Vocational training has high potential but it must be done in conjunction with active counseling to deal with underlying emotional, social and intellectual problems.
37. The Halfway House program will be of definite benefit if the program is oriented to meet individual needs.

Public Health Nursing

The Division of Public Health Nursing of the Department of Health and Welfare provides nursing services to the people of about four hundred towns and townships in the State. These services include assistance to families in the care of handicapped children, maternal and child care, communicable disease control, immunization, child health conferences, school nursing, and the many other functions of nursing. The services are available to anyone who needs them and there are no fees.

Because of the scope of the services they are able to perform, the nurses become well versed in the problems of the families with whom they work. They are well respected by the citizens of all strata of society. They are, therefore, able to act not only as counselor to the family and particularly to the youth of the family, but they are also able to make referral for more comprehensive related services.

The nurse, because of her peculiar position in reference to the family is able to accomplish early identification of health, social and emotional problems and to follow through on treatment. The nurses' recommendations will be found in Appendix C.

A full resume of services of the Division of Public Health Nursing is found in Appendix J.

Child Health

The Division of Child Health provides a wide variety of diagnostic and treatment services to children. When the services of the division are necessary to aid a child in developing as near normally physically, mentally and emotionally referrals to the Division are made.

A complete list of services, eligibility requirements, and referral methods are found in Appendix J.

Vocational Rehabilitation

Any person in the State of Maine who has a physical, mental or emotional impairment which is for him severe enough to constitute a vocational handicap is eligible for the services of the

Division of Vocational Rehabilitation of the Department of Health and Welfare.

Services of the Division include but are not limited to diagnosis, counseling, placement, vocational training, physical restoration, transportation, tools and maintenance.

Full discussion of the services of this Division are found in Appendices F and G. A complete list of the services, eligibility requirements, and a list of the district offices is found in Appendix J.

EYE CARE AND SPECIAL SERVICES

This division provides rehabilitative and counseling services for the blind and education for the "visually impaired". Of great value to the blind, visually handicapped, and perceptually handicapped is the library service making available talking books, making the whole spectrum of literature available.

See Appendix J for further information.

THE ROLE OF THE DEPARTMENT OF EDUCATION

CONTINUED

1 OF 8

EDUCATION

The Department of Education is designated the State agency to exercise supervision of all public schools. It provides information and advice to public school systems relative to the conduct of schools, improved systems of instruction, and theories of education. Suggestions concerning management, discipline, and methods of teaching are made available through seminars, printed circulars, and any other media. In addition, persons trained in a wide variety of educational specialities are available to provide advice and assistance to teachers and administrators.

In addition to the general supervision of all education in the State, the Department provides guidelines for services to special children as provided by the Maine Revised Statutes. Some examples follow:

Neighborhood Youth Corps (In school)

The Neighborhood Youth Corps established by the Economic Opportunity Act helps young people from low income families by giving them jobs, experiences and services that will help them obtain regular jobs. Youth from more than one hundred schools in Maine receive help from this program through their local schools. In addition to work, youth in this program also receive one hour of group or individual counseling each week. Some comments of Neighborhood Youth Corps youth follow.

1. I might have dropped out of school if it hadn't been for the opportunity this program gave me to work.
2. The main benefit of the NYC as far as I am concerned is the extra money. I probably wouldn't be going on to school without it.
3. I've learned the value of being to work on time and of putting my very best into this work.
4. I think this gives students an opportunity of a life time, because for some, it is their first job and will surely help them later to find an outside job.
5. I don't know what I would have done without it. I like the NYC because it helps people who really need the money.
6. I have gained a lot of experience in office work, and it has helped me get my summer job.
7. Being a clerical and teacher's assistant has taught me various office skills. It has helped me to meet people and shown me that working is also learning.

8. I feel that the NYC program has been just about the biggest turning point in my life. Before I became a member of NYC, I was ready to quit school, but thanks to our local project director and the NYC I have given up that idea.

Some statistics showed the following.

1. A survey of potential dropouts revealed that at least 25% of the enrollees were in this category.
2. At least 3% of the enrollees had left school at some previous time and have now returned.
3. More than 30% of the NYC graduates attend some Post-Secondary School.
4. A sample survey on what enrollees do with their earnings revealed that all of them spent some of their money on personal items, while 66% gave money to their parents, and 62% saved some of their earnings.
5. In the spring of 1968, a survey of more than 700 enrollees revealed that 89% were rated by their work supervisors as good or excellent on job performance. Another 10% were rated as fair and only 1% was rated poor.
6. In the same survey, the local project directors evaluated the enrollees on their school performance since enrollment in NYC. Forty percent improved their school work, while 3% regressed. The remaining 59% showed no noticeable change. School attendance improved in 27% of the cases, while it regressed in 3%. School attitude improved in 40% of the cases, while it regressed in 4%.
7. It is evident from the above figures that enrollees can do a good job in the NYC project and still maintain or even improve the quality of their school work.

Bureau of Guidance, Special and Adult Education

The Bureau of Guidance, Special and Adult Education provides the benefits of special education to children with physical, mental and emotional conditions which would otherwise prevent or seriously impair the child's educational accomplishments. Under this program, eligible children may be provided transportation, tutoring, corrective teaching, and similar forms of instructions.

A list of services and methods of referral will be found in Appendix J.

THE ROLE OF THE EXECUTIVE DEPARTMENT

EXECUTIVE DEPARTMENT

Neighborhood Youth Corps (out of school)

The out of school Neighborhood Youth Corps as coordinated by the Office of Economic Opportunity and administered by one of the eight Community Action Agencies is geared to help youth sixteen and seventeen years of age who are no longer in school. The services provide education leading to a high school equivalency certificate, counseling, and on-the-job training.

Youth in this program have almost always been in some difficulty with the court, police or school.

The compulsory school age in the State is seventeen, therefore, the number of sixteen year old youth in the program is dependent on the number of youth expelled from school. Directors advise that they have a waiting list of applicants who qualify as enrollees but who are kept out, at least temporarily, by lack of funds.

Information on this program will be found in Appendix J.

Maine Rural Youth Corps

The Maine Rural Youth Corps has two components. One is the training of disadvantaged youth to work in human resource, para-professional, ecological and environmental job training. The second component involves organizing local youth, dropouts and students of both high and low income, into Rural Youth Corps Chapters "to promote better contact, better understanding and better cooperation between youth and adults: to help the very young, the old, the needy and all others when misfortune strikes. The broad objective is to give the rural youth of Maine between the ages of twelve and twenty the opportunity to participate in the development of the social and economic life of their communities and the State."¹

Referral information is available in Appendix J.

Head Start

The head start program is coordinated through the Office of Economic Opportunity and is locally under the direction of one of the eight Community Action Agencies. This program provides pre-school education and physical development to children primarily from families of low economic status.

Further information is available in Appendix J.

¹Youth Corps Organizational Letter

Upward Bound

This program was coordinated through the Office of Economic Opportunity but since 1970 has been coordinated through the Office of Education. The program offers youth who have the potential to do college work, and who come from economically deprived families an opportunity to experience college life, correct educational deficiencies, and develop a positive self concept. The purpose of the program is to stimulate youth to attend the colleges of their choice. To this end every resource of the State, the college and the community is made available.

Referral information is found in Appendix J.

THE ROLE OF EMPLOYMENT SECURITY

THE ROLE OF THE DEPARTMENT OF LABOR AND INDUSTRY

LABOR AND INDUSTRY

The prime function of this agency is the control of wages and working conditions. Of particular interest to the juvenile is the apprenticeship program which is the responsibility of the Apprenticeship Council as described in Title 26 § 1001 ff. of MRSA. This provides an opportunity for youth sixteen years of age to be employed under a written agreement to work at and learn a specific trade.

PART IV A

RECOMMENDATIONS

INSTITUTIONS--FIRST PRIORITY

1. In the youth institutions under the supervision of either the psychiatrist or the physician, the more violent juveniles be treated first medically. In this way the security areas will be used to restrain a child only until he is no longer harmful to himself and others.
2. Restraint rooms of the type being used at Stevens School should be instituted at the Boys Training Center.
3. The cells in the "Security Unit" at the Boys Training Center should be dismantled immediately, and the type of punishment which the cells symbolize must be abandoned.
4. The use of the Cumberland County jail as a holding unit by the Boys Training Center must be discontinued.
5. A re-evaluation of available space should be made at the Boys Training Center. The use of the third floor of the older dormitories for ward-type sleeping is inadequate, undesirable, and dangerous and must be discontinued. The two lower floors can be re-arranged to discontinue use of the third floor as a sleeping area.
6. The pressure of institutional life with its lack of freedom and lack of individuality is extremely great. There comes a time in the life of any child in an institution that the stress of institutional living begins to build more rapidly than his ability to cope with them. The rehabilitation department, at each of the institutions dealing with juveniles or youth shall establish a system of therapeutic leaves. In addition, should a juvenile or a youth confined be married, we recommend regular family leave. This will have the result of maintaining good discipline, removing some possibility of infidelity, and will relieve those sexual drives so commonly found in young people separated from the opposite sex. In addition, we recommend that adequate space be set aside to provide for private visits of wives and children. Such visits could well be arranged as weekend visits.
7. The present law designates the superintendent of the juvenile institutions as the child's guardian and this continues during the child's entrustment period. The present administrative process of placing juveniles on entrustment, as a result of recommendations made by the Classification Committee should be continued. Should adaptations in the entrustment plan be necessary, they must be reviewed, with the youth present, before permanent changes in the entrustment may be made.

8. Routine screening should be done by an optometrist or an ophthalmologist for the youth at each training center. Steps must be taken to accomplish this for those youth presently in the institutions. As new students arrive, this should be accomplished within one month.
The audiometric screening should be done on each new arrival at a training center. This may be accomplished either by the staff of the Center, or from the services of the district nurse. Problems discovered should be pursued and their correction achieved.
9. Students of the Boys Training Center of suitable academic achievement and conduct status should be transported to the South Portland Schools. They may be transported to Portland or some other community as necessary for special courses. This will allow youth to make a re-entry into community living, which is necessary for their rehabilitation. This will also release teachers and classroom space to make individualized instruction more available.
10. It is recommended that committed youth receiving extensive psychiatric treatment under the programs this plan provides, be retained at the institution for the extended period of time necessary for full recovery. That youth with less severe psychological disabilities should be placed on entrustment as soon as behavior has become stabilized. Continued treatment at a mental health center should be a contingency of his entrustment.
11. Social workers should be hired to work with the youth in the training institutions on a one to twenty-five ratio. They should be trained to a professional counseling level.
12. A reorganization of each training center should be undertaken to make them co-educational. Until the third institution is available, the present Boys Training Center facility will provide for both boys and girls from the southern part of the State and Stevens School will provide for both boys and girls from the northern part of the State.

INSTITUTIONS--SECOND PRIORITY

1. The period of medical isolation for newly admitted youth should be reduced to the time it takes for the institution's physician to clear him medically.
2. Nursing staff must be made available to the training centers to assure round-the-clock nursing service and coverage for time off.
3. Mail censorship should be stopped unless there is evidence that contraband material is being sent to an individual student. When this occurs, only that student's mail will be censored.
4. We recommend that some provisions be made to allow each youth some opportunity for personal privacy. This might well be accomplished by allowing individual private sleeping quarters. Each boy would

then have his personal belongings and personal "mentors" which would allow his personality the opportunity to develop more positively.

The dormitories at the Boys Training Center could be made warm, friendly places. This can easily be accomplished with the use of prefinished plywood for the walls, some rugs, and comfortable and attractive furnishings. Little has been done to cut down the noise level and the use of paneling and partitions would serve to prevent the echoing and re-echoing of sounds.

5. Adequate and complete school information must be transferred from the public schools to the institution, and back, whenever there is a transfer of a child. This information must be provided within forty-eight hours after the transfer of the child so that adequate education and treatment may be continued.
6. Additional funds should be made available annually to provide additional books, tapes, and other library materials for the use of the students at the training centers.
7. Continuing emphasis should be placed on education of the girls at Stevens School in local high schools, when they exhibit suitable evidence of satisfactory academic achievement and personal conduct.
8. Teachers from the training centers should be trained to educate the learning disabled child.
9. That for the benefit of those few children who for various reasons will be unable to attend Church services off the campus grounds, it is recommended that a permanent non-secretarian chapel be established at the Boys Training Center similar to the one at Stevens School. It is expected that clergymen representing the religious backgrounds of the children at each institution will be invited and expected to come each Sunday, and as they desire, at other times during the week, to meet the ecclesiastical needs of the children of their faith.

INSTITUTIONS--Recommendations Requiring Legislation

1. The local per capita cost of education for each child committed to the Boys Training Center and Stevens School should be paid by the home school district to that institution.
2. The Arthur R. Gould Academic Building at the Boys Training Center is inadequate. It does not meet the space recommendations of the State Department of Education and must be remodeled and enlarged.

3. Legislation needs to be passed which upon evidence of adequate rehabilitation of a juvenile, shall require his record kept by the court, by a police agency, by an institution or by any central record-keeping agency be expunged.
4. The size of the Boys Training Center is unrealistically large, making it extremely difficult to obtain desired results, therefore, as soon as feasible, a third coeducational institution for juveniles should be established in the Bangor area to serve the northern and eastern part of the State. This would reduce the population in each institution to about one hundred and forty juveniles. In addition to having the opportunity to live and learn in smaller groups, youth will be closer to their homes and will be able to maintain a closer liaison with their families and communities.
5. Legislation is necessary to provide funds for the placement of youth from the training centers back into the community. This is to expand the present program to provide foster homes or other treatment facilities, i.e. the halfway house. This will provide an opportunity for those youth who presently are unable to leave the institution because their home is "not fit" for them.

RELIGION--FIRST PRIORITY

1. That clergymen representing the religious persuasion of the youth and/or his family be encouraged to be present in court with the youth and his family. In addition, to make a referral of the committed child to the clergyman's counterpart in that area of the institution to which the child is committed. It is further expected that the two clergy will work together to help solve the problems of the family.
2. The skills available within a given parish are many and varied. We, therefore, recommend that clergymen, and their congregations, use these skills as they commit themselves to help delinquent and pre-delinquent youth. Clergymen, and committees of the congregation should work cooperatively with the school and other social agencies to identify youth showing tendencies toward anti-social acts. Each local denomination will then become responsible to expand every effort and resource at its disposal toward the solution of the school, family, community and personal problems which are affecting their youth.

RELIGION--SECOND PRIORITY

1. We recommend that community coordinating councils be established to help the many religious groups and their related organizations develop programs directly related to the prevention of those destructive forces which channel affected youth into delinquency - e.g. family discord, divorce, alcoholism, etc.
2. The training programs in counseling at the University of Maine should be expanded to provide additional training to clergymen that they may better counsel their parishioners as they together attempt to solve personal and family problems.
3. Churches should be opened to youth for use as community drop-in centers for recreation and comradeship. We also recommend that more extensive free use of churches be made as a center for Boy Scouts, Girls Scouts, 4-H groups and similar youth development programs.

RECREATION--FIRST PRIORITY

1. Volunteers who direct youth activities have the potential to be a most dynamic force in the development of youth. They tend to be middle class. They serve only about a quarter of the eligible youth. We recommend that the base from which the leadership and from which the youth are drawn be broadened to include members from all socio-economic and ethnic strata of society.
2. Youth groups using volunteer leadership must develop a high level program in leadership training. Leadership in this sense must contain information on child development, child understanding, and methods in counseling as well as specific methods of presenting materials peculiar to the individual program. Leaders must be expected to complete at least an elementary training course before being allowed to take direct responsibility for a group of youth.

RECREATION--SECOND PRIORITY

1. Public recreation should provide on a free-use basis, facilities located strategically throughout the State for such activities as skiing, golf, and other individual recreational pursuits. Additionally, equipment for such activities should be made available on a minimal cost rental basis and free for youth coming from financially deprived families.
2. To stimulate the development of recreational facilities and programs, communities must be provided, from the State recreation agency, aid in the form of matching grant, advice, and assistance in

selecting adequate personnel. The "community" may be interpreted as a cooperative program of several contiguous municipalities.

COMMUNITY SERVICES--FIRST PRIORITY

1. We recommend that social, church, educational and fraternal organizations take immediate steps to develop dynamic social-recreational activities for both parents and children; such activities are not to separate the two age levels but to combine them. To be successful, it is necessary that the sponsoring organization give full support, both as an organization and as individuals, to this effort. No organization if it hopes or plans to be successful in this kind of venture can think of this as a money-making venture. If the organization stands for the common good, then let it be for the common good.
2. We recommend that family resource councils be set up on a community basis for the benefit of any and all persons requiring services. Such assistance should be the function of the many community service clubs on a free basis. It is expected that the councils will make available information which will enable their clients to receive the kind of help needed, which might include, but not be limited to, educational, rehabilitative, clinical, child care, family counseling, mental health, financial and employment services.
3. Both in-school and out-of-school Neighborhood Youth Corps programs should be expanded. These programs offer one of the best opportunities for the heretofore unsuccessful child to become a contributing member of our society.
4. There are untold professional competencies available in our local communities. So far these resources have been allowed to lie dormant insofar as the prevention of delinquency is concerned. At the same time, pre-delinquent and delinquent youth in these communities are receiving treatment that is somewhat less than successful in the prevention or the correction of their behavior.

A Youth Education Specialist of the Cooperative Extension Service has volunteered to act as coordinator to establish within each juvenile court a file of persons qualified by personality, interest, availability and understanding available to the judge to use as he sees fit, to become a child's personal mentor.

This one to one volunteer relationship has proven to be one of the most dynamic processes in the development of children with delinquent or other anti-social tendencies. This program keeps the delinquent and pre-delinquent child in the community as a part of the on-going

life of the community. It provides liaison between the court, community agencies, individual citizens and the youth. It helps citizens better understand the problems these children face in their homes, schools, and community. The citizens are, therefore, better prepared to make the decisions necessary to solve the local social problems, the etiology of delinquency.

5. There are many complaints brought against youth which do not constitute a breach of the adult law. Two examples are truancy and runaway. In each case it is assumed that the problem lies with the child. This assumption is false! No one person holds the guilt - many do. This type of problem requires the services of skilled professional persons. Until the basis for the problem is found and corrected, be it within the child, the school, the home or elsewhere, no permanent remission may be expected.

It is recommended, therefore, that the youth be automatically referred by the court to the mental health counseling center serving the area. The mental health center is expected to accept the child for service immediately. The parents of such children must also take part in the therapeutic process. School faculties and administrators must be expected to put into operation those recommendations which have bearing on their jurisdiction. It is not the function of the school to punish the child - this is the prerogative of the court and the parents. This includes making up lost time, detention and verbal ridicule either direct or implied.

As a result of our discussion with juvenile police officers throughout the State we recommend a cooperative interrelationship of all agencies dealing with youth. We recommend very early referral of children by the schools, by the church, by the parents, and by the police to agencies which are professionally able to determine the needs of children with behavior problems and to carry out treatment programs.

PAROLE AND PROBATION--FIRST PRIORITY

1. We recommend the extended use of volunteers in the supervision of youth on probation or entrustment.
2. Adequate secretarial staff must be provided so that the parole and probation officers' time may be devoted to interviewing and counseling.
3. That all parole and probation officers have at least four years of college having achieved a degree and one year of graduate work in the social services, i.e. social work, psychology, counseling, etc. as provided in the Project developed for this plan.

PAROLE AND PROBATION--Recommendations Requiring Legislation

1. The legislature should create a Juvenile Probation Bureau within the Division of Probation and Parole. This Bureau shall assume the aftercare supervision of juveniles from the Boys Training Center and Stevens School.

The guardianship of committed boys and girls is to remain with the superintendent of the institution until the child is discharged. The new bureau shall include supervision of all juveniles placed on probation by the court, juveniles under the Inter-State Compact, youth on entrustment, and shall absorb the functions of the Cumberland County Department of Juvenile Probation.

MENTAL HEALTH--FIRST PRIORITY

1. Funding must be made available to the many mental health centers that they may provide expanded individual and family counseling services to all who are in a state of turmoil. Emergency service must be made available on a twenty-four hour basis but particularly between the hours of four p.m. and midnight. Since such turmoil often involves problems of passion, immediate assistance must be made available to all requesting service, regardless of their ability to pay. It is likewise necessary to provide telephone counseling through the use of an incoming WATS telephone service.
2. That public health nurses receive professional training necessary to make them active psychiatric technicians to the mental health clinics throughout the State.
3. The problem of drug treatment is complex requiring the highest skills of the physician, psychiatrist, psychologist, and social workers, we therefore recommend that the treatment of the drug user be left to these professionals. The mental health centers in conjunction with the local hospital together with its professional and paraprofessional staffs should be the agencies to direct and carry out the complex treatment.

LAW ENFORCEMENT--FIRST PRIORITY

1. The necessary first project for the newly formed juvenile justice association is the development of standardized record keeping to be used first by the members of the association, and to be recommended by the association for use by all law enforcement agencies in the State.
2. Make use of the MLEPA funds to train juvenile officers and give them an active role with the department.

LAW ENFORCEMENT--Recommendations Requiring Legislation

1. Legislation should be enacted requiring each police force in a municipality of 10,000 or more to establish a juvenile division staffed at the rate of one trained officer for at least each 10,000 of population to serve the needs of that community. This legislation shall further require the creation of a juvenile division professionally staffed by trained juvenile officers, at the rate of one officer for 10,000 of population, within each of the sheriff's departments. Contiguous communities may, for the purpose of this legislation, join together to form juvenile police administrative districts, to meet the needs of smaller municipalities, at the same ratio and level of training. The Maine State Police shall maintain a juvenile division as a resource to the many county and municipal juvenile divisions, and to provide a clearinghouse of information on training programs and new methods, and to give case assistance to officers in any juvenile division.

To be assured of the continuity of services, these trained officers in the juvenile division of the sheriffs departments are to be employed after having met the qualifications as set by the State Personnel Board through the State's civil service system which will maintain the quality of applicants. Likewise, their tenure of office must not be allowed to end with the election of a new sheriff.

It is further recommended that a standardization of salaries of juvenile officers be made.

In determining the number of juvenile officers in a sheriff's department, the total population of a county shall be reduced by the population served in that county by municipal juvenile police officers.

All juvenile officers shall wear street clothes.

Because of the problems peculiar to the female juvenile delinquent, it is recommended that each department having three or more juvenile officers shall be required to have one female juvenile officer for each 30,000 of population. This officer shall have all of the rights and responsibilities, equal pay and working conditions of the male officers.

The Office of Juvenile Services shall not be made a part of the police station unless a separate entrance is provided and there is no direct entrance or egress between the Office of Juvenile Services and any other part of the police department. By choice,

it is recommended that the Office of Juvenile Services be physically separated from the police department. Under no circumstances shall the county Office of Juvenile Services be housed in the county jail or in the county courthouse. Adequate and independent secretarial services shall be an integral part of the Office of Juvenile Services.

The police need to present themselves to youth in their early school years in the image of a public official who has an interest in the well being of all boys and girls. Accordingly, we recommend that men and women with training in education, law enforcement, sociology, and psychology be hired to do liaison work with students, teachers, parents and police. Such an officer must have police authority and at the same time present himself as a cooperative resource person by both student and parent. He will work closely with all community agencies which offer youth services. Such officers will be employed by the Office of Juvenile Services and while in a school he will work closely with the school administration.

2. A record keeping system must be established by the State Police. Legislation should be enacted requiring mandatory uniform reporting by local police and county sheriffs, as well as State Police, of all juvenile cases processed. It is expected that all reports will be filed on forms provided by the State Police. It is likewise necessary that the courts become a part of this reporting system. These records are to be available to the public only in statistical form, in order to maintain the anonymity of any specific juvenile, as is presently required by law.
3. We recommend that holding facilities when they are necessary be available in and operated by the local Office of Juvenile Services. Small municipalities should use the facilities of the nearest center. Such a holding center will need to employ "house parents", preferably a husband and wife team, both of whom will have police officer status.

STATE AGENCIES--FIRST PRIORITY

1. There are many opportunities for youth to learn trades. In Maine, however, they are poorly coordinated and little information about them is available to the public. Our youth and subsequently our economy suffers. We, therefore, recommend that the apprenticeship program of the State be re-vitalized and made into a viable program providing opportunities to our youth to learn trades which will be personally satisfying and economically beneficial. Greater opportunities for apprenticeship must be developed in all areas of the State and within all industries.

Youth must be told of these opportunities and be placed as soon as their formal education has been completed.

2. A Governor's Advisory Committee should be established in addition to the Board of Visitors described in Title 34 § 41 of the Maine Revised Statutes Annotated to make regular visits to all youth institutions to study conditions, attitudes, effectiveness of programs of education and work, to study facilities and to study the function of juvenile probation and aftercare programs. A report is to be made semi-annually to the Governor showing their findings and recommendations. The committee will be made up of private citizens, educators, psychologists, physicians and youth. Two members of the committee must be youth presently committed to a juvenile institution, or youth who have been released from a juvenile institution. It is suggested that the present Juvenile Delinquency Study Advisory Committee be continued as the Committee in this recommendation.
3. The Juvenile Delinquency Advisory Committee should be made a review committee for all juvenile programs submitted to the Maine Law Enforcement Assistance and Planning Agency.
4. One-parent families are in special need of counseling. It is recommended that the Department of Youth Affairs (see State Agency Recommendations) act as a clearing and coordinating facility to make family counseling available for all one-parent families.

As an additional service to one-parent families, or in other situations where there is need for surrogate parents or grandparents, it is recommended that the Department of Youth Affairs act as a referral agency for the services of "Big Brother-Big Sister" programs. When properly administered, such programs have been successful in preventing juvenile delinquency and in rehabilitating the delinquent or pre-delinquent child.

STATE AGENCIES--Recommendations Requiring Legislation

1. That foster homes, with foster parents of the highest level of interest, patience, love, understanding and personal strength and integrity, be contracted for at an adequate financial level by the State to provide an opportunity for boys and girls to learn to take responsibility for themselves and their interpersonal relationships as they participate in school, work and community life. These homes are to be available to the court, to the police, to the Department of Health and Welfare, and to a family through any one of those agencies on a temporary basis. Youth need the stability and training of the stable home and community life to

allow them an opportunity to reevaluate and reorganize their lives. These homes can become a haven for youth at any time on a voluntary admission basis. Legislation must be enacted to make this possible.

2. That funds be appropriated for the establishment of halfway houses for youth of all institutions. Such halfway houses are to be located strategically throughout the State to provide for continuing education and vocational training and allow an opportunity for the youth's integration into community life. Halfway houses of this type should be in a variety of locations in the State to allow an opportunity for the youth to return as nearly as possible to his home location.
3. The Legislature should create a Department of Youth Affairs to bring together the functions of all agencies of government having to do with the custody, care and social, mental and emotional services to youth, but not including the administration of public assistance nor education.
4. Child Labor Laws were developed to meet a need that no longer exists. Youth need the opportunity and experience of work. To provide this the Child Labor Laws should be revised to provide for the need of today's youth.

JUDICIAL--FIRST PRIORITY

1. The Supreme Judicial Court of the State of Maine direct that all juvenile offenders shall receive a pre-sentence evaluation unless the trial judge specifically directs that none be made.
2. The laws of the State affecting the rights of citizens are many and complex. Juveniles, because of their lack of experience, may not be aware of the manner in which their rights are so protected. We recommend, therefore, that a juvenile always be informed by the judge at the time of his sentencing, of appeal as it is described in Title 15 Section § 2661 par. 2.
3. Youth being held for court hearing should be placed in the custody of their parents. If this is impossible or unfeasible, that youth be held in the custody of a foster parent in one of the foster homes described in another recommendation. As a last resort only, youth will be sent to either the Boys Training Center or to Stevens School. Youth should be placed in a jail only if that institution has a separate facility specifically designed and administered for the holding of children.
4. When it becomes necessary for a juvenile, or a youth under the age of twenty-six to be committed to a training center or a correctional institution, it is our recommendation that the youth be committed to The Bureau of Corrections which will place the youth in an institution established to meet his individual needs.

JUDICIAL--Recommendations Requiring Legislation

1. That the Legislature provide under Title 15 Section 2661, par. 2 for the appeal of a juvenile, from the judgment of a juvenile court, to be made to a special court made up of three judges without prejudice from the district court system. A contingency of the appeal hearing will be a complete evaluation of the child. Such evaluation must include a complete physical examination by a board pediatrician (a neurological examination including an electroencephlogram and a psychiatric examination by a board psychiatrist or any other special medical disciplines, if these are deemed necessary by the pediatrician), a psychological evaluation, a social evaluation of the child, his peers, and his family; and finally an educational evaluation made by a qualified educational evaluator without prejudice, i.e. members of the University faculties. The cost of such an evaluation shall be paid by the court.
2. As stated in the study, in Title 15, Section 2611 of the Maine Revised Statutes juveniles may under certain circumstances be transferred from a juvenile institution to a correctional center. Additionally, youth the ages of seventeen and above may be committed

directly to a correctional center. We must point out that there is an unbelievably small difference between the sixteen year old and the seventeen year old, either physically, mentally, or emotionally or in much of any other way except that he has lived a year longer. It would not be difficult to show that the men and women confined to correctional institutions in the State are not well adjusted emotionally, are not adequately educated, are not socially well integrated, and in general have not developed socially acceptable behavior patterns. We, therefore, recommend that the Legislature develop a Youth Correction Act to provide therapeutic services to a youth of any age to twenty-six years.

The juvenile phase of this act is to provide therapeutic corrective measures to the youth to seventeen years. The act providing for youth seventeen and over is to be patterned after the Federal Youth Corrections Act, Title 18 § 5505 of the United States Code and the Young Adult Offender Act, Title 18 § 4209 of the United States Code. These will provide such services as may be required to accomplish the rehabilitation of the offender, i.e. medical, psychiatric, physical care, educational or vocational training, etc. The Youth Corrections Act should also provide for youth being placed on probation, paying a fine, or commitment or to a rehabilitation institution. Upon satisfactory completion of the sentence, an administrative pardon, as provided in the Federal Youth Corrections Act must be the result. The purpose of this is to give the youth a goal, which when achieved, results in a first class citizen, who sees worth in himself and in his society, who has solved many of his personal problems, and has been taught a trade or given an education allowing him to be a productive member of society.

3. Because of the complexities of the law and court procedures, because the hiring of a lawyer to represent a youth can in many instances be a burden on the family, and because parents sometimes misunderstand their right to have an attorney appointed by the court, we recommend that all juveniles be represented by an attorney before the court. The attorney may be either chosen by the family or a full time juvenile defense attorney available at no cost to the youth or his family.

EDUCATION--FIRST PRIORITY

1. Youth must not only be allowed, but must be encouraged by the educational community to take an active role in the development of all policies and plans of the school. Each school board should have representation of both youth and adults. Within the school system, youth representatives of the student body must be elected by that body to become active voting members, in equal

numbers, of all school committees except those having to do only with teacher relationships. These committees to include school policy, curriculum, and disciplinary committees. Similar representation should carry over from the school to our other social institutions.

2. Since education has developed greatly in the past ten years and since labor policies have failed to keep pace, relative to youth employment, we recommend that these two develop cooperative relationships which can result in (a) the development of a viable apprenticeship program and make known to school counselors and administrators throughout the State what apprenticeship opportunities exist, how application is to be made, and give direct assistance to youth to obtain these opportunities. (b) The Labor Department should give a general waiver of the hazardous occupations provision of the child labor laws for students where training has been in one of our thirteen vocational high schools.
3. Children's bodies as well as their minds are developing throughout their school years. Physical education programs are to be made available to children in the elementary grades in addition to those in junior and senior high schools.
4. A new definition of exceptionality be sought that is educational in its origin and conception and in its diagnostic and remedial implications. From this definition, a new model of remediation may emerge, a model involving the total system and all children.
5. Every device and every patience must be expanded to assure that each child returning from one of the training centers is given every possible opportunity and encouragement to remain in school.
6. All material required by any public school for academic or extracurricular use should be provided without cost to the student.
7. A committee made up of school and mental health personnel should be established to develop greater cooperation between the two. Such a committee should be at the worker level to provide assistance with specific problem areas.
8. All youth should be accepted as first class citizens regardless of their family background, economic background, school grades, behavior or peculiarities of dress and hair styles, or personal habits of hygiene.
9. In schools, youth should be allowed to take part in any activity in which they are successful. They should not be prohibited from taking part in athletics, dramatics or musical extra-curricular

activities because their academic rank does not reach a pre-determined standard. Youth finding success in one area of a school's program, may be expected to find success in other areas as well.

10. Teacher-parent contacts should begin in the early elementary grades and should be maintained throughout the school years. This will build a broad base of better relationships between the community, the school, the teacher, and the students.
11. All schools shall provide full educational opportunities for girls who get pregnant; such services to include, besides a full high school education, opportunity to take part in any extracurricular activities which their physician will permit.
12. Courses in diagnostic teaching should be made a requirement not only for graduation from a teacher training institution, but also of the State Department of Education for the certification of teachers. Teachers who have not had a specific sequence of courses in diagnostic teaching should be required to take these courses in extension before their certification is next renewed.
13. The personal and individual needs of students must be met to allow them to achieve some success, if that success is only an interpersonal relationship with some member of the staff. The school community must be developed into a therapeutic community where everyone is welcome, no one is pushed aside or out, and the entire goal of the community is the better development of each individual child. A curriculum to meet the needs of youth should be developed to include meaningful vocational education directed towards vocations found in the immediate area of the child's residence.
14. We must have a rapid increase in the development of Regional Technical Vocational Centers at the high school level.
15. Elementary counseling services designed to prevent the development of problems must be established in every elementary school on a ratio of one counselor to 200 students.
16. Counseling services must be made available to all students but particularly to those students having difficulty in and with school systems. The goal of counseling at the secondary level must be changed from its present position of preoccupation with college admissions to one of being the problem solving catalyst of the school system. The counselor must search out the child with problems of any kind and assist him in making such adjustments as may be necessary. The counselor-student ratio should be reduced to not more than 1 to 300.

17. School counseling personnel should keep records on all youth who have dropped out of school and should make regular periodic visits to them and their parents to make every effort to get them to return to school and complete their education to follow some vocational training activity or to start a work program. When a youth has left school and wishes to return, the school should accept him without prejudice.
18. Psychological and educational development tests should be used only to achieve specific goals. For those students achieving at expected levels or better they serve no useful function. For the evaluation of students with behavioral or educational problems they are inadequate.
19. A school psychologist should be available to every school system. The ratio should not be greater than one psychologist to every 2,000 students.
20. Schools should be eligible for Law Enforcement Funding under the Juvenile Delinquency Provisions of the law. The projects, methods and results should be evaluated regularly by the evaluation committee of the Maine Law Enforcement Planning and Assistance Agency.
21. We recommend that police and educators work together to develop an understanding of each other's functions. Also to help the children in school to understand the work and the services they can expect to receive from the police.
22. Upward Bound types of programs must be made available through the local schools for all youth, not just financially disadvantaged.

EDUCATION--SECOND PRIORITY

1. The sale of all non-educational materials, such as magazines and rings should be discontinued by all schools as being wholly outside the function of education.
2. Teachers receive specific training in ways and means of stimulating creativity both in themselves and in their students.
3. The screening of teachers be seriously tightened. School salaries are now competitive with industry salaries and there is now a surplus of trained teachers making better selection possible. Additionally, better supervision and evaluation of teachers is necessary, with inadequate teachers being replaced.
4. School properties belong to the people, therefore, we recommend

that school buildings be made available without cost to all non-profit community organizations whose activities are directed toward community betterment or group recreation.

5. We recommend the establishment of Family and Home Institutes of a type similar to those conducted by the Canadian Ministry of Education, to teach people constructive uses of their leisure time. Such creative activities as art, ceramics, photography and such practical skills as care of the family car, and culinary arts for the home are to be available free to all citizens.
6. Each school system, of 2,000 or under children should have one social worker. Small school systems in adjacent areas can contract for services or develop a cooperative program with other nearby communities.

EDUCATION--Recommendations Requiring Legislation

1. There are now thirteen Regional Vocational Centers in the State. These cannot possibly provide vocational education to all the high school youth desiring it. The Legislature should take steps to provide this type of education to youth throughout the State. Until this is done, cooperative education should be undertaken in every high school.
2. Legislation should provide youth with the opportunity to take part in the decisions which effect them. It is therefore recommended that a provision in Title 20 § 302 of the Maine Revised Statutes Annotated to permit representation of youth as voting members of a local school committee or a Board of Directors of a school Administrative District.
3. Title 20 § 3111 should be revised by striking out "within practical limits". Title 20 § 3161 should be revised by striking out " of mentally retarded children' and substituting "of any handicapped or exceptional child".
4. An appeals board should be established by the Legislature to provide a parent of a disabled or exceptional child a hearing when the child has been turned down for educational services. The decision of such hearing should be mandatory on both the school system and the Department of Education. Should the parent so desire and should he receive a negative decision, he should have recourse to the courts.

PART IV B

PROJECTS

TITLE OF PROGRAM: Community-Based Treatment and Prehearing Juvenile Centers

OBJECTIVE: Consistent and comprehensive evaluation of juveniles before hearing, thereby to provide the court with data useful in the disposition of the case at hand and in the rehabilitation of the offender.

IMPLEMENTATION: To provide means for the evaluation of youthful offenders in accordance with Title 15 § 2610 of the Maine Revised Statutes. Such evaluation, to be used consistently throughout the State, is to be comprehensive, evaluating the child physically, mentally, emotionally, socially, and educationally. Through the University system, evaluation centers can be developed where children from any part of the State may be evaluated. These same centers are to provide community based treatment for juvenile offenders. Locally based treatment centers will provide for the treatment of youth problems where the problems exist, in the local community. Such treatment may involve the child, his home, his school and his social contacts. In addition, referrals will be accepted from a police officer, parent, school or other social agency requesting treatment for the pre-delinquent child. Broad spectrum cooperation will be required between the centers and other agencies in the area. It is the plan to establish one such unit as a start in conjunction with the University of Maine, the District Court, and the County in which the District Court is located. In subsequent years other units will be requested.

FUNDING:	1972	1973	1974	1975	1976
	\$72,000	110,000	150,000	185,000.	225,000

TITLE OF PROGRAM: Institutional Psychiatric Treatment

OBJECTIVE: To provide psychiatric treatment to the seriously disturbed youth confined at a training center. The goal is to ameliorate the emotional disturbances permitting the rehabilitation of the whole child and his early re-entry into home and community life.

IMPLEMENTATION: One full-time psychiatrist will be hired at the Boys Training Center. A psychiatrist will be hired on a half time basis for the Stevens School.

ACCOMPLISHMENTS: The value of psychiatric treatment has already been demonstrated by the limited services the girls and boys have received. This plan provides for an extension of psychiatric services from its presently limited status to one permitting extensive treatment for those seriously disturbed.

FUNDING:	1972	1973	1974	1975	1976
	\$50,000	50,000	55,000	60,000	65,000

TITLE OF PROGRAM: Institutional Psychological Services

OBJECTIVES: To provide psychological evaluation, testing and test evaluation, individual and group psychotherapy, in-service training for all staff working directly with the youth, the development of milieu therapy, and providing assistance to the parents of committed youth.

IMPLEMENTATION: Five full-time psychologists will be hired for the Boys Training Center, an additional two will be hired for the Stevens School. They will each be working with a population of only fifty students. This sized population can be manageable. Three secretaries, two at the Boys Training Center, will also be hired.

ACCOMPLISHMENTS: The present system of providing psychological services has already demonstrated the value of these services. A ratio of one psychologist to two hundred and fifty students is most unrealistic. With this ratio, the psychologist can work only with a very small group of the highly disturbed. This has left the remaining youth without the services of a psychologist which could have speeded their rehabilitation and re-orientation to community life.

FUNDING:	1972	1973	1974	1975	1976
	\$100,000	110,000	120,000	130,000	140,000

TITLE OF PROGRAM: Institutional Social Services

OBJECTIVES: To provide additional services to the boys at the Boys Training Center to assist them and their families in making the best possible adjustments to the institution, the most effective rehabilitation, and the smoothest re-entry into the community.

IMPLEMENTATION: Seven fully trained social workers are to be hired to work with the institutionalized youth, their families and their communities. Two clerk typists will also be necessary to accomplish this work.

ACCOMPLISHMENTS: The social workers at the center are doing excellent work to accomplish the objective of this program. They are working with youth on a ratio of one to every eighty boys. This is a hopeless ratio in view of the complexity of the work that must be done. This project will reduce the ratio to approximately 1-25.

FUNDING:	1972	1973	1974	1975	1976
	\$62,000	66,000	70,000	75,000	80,000

TITLE OF PROGRAM: Juvenile Justice Association

ACCOMPLISHMENTS: To provide a vehicle through which the juvenile officers may meet together, to bring in specialists and to work with other disciplines to assist them in their professional development that they may bring better services to their clients.

1. To provide expenses for meeting place, travel and speakers.
2. To provide consistency of treatment throughout the State.
3. To provide information for the development of statewide and area Youth Service Bureaus.

PARTICIPATION: Juvenile Police, Institutional, Aftercare, Probation and other officials from both State and local governmental and non-governmental agencies.

LOCATION: The Association will have meetings and seminars at various locations around the state, for example at court locations, institutions, et al.

FUNDING:	1972	1973	1974	1975	1976
	\$4,000	6,000	0	0	0

TITLE OF PROGRAM: Law Enforcement Liaison Counselor to Youth, Teachers, School Administrators and Parents

OBJECTIVE: To coordinate a community law enforcement program within the sphere of the child's life. To provide an opportunity beginning at an early age for the child to learn the function of the law enforcement agencies, to learn to respect them as protectors of life and property, to develop a continuing positive relationship between youth and police, and finally to develop a trust relationship between all of the parties involved in the youth's development to permit our public agencies to help solve the problems of youth and their families before court action is needed.

It is not expected nor should it be allowed that the school or any of its agents use the counselor as a threat or as a police detective within the school.

To establish Liaison Counselors in different communities throughout the State, the first and succeeding four years.

IMPLEMENTATION: The counselor shall first be educated in the skills of juvenile counseling. Communities requesting funds under this project will agree to provide the match necessary to send the counselor to one of the recognized training programs for Juvenile Police Officers. Both the school and police departments must make joint application for funds. Likewise, they must both enter into written agreement specifically defining the role of the counselor within each agency and the agencies' responsibility to the counselor.

ACCOMPLISHMENTS: Similar programs are now available to both Lewiston and Portland under the Model Cities Program. The effectiveness of these program is unquestioned.

FUNDING: The schools and police departments will provide office space and utilities, supplies, and travel expenses. The project will provide the specialized juvenile officer training and full salary for the first year, three-fourth salary the second year, one-half salary the third year, and one-fourth salary the fourth year. The police and school departments will be expected to continue the program without special grants after the fourth year.

1972	1973	1974	1975	1976
\$120,000	183,750	228,000	251,750	251,750

TITLE OF PROGRAM: Professional Training for Parole and Probation Officers

OBJECTIVES: To provide instruction for juvenile probation and entrustment personnel. The instruction is to raise the professional level and competence of personnel working in this field.

IMPLEMENTATION: The University of Maine will develop and staff an extension educational program designed to meet the needs of the juvenile probation and entrustment personnel. Three thousand dollars is provided for this development. It is expected that the in-service training will start with about twenty-five persons and as other recommendations are implemented this will be reduced.

This project is to provide either undergraduate credit or graduate credit. It provides in addition to the course, work for books and supplies in the amount of not more than \$20 per semester.

ACCOMPLISHMENTS: It is a well recognized fact that the level of services from any social agency rises directly proportionate to the level of competency of its staff.

FUNDING:	1972	1973	1974	1975	1976
	\$6,600	3,600	3,600	2,500	2,000

TITLE OF PROGRAM: Training for Juvenile Officers

OBJECTIVE: To upgrade the skills and abilities of officers assisting them in dealing with the problems juveniles present.

IMPLEMENTATION: Two projects are required to achieve the stated objective; they are:

1. To establish within the University of Maine a summer course for officers working with juveniles. These courses are to run for a period of six weeks. Faculty is to be drawn from specialists in the field of juvenile delinquency from throughout the country.
2. To support attendance of officers from throughout Maine at this training program.
3. To establish within the Law Enforcement Divisions of the University of Maine a program leading to a B.S. degree in Law Enforcement with a specialization in juvenile delinquency. Funds are provided here to develop the program for the first year.

ACCOMPLISHMENTS: The program will provide 180 hours of training for approximately fifty officers.

FUNDING:	1972	1973	1974	1975	1976
	\$41,000	60,000	60,000	60,000	60,000

TITLE OF PROGRAM: Training for staff of juvenile halfway houses and institutions.

OBJECTIVES: To provide training for the staff of juvenile halfway houses and institutions. To raise their level of competence in the operation of the program. It is the plan that the halfway house programs will be operated preferably by a husband-wife team.

IMPLEMENTATION: The University of Maine at Augusta has developed a program to provide training for institutional workers. This plan will provide funds for tuition, books, and supplies. This plan provides for twenty persons to train.

ACCOMPLISHMENTS: As workers gain greater understanding of youth, the level of services they can provide will rise. This is and has been the justification for education of all types.

FUNDING:	1972	1973	1974	1975	1976
	\$2,000	2,000	1,500	1,500	1,500

TITLE OF PROGRAM: Youth Service Bureau

OBJECTIVE: Assisting youth who have problems in adjusting to their homes, schools, and communities thereby preventing delinquency.

IMPLEMENTATION: An area service bureau to help youth meet their needs. Services to include counseling, psychological help, social service, and educational assistance in making adjustments to the life they are living. In addition, through Title I moneys, special education for the school dropout or potential dropout may be provided preferably outside the school environment, but with school sanction and credit. Finally, a twenty-four hour dial-a-counselor service available to any troubled youth.

ACCOMPLISHMENTS: By reaching and assisting youth when the problems are minute and a solution can be more easily accomplished, we can and will prevent antisocial activities leading to juvenile offenses.

FUNDING:	1972	1973	1974	1975	1976
	\$140,000	180,000	200,000	200,000	200,000

TITLE OF PROGRAM: Youth Services Coordination

OBJECTIVE: To coordinate and correlate the public and private programs related to youth in the State of Maine. There are presently a great many agencies providing a wide variety of services. Often it is necessary to contact several different agencies before a specific program of assistance may be made available. This bureau is necessary to:

- a. Provide a high level of services to that 40% of our population not otherwise represented in State of local government.
- b. Provide information re: program services available.
- c. Establishment of new and expanded services.
- d. Referral agency.

This bureau will be responsible for the coordination of youth services across all departmental lines, the development of new or expanded services, referral services to those agencies providing direct service, assisting youth and adults inquiring for services, and follow-up with the correct agency to assure adequacy of service. Finally, it must be knowledgeable of all fiscal resources.

It is the intention that this agency become an advocate of the applicant. To remove the possibility of this service bureau becoming lost in the mazes of State agencies, this agency should be a part of the Governor's Office. Additionally, an advisory board of sixteen members should be appointed by the Governor to provide representation from: private welfare agencies, general education, health, social welfare, Governor's Task Force on Youth, labor, employment security, Division of Economic Opportunity, corrections, probation and parole, Juvenile Officers Association (see program 2.05), juvenile institutions, high school youth, the public.

IMPLEMENTATION: The activities described below are expected to be undertaken in implementing this program:

The establishment within the Governor's Office of this Youth Activities Bureau. The Governor shall appoint a full-time administrator who shall employ such additional staff as necessary with the approval of the advisory board. The professional staff shall be unclassified, with clerical staff employed subject to the Personnel Law. This initial implementation may be superseded by the Governmental Reorganization and Reform Program to be presented to the 105th Legislature by the Legislative Research Committee.

TITLE OF PROGRAM: Training in Cognition of the Delinquent-prone Child

OBJECTIVE: To train teachers, guidance counselors and youth workers that they may be better able to meet the needs of children demonstrating delinquent tendencies.

IMPLEMENTATION: Establishment of a six-week summer school program for teachers, guidance counselors, and youth workers leading to identification of children with problems; methods of developing a positive relationship with them and their families; and positive methods of working with the child, the family, and the community. To accomplish this, a faculty of specialists will be drawn from programs throughout the country. They will come from programs of guidance, social work, psychology and others.

ACCOMPLISHMENTS: Provide 180 hours of specialized training for fifty persons working with children. It is expected that concentrations of teachers and youth workers might come from the same area making it possible to have a concentration of skills and abilities within a community.

FUNDING:	1972	1973	1974	1975	1976
	\$22,000	24,000	24,000	24,000	24,000

TITLE OF PROGRAM: Uniform Statistical Reporting and Recording of Juvenile Activities

ACCOMPLISHMENTS: This project is an element of sub-program 0.02.2, of the comprehensive Law Enforcement Plan of 1971. It is separately identified here as this central juvenile function should be a repository and represent the joint voice of juvenile oriented programs and their needs. Ultimate accomplishment will be the body of useable data on juvenile problems and their incidence will be a prerequisite to the establishment of effective programs and the evaluation of their success or failure.

PARTICIPATION: All state and local functions associated with juvenile behavior and problems, as provided in the description of the Central Juvenile Function.

LOCATION: Centralized activity at the State Capitol or State Police.

FUNDING:	1972	1973	1974	1975	1976
	\$50,000	65,000	85,000	100,000	100,000

ACCOMPLISHMENTS: The anticipated accomplishments are described above in the objectives and may include the separation and operation of a juvenile probation and parole activity, apart from the adult program.

PARTICIPATION: The SPA or a designate agency of the Executive Branch or the Executive Department will be subgrantee with participation of all represented and relevant agencies or activities.

FUNDING:	1972	1973	1974	1975	1976
	\$50,000	60,000	70,000	100,000	125,000

TITLE OF PROGRAM: A Pilot Program to Establish Two Halfway Houses in Maine

IMPLEMENTATION: To establish one halfway house in a rural district and one in an urban district of Maine. These houses are to service no more than twenty-five youth each. Their purpose is to determine the type of program most useful in the treatment of delinquent and pre-delinquent youth. They will be programs to prevent the need to send youth to training centers. The ages for admission will be consistent with the juvenile definition of the State laws. Youth will be taken on the following basis: one-third voluntary admissions; e.g. placed by an agency other than the court; one-third court admissions and one-third prerelease admissions from a training center. No admissions may be for longer than a six month period. The staff will be expected to make permanent arrangements during the six months stay. The staff will include a director, six house parents, a cook, a psychologist and a social worker.

PREVIOUS EXPERIENCE: The experience of the Stevens School has proven the value of the halfway house program for the institutional prerelease of youth. This program is planned to be extended into two other communities in the State. It is also to test the premise that most youth problems can and should be dealt with in or near the local community, making institutional commitment unnecessary. It also is the plan to test the need for a place where youth can go voluntarily until the pressures on them can be reduced or eliminated and they can once again return home.

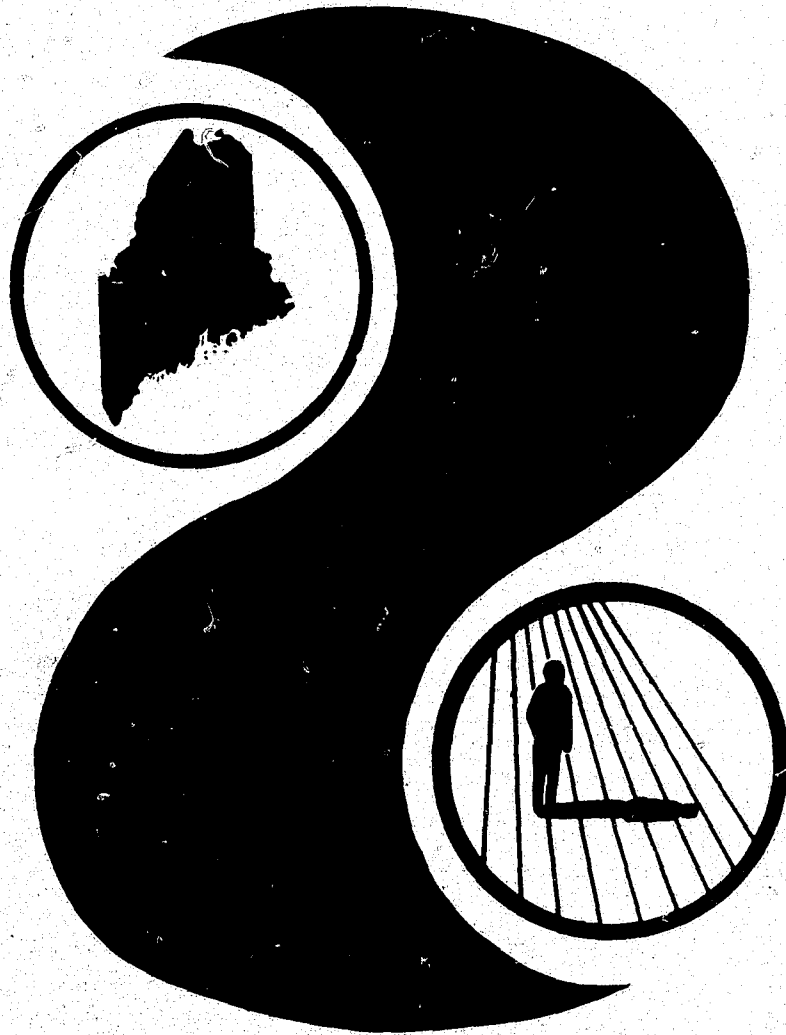
FUNDING:	1973	1974	1975	1976
	\$250,000	270,000	280,000	300,000

Comprehensive JUVENILE DELINQUENCY STUDY



CLEARED MCL
4 - NOV 26
Copy 1973

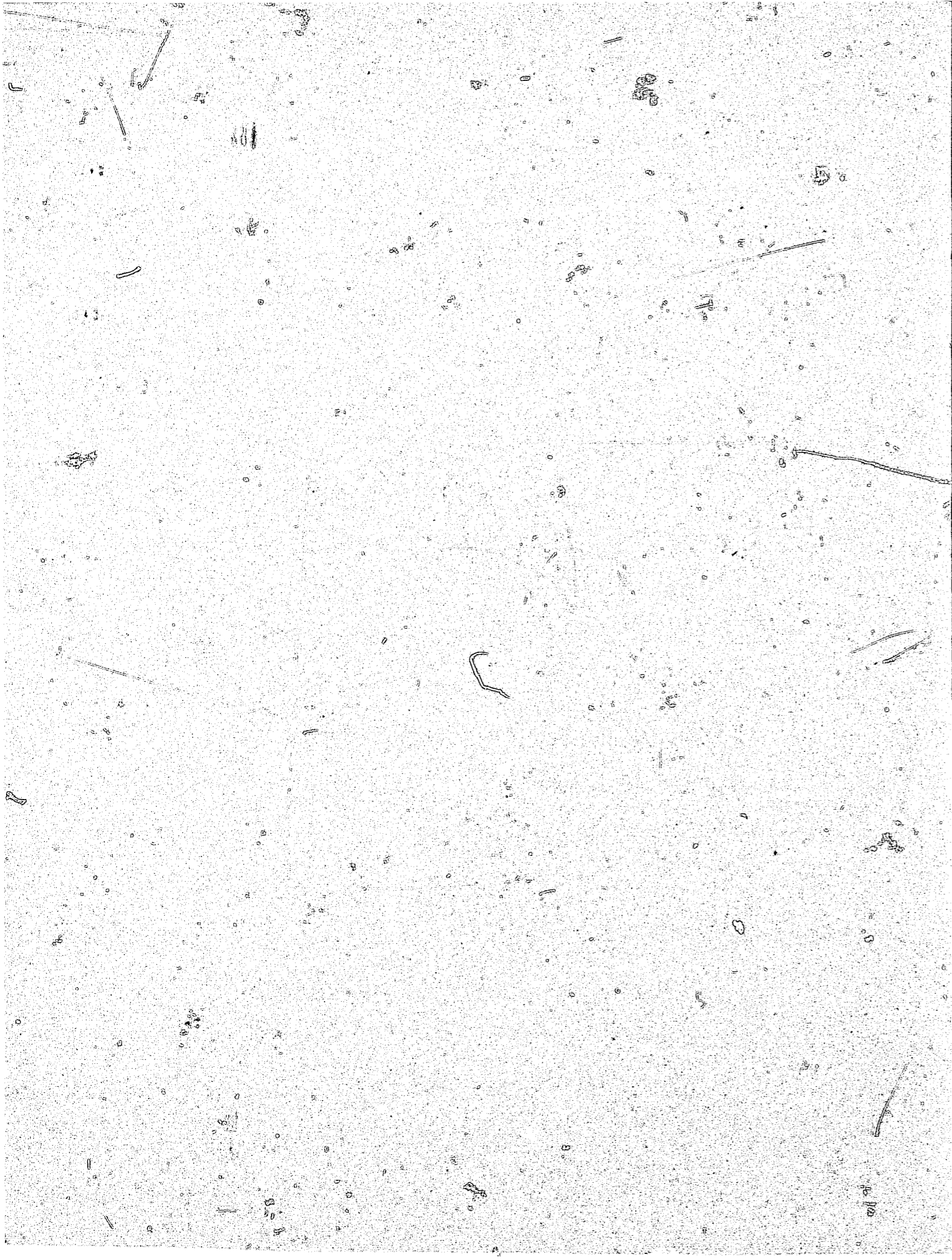
Final Report (Appendices)



013962

Presented to the
MAINE LAW ENFORCEMENT PLANNING AND ASSISTANCE AGENCY

by the
COOPERATIVE EXTENSION SERVICE
UNIVERSITY OF MAINE AT ORONO



APPENDIX A

STATEWIDE INTERDISCIPLINARY
STUDY COMMITTEE MEMBERS

MAINE PLANNING COMMITTEE FOR THE PREVENTION AND CONTROL OF JUVENILE DELINQUENCY

UNIVERSITY OF MAINE ORONO, MAINE

CW and AFDC Workers

ALLEY, Kathryn
CARKEN, Merrill
MARSCH, Ronald
POWELL, Ford
SENDZIK, John
SMITH, Don
STEIGLER, Phyllis
WATTS, Phil
WILLIAMS, Donald

Community Action Program Directors

HODGES, Charles
LEGUEUX, Bertrand
O'TOOLE, John
PERSELY, Rick
RICHARDS, Ray
STEELE, Pete
WIGGIN, Harold

Department of Labor and Industry

AMES, Madge
LOVEJOY, Paul

Employment Security Commission

HANSON, Arthur
HILL, Albert
JONES, Stanley

Extension Agents

GRAY, Durwood
HARRIMAN, Edwin
WAKELIN, Ed
WOODWARD, Walda

Governor's Task Force on Youth

ALBERT, Cyndi
CHARETTE, Mike
RANCO, Mike

Institution Workers

Boys Training Center

CARTER, Lee
LUSH, Earl
NORTHGRAVES, Mrs. Frances

Stevens

BROWN, Margaret
BROWN, Miss Suzanne
ELLIS, Mrs. Irene
Hayes, Karen
LEDIN, Carlah
MERRILL, Shirley
SNYDER, Mrs. Pat
STARK, Mrs. Louise

JUVENILE OFFICERS

AMOROSO, Francis E.
BUTTRICK, Arthur
COUGHLIN, Sgt. Francis J.
ECCLES, Ronald L.
FRIEDMAN, Joseph F.
HOUSTON, Stanley
LAMSON, Robert
MARTIN, Lt. Paul
NORRIS, Russell
PIAWLOCK, Stan
RIDLON, Wes
SAUCIER, Sgt. Edmund
SHAPIRO, Mrs. Janice

Lawyers

ANDERSON, Peter
HASLER, Professor Pierce
MORSEHEAD, Charles

LEAA Regional Planning Commissions

CROSMAN, Richard
EMMERTON, George M.
JAKINS, Dean
JOHNSON, Steve
LITTLE, Dana
MILLER, Gordon

LEAA Regional Planning Commissions
(cont.)

NESBITT, James O.
PERRY, Frederick
PREBLE, Roland
TURLEY, Kirsten

Mental Health

ADAMS, Robert
ADMAS, Mrs. Robert
CAROL, Paul
CELENZA, Carmen
CLEAVES, Craig
DIETRICH, Albert
HOLLAND, Reverend Joseph
SPARKS, William
WERNER, Max

Mental Retardation

GORRILL, William

Neighborhood Youth Corps

HASKINS, Reginald
Mc LEAN, Neil
REDMOND, Richard
SEYMOUR, Thomas
SIMCOCK, Richard
WHITTEMORE, Deborah

Private Child and Family Associations

BARBER, Robert
CAMPBELL, Richard
FOGG, Jayne
HASKELL, Blanche
HIGHT, Robert
HUNTLEY, Reta
KJELY, Ann
NORTHCOTT, Anna
POIRIER, Jennie
THOMAS, Alan

Probation and Parole

BROWN, Marguerite
HAMILTON, Anne

Probation and Parole (cont.)

HANSEN, Ed
MACE, Helen
PEACO, Keith
TERRILL, Raymond
WEATHERBEE, Clarence

Public Health Nurses

BROWN, Miss Wethea
DIONNE, Mrs. Jean
DONOVAN, Mrs. Irene
GENTHER, Mrs. Georgia
LARGAY, Mrs. Gracia
RICHARDS, Mrs. Joanne
RANDALL, Patricia
STONE, Mrs. Irene
ZIDOWECKI, Helen

Recreation

HAMILTON, George
HINDS, Palmer
HODGDON, Robert
SYLVESTER, Howard

Religious Representatives

FERRUCCI, Tony
MATHESON, Arnold
PETERSON, Rev. Robert
PRICE, Reverend Richard
ROBBINS, Reverend William

Rural Youth Corps

CADDIGAN, Dave
IRISH, Bradley
JACKOWITZ, Mike
MARTIN, Madeline

State Department of Mental
Health and Corrections

MALLOY, Michael
MURPHY, Miss Ward
KANE, Thomas

Vocational Rehabilitation

BOND,
CHISHOLM, Raymond
DeROCHE, Dean
PERRIN, Norman

Youth

ALTIVATER, Brian
BEGIN, Doug
BIKER, Mike
BINDA, Diane
CANTWELL, Susan
CROSBY, Shirlene
CURRIER, Beverly
DAMBRIE, Angela
DUMONDIN, Marie
DUPLESSIS, Richard
FRANCES, Barbara
FRANCES, Cyril
FRANCES, Joe
FRANCES, Rebecca
HEWEY, James
LANDRY, Mike
LEGUEUX, Danny
LEWIS, James
LUCE, Rhonda
McERLAIN, Jeri
MOODY, Elaine
NICHOLS, Sheryl
OUELLETTE, Gary
PARE, Rejean
POMERLEAU, George
ROGERS, Phillip
SCOTT, Linda
STOLTZ, Charlotte
SWIFT, Sheila
TREDWELL, Debby
WATSON, Renfrid
WHITE, Peter
2 H.S. Youth with a member of Gov Task Force
2 Youth from BTC
1 Youth from L.A. Children;s Home
1 Youth - CAP in Rockland
2 Youth - CAP in Lewiston

Youth Agencies

BAILEY, John
COLLINS, Gary
LEE, Carolyn
O'BRIEN, Robert
REED, Douglas
WADE, Nellie
WENTHWORTH, Bruce
YERXA, Eleanor

APPENDIX B

PART I

INDIVIDUAL INTERDISCIPLINARY RECOMMENDATIONS

MAINE PLANNING COMMITTEE FOR THE PREVENTION AND CONTROL OF JUVENILE DELINQUENCY

UNIVERSITY OF MAINE ORONO, MAINE

GROUP I

1. Neighborhood Centers
We recommend Multi-Purpose Family Centers that are youth oriented. Existing facilities could be used in many instances. The staff should include both professional and volunteer persons. Recreational activities and counseling services would be an integral part of their program.
2. Regional Residential Centers
Centers should be available for youth who cannot or should not live at home but who do not require custodial care at a training center. These would supplement the present systems of foster homes. They would serve as "Halfway Houses", for juveniles returning to society from custodial care.
3. Financial Support of Youth Activities
Funds made available for grants to "Rap" centers and demonstration projects to serve youth. We favor funding without strings to protect this independent function and allow the money to be spent for direct services not administration.
4. Family Courts
Establishment of a family court system. It should have authority to send the entire family to a counseling center for evaluation and subsequent treatment. The judges should have special training and the juvenile laws made more flexible.
5. Juvenile Officers
More trained juvenile officers in Maine. A member either of the county sheriff's force or a local police force. We favor expanding and upgrading our present Probation and Parole system.
6. Youth Employment Centers
Expand employment services available to our youth. These should be youth operated and independent of present system.
7. Counseling in Schools
More counseling services available to the students in both elementary and secondary schools. The present system of Guidance Counselors should be expanded and supplemented by close alliance and referrals to mental health centers, and persons in related fields who could assist youth.
8. Changes in Schools
We recommend serious consideration be given to possible changes in the curriculum and methods of education, e.g. more use of the modular system and more flexibility in diploma requirements.
9. Further Training
Expanded undergraduate and graduate study available at U. of M. for persons in counseling and related fields.
10. Welfare Reform
To develop a realistic income maintenance and medical coverage for poor and borderline families. We favor including a strong work incentive provision in this reform.

GROUP 2

- I. State or Regional Homes
 - A. Alternative for sending a child to an institution.
 - B. For delinquent and pre-delinquent youth.
 - C. Stay for one year or duration of probation.
 1. May visit parents on week-ends if not detrimental to the youth.
 - D. Open 24 hours per day for seven days per week.
 - E. Parents provide \$15.00 per week for expenses of child.
- II. Family Courts
 - A. Handle domestic as well as juvenile problems.
 - B. Involve parents and juveniles.
 - C. Pre-trial investigation of the family to plan the best treatment.
 - D. Judges to handle juvenile cases only. Should have special training in handling of young adults so would have even treatment for all juveniles.

III. Junior Police Patrol

- A. Under the supervision of the local police department.
- B. Age range 15-19.
- C. Junior Police would have training in different areas of police work.
- D. The Junior Police would hold regular meetings and would set-up rules and regulations for dances, etc.
- E. Co-ed in some areas.

IV. Social Counselors in School

V. Social Education in School

VI. Attorney Representation for all juveniles.

VII. State Youth Authority

- A. To coordinate problems in agencies concerning youth
- B. To coordinate all referral agencies.

GROUP 3

1. Strengthen family life
 - a. A day care for working mothers
 - b. Family life education programs
 - c. More and better social services for unwed parents.
 - d. Adequate sex education, integrated w/family life courses.
 - e. Development of a family court system.
2. Strengthen education
 - a. Better trained guidance counselors capable of giving counseling on psychological problems.
 - b. Guidance counselors on the grade school level. Trained and able to spot problems early.
 - c. Better screening of teachers, (feel that "some new teachers are psychologically and emotionally unsafe to be involved with our children"), and counselors.
3. Strengthening law enforcement
 - a. Developing-police liaison officers to work with schools and other agencies.
 - b. Development of Halfway Houses for law enforcement
 - (1) Give training
 - (2) Give counseling
 - (3) Give new life experiences and goals
 - c. Family court system
 - (1) Minor offenses - of or by environment determining placement
 - (2) Hold parents responsible; where parents not naturally concerned, make them by imposing law on them (example - contributing.)

GROUP 4

Youth's social action must be guided by youth, however, adult advisors could be useful.

A place for youth to meet at anytime, would solve a big problem. For financing this meeting place, appeals could be made for grants from municipal agencies and from service clubs.

Legislation should be proposed for family courts. Funds should be appropriated for the costs of these courts and also for the appointing of new judges, who would be trained in the field of family courts for work in this area, and for work in the field of juvenile delinquency.

Halfway-in Houses and Halfway-out Houses should be provided for juveniles, who are not confined to a correctional institution and are not living with their family. These Halfway Houses should be regionally located.

As a means of combating family problems, other than those covered by court action, it is recommended to provide Family Counseling Services and Family Educational Centers. The number of units should be determined by population and by accessibility. Part of their responsibilities would be family counseling within the school system.

An appropriate state agency should be assigned the duty of coordinating all planning and action programs in the juvenile delinquency field. It would also be responsible for dissemination the programs in this field.

It was recommended that there be juvenile officers in the Juvenile Department and that they be assigned exclusively to juvenile cases. These officers should have special training in the juvenile field.

There should be increasing emphasis on vocational training, which is geared to feminine interest, in the public schools.

There should be an increase in vocational work programs through agencies, like the Neighborhood Youth Corps, expanding other than local vocational opportunities.

Existing agencies should be utilized to locate work for juveniles and for former juvenile delinquents.

Volunteers in probation and parole work should be utilized. However, they should be intensely screened.

It was recommended that the number of times that the proposals are mentioned in this book should set the priorities in which they would be implemented.

All new police officers should be trained in juvenile problems at the Basic Police School. Those officers, who had not received this training, should receive limited training through regional in-service training sessions.

GROUP 5

1. Increased training and use of para-professionals in all areas working with juveniles.
2. Increased pupil-personnel services within the schools utilizing existing facilities and personnel but expanding them, e.g. speech therapists, consulting psychologists, remedial workers, social workers, etc.
 - a. Specific pilot program (submitted by Mr. Blasenak, Guidance Counselor, Cony High School) See attached copy.
3. Increase community centers where young people work with young people - a youth oriented program.
4. Encourage local communities where there are established police departments to set up "police-school" liaison programs.
5. Establishment of family courts.
 - a. Judges trained in family relations
 - b. Probation officers (caseworkers working with the courts doing pre-sentence investigation.)
 - c. Diagnostic treatment centers working closely with the courts.
 - d. Comprehensive study of juvenile law.
6. Recommend the continuance and expansion of the Maine Drug Education Workshop sponsored by the Department of Education.
7. Recommend that the emphasis in the media be removed from the sensationalism of drugs.
8. Halfway Houses
 - a. A chain of residences be set up throughout the State to be used for correctional and mental health halfway out and in houses, group foster homes, "drop-in" centers, and drug centers.

Adaptive Title III Project (Webster Junior High School)

Title: In School Human Resource Project (designed for potential juvenile offenders).

Major Description of Project (Adaptive)

Local School Agency - City of Auburn

Name of Project Director - Bruce A. Bell

List any additional LEA's to be served - NYC, Family Services, Mental Health, Probation, Courts and Juvenile Officers.

Total first year Title III funds requested - \$12,520.00

Estimated number of pupils participating - 20

Grade Levels - 6-9

Personnel for Administration and implementation of project.

Professional - Maximum of 20 part-time teachers

Non Professional - Maximum of 20 part-time student tutors.

Full time new staff - None

Statement of need.

Our school is located immediately adjacent to low income neighborhoods which are presently being served by the federally funded Goff Hill project. This project makes low interest loans to individuals who could not secure home improvement funds from local banks. Most of these people would not qualify as good economic risks by a bank because their income level is too low to handle home improvement loans at present interest rates.

Most of the children who live in these neighborhoods attend our school. They are, because of the social and economic conditions in which they find themselves, culturally deprived. Even though it is true that many of the children from these neighborhoods will become juvenile offenders, one should not label poverty as the only cause of delinquency. In a recent conference sponsored by the Maine Planning Committee for the Prevention and Control of Juvenile Delinquency (January 6, 1971) it was stated that the major causes of delinquency are in the family. For example, 1. Poor parental guidance, - to permissive or autocratic, 2. Poor social value system - subcultural difference not taught. 3. Break down of the nuclear and/or extended family caused by; technological change, working mothers, and mobility. 4. Economic situation - moderate income, excessive income, and poor management.

"The present educational system is not equipped to handle the problem and this contributes to it...We are in the midst of tremendous changes in our value system especially as it relates to the family. We need education to develop a new system of meeting the emotional needs of children. Schools should be more active in the area of recognizing children with problems and making referrals for professional help. We need to develop a team concept for the cooperation of school, social and health agencies. The guidance counseling system should be strengthened.

The above is not a chronological account of what happened at this conference. IT IS AN ATTEMPT TO POINT OUT A NEED FOR THE EDUCATOR TO DO HIS SHARE IN THE PREVENTION AND CONTROL OF JUVENILE DELINQUENCY. This need exists in our school as well. The program which I suggest is not a panacea, it is a practical step forward. If proven successful in at least one local situation there remains a possibility that this approach may be adopted by other communities.

Objectives:

1. To establish a priority attitude within our school for the prevention of "drop-outs" and juvenile offenders.
2. To keep the children in school so that they might complete the academic school year.
3. To bring about positive behaviorable change which is measurable in terms of the student.
4. To improve attendance of the children in the program.
5. To provide remedial and tutorial help in the basic skills of each of the subject areas being attempted by the child.
6. To keep the child in the regular classroom and avoid the need for isolation, suspension, and "drop-outs."
7. To provide a self appraisal and vocational planning program through a developmental individual and group guidance program.
8. To provide an individualized instruction program for each child.

Behavioral Objectives:

1. The school will place the educational problems of the potential juvenile offender and drop-out first on the list of educational priorities and will take specific steps to help improve the situation.

a. All teachers will be asked to pitch in and help the students in the program by assisting the student tutors who are helping each child.

b. Specific attempts by the administration will be made to individualize the program of each student in the program and measure the results of such an approach.

2. There will be special attention given to absences. The counselor will try to deal with the specific reasons why the child stays away from school.

3. Each child will be pre and post tested both academically and behaviorally in the basic subjects.

a. Math, English and Reading

Even though the above may not directly affect the child in the first year of operation the local research value may bring about a behavioral change on the part of the school in dealing with the child in the future.

4. Each child will remain in the regular classroom and will not be isolated, suspended for any length of time. (That is until he may meet with his guidance counselor.)

5. As a result of the individual and group guidance program the child will examine his own potential, his attitudes toward school and society, and his vocational goals and interests.

6. The child must experience behavioral and attitudinal change which is measurable.

Procedures:

What are the special features of such a program?
They are as follows:

1. Staff is kept at a minimum - all those involved are doing so on a parttime basis.
2. The human resource coordinator (myself) must be a certified guidance counselor. For the 1971-72 school year I will be employed as a full time teacher in the City of Auburn. My salary is of no additional cost to the city. I am presently scheduled for one free period per day. I suggest that this period could be used by myself for educational and vocational guidance. Based on the above, I could give one hour of individual counseling to each child every four weeks or I could see the children more frequently by using group counseling techniques. It is my belief that my training as a counselor could be put to use in my own school at this time.
3. I am presently certified to teach all subjects through grade nine. For this reason I am capable of supervising the general progress of twenty students and their tutors.
4. The tutors in the program will be students who will be paid for their assistance during study periods and after school.
5. Special programs will be worked out by specific subject area teachers as they coordinate the services of their student aids (tutors). They will be paid for this service under this program.

For most students of this age going to school is a full time job for which social rewards are enough. (Grades and parental support) I am suggesting that the psychological principle of immediate reward is a long established one. Therefore peer incentive could temporarily replace the usual social rewards of the child. In such a program the child would operate on a contract principle for which exemplary behavior would be immediately rewarded through teacher recognition and tutor support. Thus a three pronged program of assistance would be established within the school.

1. Individualized instruction
2. Student tutor assistance
3. Educational and vocational counseling.

Emphasis:

This program is designed for junior high school. The youngsters involved would be in danger of becoming juvenile offenders or "drop-outs". In the past such students have been isolated from class, suspended from school, or have become "drop-outs". Even though the objectives of this program are similar to those of PREP the philosophy of the program is quite different.

It is my belief that it is not necessary to label a child on the verge of trouble as remedial or rehabilitative pupil (as PREP has done) in order to help him. Such labels do little to alter the problem facing the child and does much to lower his self-image.

It is "too idealistic" to remove the child from the regular classroom and economically prohibitive for most Maine towns to attempt to establish a separate facility for these students. Any practical approach to this problem must rely on the improvement of existing facilities rather than the creation of separate educational systems as under PREP.

Evaluators stated that under PREP attendance was improved but only through a marked lowering of standards and permitting behavior which would not be acceptable in most public schools. Removing the child from facing the realities of life whether they be the realities of school or society, does little to help him become part of "the mainstream of society" which is the main objective of PREP. The fact remains clear that most of the students in PREP have not returned to their regular classes. Any program which will accomplish measurable behavioral change must operate on this principle:

"Everyone who is here belongs here just because he is here and for no other reason. This is our top rule. It depends on nothing else. Nothing changes it. If everyone in the group is angry at one person that does not change his belonging to the group." Removing the child who has problems from school does little to help the child and adds nothing to the knowledge of the community as to why the school and child failed.

The program I suggest is practical, relatively inexpensive, but more than this it provides for positive action rather than punishment. It requires no special facilities and no extra full time personnel. Its basis for renewal must lie in the reporting of measurable, positive, behavioral change for the students who are involved in the program.

What are the alternatives?

1. We can do less than we are doing now.
2. We can duplicate PREP at a cost of better than \$50,000 per year not counting the cost of building a special facility.
3. We can place such students in a class with a teacher qualified and specially trained for dealing with children who have problems Cost \$12,000
4. We could employ full time counselor with no guarantee that he would be able to provide the range of services offered under PREP or the suggested program. Cost \$9,100 - \$12,000. It is of course true that a full time counselor would be able to offer many services to the total school which would reach far beyond the scope of this limited program.
5. Cost in wasted human resources from dropping out of school?
6. Cost of institutional care (boys and girls training center) \$4,536 for one for thirty-six weeks.

Will you please comment on this program and make any constructive criticisms which you feel would improve the project.

FUNDING

Human Resource Coordinator	\$ 1920.00
Student Tutors (Future Teacher's Club)	7200.00
Part-Time Teachers	2000.00
Tests, Materials, and Supplies	<u>500.00</u>
	Total
Secretary (work-study) \$25.00 per week	\$11,620.00
	<u>900.00</u>
	\$12,520.00
School system would provide. (Future Secretaries Club)	
Books and teaching materials for student tutors.	
Telephone	
Released time for personnel involved.	

GROUP 6

Proposals

Remedial

1. Installation of Family Court System-permanent judge to hear all juvenile cases.
2. Revise Educational System
3. Halfway House
4. Revise Juvenile Laws
5. Regional Bureaus for Juvenile Rights (modeling Youth Aid Bureau of Portland)

Preventive

1. Early Vocational orientation and training (5th grade up)
2. Physical Education and recreation in Grades K-6 to develop physical skills at early age.
3. Intensive Coordination of recreational facilities already in community and additional new recreational facilities with supervision.
4. Reorganization of the Probation and Parole System.
5. Agency to detect child, home and health problems at an early age.

GROUP 7

1. Prevention programs in which youth work with youth. Project Youth type programs established State wide.
2. Establish a "Consumer Oriented" coordinated approach to all community services.
3. Strive for a more socially relevant church in our communities. (community involvement).
4. Centralized information referral center for community services.
5. Maine adopt a family court system.
6. Emphasize more positive communication by news media regarding juvenile.

GROUP 8

Family Life Education from kindergarten through parents for life adjustment understandings. The process to be innovative to meet the needs of the particular individual. This may be a drop-in center in school and special course option cooperatively planned.

Greater use of community resources.

GROUP 10

In all programs staff is important.

Mix of organizations of youth and adults.

Two Equal Priorities

1. Family Life Education: As reported at White House Conference. Prevention in Schools - Family Life Education
Definition- "learn how to live 365 days of the year." "A healthy family has collective strength and balance."
Is it valuable to deal with.
Relevant education based on needs and interests.

- Family Court:
1. Team thing social workers.
 2. Super referral agency
 3. Home away from home and halfway houses.

Prevention At Problem area-scanning from time of marriage license via life. Counseling available. Agencies-programs such as mental health agency should be given support.

2. Community Problems: Monotony and stimulating. Anomie and Linkage. Economic problems of youth and parents. Conflict of expectations of adult and youth.
- a. Social action programs for young adults to give them linkage.
 - b. Teen Centers and places to gather. Youth controlled.
 - c. Expand youth court to provide other services besides court services.
 - d. Rap school - Free school
 - e. Parents are trapped.
 - f. Problem of learning how to get a job.

GROUP 10 ALTERNATIVE REPORT

1. Family Court System
 - a. Coordinate agencies.
 - b. Referral agency with accountability
 - c. Case evaluation
 - d. Case references
2. Drop-in, Halfway, Rap, Free Schools
 - a. Youth run - adult advisors
 - b. Unstructured
 - c. Provide excitement
 - d. Offer recreation
 - e. Offer relevancy oriented training
 - f. Offer counseling
 - g. Provide Meeting places
 - h. Provide alternatives to escapism
 - i. Provide a medium for meaningful social action.
3. Improve the schools
 - a. Family life education - school and parents.
 - b. Innovative programs
 - c. Special course offers
 - d. School drop-in centers
 - e. Use of community resources.

GROUP 10 RECOMMENDATIONS

1. We recommend prevention programs for all parts of the State. The programs should be youth oriented evolving from youth, not what adults think would be good for youth but programs which are designed by young people in which they have authority and responsibility.
2. We recommend education and training for sheriffs who operate jails. This training should be in juvenile delinquency and the human sciences. Also, there should be training for all police officers in juvenile delinquency. Specialists in juvenile delinquency should be part of all police forces and these youth officers should be provided with opportunities for advanced training. It is especially important that untrained youth officers, now in service, have training in this area even though they may be doing a good job. State police should also have training in juvenile delinquency and human sciences.

APPENDIX B

PART II

COMPOSITE INTERDISCIPLINARY RECOMMENDATIONS

MAINE PLANNING COMMITTEE FOR THE PREVENTION AND CONTROL OF JUVENILE DELINQUENCY

UNIVERSITY OF MAINE ORONO, MAINE

JANUARY 6, 1971

STATE CHILD WELFARE WORKERS

We see mainly lower income children and families.

CAUSES:

Basic causes of juvenile delinquency are in the family. For example:

1. Poor parental guidance - too permissive or autocratic.
2. Poor social value system - sub-cultural difference - not taught.
3. Breakdown of nuclear and/or extended family caused by:
 1. Technological changes.
 2. Working mothers.
 3. Mobility.
4. Economic situation:
 1. Moderate income
 2. Excessive income
 3. Poor Management.

The present educational system is not equipped to handle the problem and this contributes to it.

Causes: Over-loaded classes, lack of special classes for exceptional children, lack of vocational training, inadequate guidance counseling system. (over-load with work and lack of in many schools.)

Society contributes to problem rather than helps. Social unrest in our society filters down to young children. Their behavior patterns are modeled after older persons. Mass media seems to be a leading cause of this.

PREVENTION:

We are in the midst of tremendous changes in our value system especially as it relates to the family. We need education to understand these changes and work to develop a new system of meeting the emotional needs of children.

The schools should be more active in the area of recognizing children with problems and making referrals for professional help.

We need to develop a team concept for co-operation between schools and social and health agencies.

The guidance Counseling System should be expanded and strengthened.

Social workers from the Department of Health and Welfare or private social agencies should be assigned to all Districts.

We need more programs and activities rather than academic that will interest children and provide more motivation and stimulation.

TREATMENT:

We need to break the cycle of poverty. Reform the welfare system to provide an adequate income. The Economic situation in the state must be improved to provide more adequate paying jobs and training in vocational and semi-professional areas.

There is a need for consumer education and assistance in home management. We want to stress the need for more professional family counseling. We would like to have a mandatory referral for evaluation and possible treatment after the first notice of anti-social behavior by a child.

We also need more residential treatment facilities. We would also like to have the state laws changed to allow commitment to the facilities of children of any age.

We need more undergraduate and graduate courses at the University of Maine for persons working in related fields such as medical, psychological and social work.

We would like to have young people present and discuss their problems in meetings such as today's.

JUVENILE POLICE OFFICERS

1. Foster Homes - Halfway houses for boys and girls to house runaways and truants. The halfway house will have the mother-father image. Staff must show an interest for children age level. Quality care for children seven to sixteen. A step between the

court and the boy or girls training center. Court committal. We must learn to think on a regional basis.

2. Family Court - defined as a court for the family as well as the juvenile. A judge should be assigned on a permanent basis skilled in this field. This court, when in session, would include juvenile officers - social or probation officer or both. Reconstruction of the probation system to include rehabilitation, family counseling, therapy mandatory basis.

3. Legislation to rewrite all juvenile laws that would not pertain to an adult to be rewritten after a study by juvenile officer and judge. Regional youth bureau to bring about equal treatment. A separate facility for juvenile detention. A state juvenile organization.

4. Group type setting based on the old "CCC Camp" where a boy may go to work, study and recreation.

5. An indepth study by all community agency and dealing with youth as to how they may improve these services.

6. Develop police school liaison program within all organized departments to include the State police which would cover smaller towns.

7. A meeting should include judges, police, school officials, as well as a social worker, probation, correctional and legal profession, and that any further meetings should include all these agencies.

8. Juvenile names should become a matter of public knowledge after conviction.

PREVENTION AND CONTROL OF JUVENILE DELINQUENCY

RECOMMENDATIONS OF SCHOOL GUIDANCE COUNSELORS

IN COMMUNITY: Recommend establishment of Juvenile Court separate from police department and school, i.e., a regional clearing house for young people in more serious trouble, to be staffed by professionals who by nature of their training could provide necessary services.

Recommend local lawyers be solicited to assist in counseling delinquent children and their parents. Lawyers would have to be enthusiastic and willing to serve without pay.

IN SCHOOLS: Recommend that schools provide relevant successful experiences for more students, e.g., the problem may be as simple as a reading problem. Reorganize and revise curriculum to better meet pupil needs. -NOTE of INTEREST: High school students on December 1970 TV program, "Rapping with Brinkley" - Biggest beef of high school students was that money being spent for federal out-of-school programs should be turned over to education for improved in-school programs and services which School Boards cannot provide due to lack of funds.

Recommend increased pupil personnel services - a guidance consultant in every elementary school and assorted specialists to serve entire system. Local School Boards decide nature and scope of facilities and staff.

IN TRAINING CENTERS: Recommend consideration be given to establishing in-service counseling and other needed services to better meet the needs of pupils.

PET PEEVES:

- 1.-Too few residential places for referrals.
- 2.-Not enough feed-back from the courts to the school.
- 3.-The juvenile officer has his office in the police department. (should be elsewhere)
- 4.-Waiting line in servicing juvenile delinquents.

GENERAL NOTE: It is recognized that implementation of the above recommendations will require an extensive increase in manpower and/or funds, plus reappraisal and evaluation of existing programs and services.

COOPERATIVE EXTENSION

Emphasize prevention more than treatment.

Need to provide opportunities for more youth to become involved in self-determined activities to occupy leisure time.

Need to provide opportunities for families as groups to get together and become involved in social, recreational and educational programs (child development-family relationships - adolescent psychology).

Need for facilities and advisory personnel to help with youth, adult, and family groups.

Suggest training of older teenage counselors (19-20-21) to work with youngsters (younger teens) i.e. big brother and mod squad.

Need for foster families or half-way houses or homes.

SOCIAL WORKERS - BOYS TRAINING CENTER AND STEVENS SCHOOL

Halfway-in houses within our Department - trained operators assured of adequate income - residents to be committed by the court to house or required to live there as special condition of probation - parents required to pay support if possible - one per district provide funds for ten residents per home.

Youthful Offender Statute - to cover 16 to 20 year old group - protection to youthful offender facing criminal charges - court option to reduce charge from felony and off protective and legal.

Diagnostic Center - commit youth to Department of Mental Health and Corrections and diagnose to institutions after evaluation by the center (most of us). Social workers deciding the fate rather than courts.

Court Advisory Board - Psychologist, public health, school, police investigation and make report and recommendation for disposition to court (young person could be invited to sit on board).

Compulsory School Attendance - more flexible for tutoring and leaving school at age sixteen if eight grade completed. Many now committed for truancy - let dropouts back in.

Agencies obey the law. Social workers protect clients - falsify applications, circumvent the law for their benefit.

School Curriculum - not challenging in all areas - more practical education and vocational training - some critical early detection of pre-delinquent child and refer to school social worker, committee, etc. for action. Some form of character guidance.

Lay Council (Listening Posts) Someone with no axe to grind - should be available to give attention - a community resource project - many children cannot talk to parents for various reasons - try to put children back in touch with parents many talk to us because nobody else to talk to.

PUBLIC HEALTH NURSES

1. Early identification and assessment of health problems that may have influenced the juvenile - follow through on treatment and referrals for social and emotional problems.
2. Every court should have a physician or consultant to rule out physical problems.
3. Stress family counseling role of Public Health Nurse.
4. Initiate contact with court agencies.
5. Include young people in planning meetings.
6. Extension of child and family mental health services.
7. More recreation centers for youth.
8. More guidance counselors in elementary schools.

PROBATION AND PAROLE

1. HALF-WAY HOUSES in each district with trained operators assured of an adequate income. Each resident (10 per home) to be committed by the court or required to live there as a special condition of probation. Parents should be required to pay support if feasible.
2. A YOUTHFUL OFFENDER STATUTE to cover the 16 to 20 year age group which would give the court the option to reduce felony charges and provide protective and legal services to this group.
3. DIAGNOSTIC CENTERS - Courts commit youthful offenders to the Department of Mental Health and Corrections. Youth would be evaluated at a Diagnostic Center which would recommend disposition to appropriate institution or program. (not unanimous)
4. COURT ADVISORY BOARDS - composed of community representatives (police, schools, public health, psychiatric and social services) to investigate backgrounds of offenders and make reports and recommendations for disposition to the Court. A member of community youth might also be involved.
5. SCHOOL ATTENDANCE - Current compulsory attendance law too flexible. Allow leeway for tutoring, for leaving at age 16 if 8th grade completed, for letting dropouts back into the system. TOO MANY are being committed for truancy.
6. SCHOOL CURRICULUM - Not challenging in all areas. Need more practical education and vocational training. Schools should teach some form of character guidance (ethics and value). Some method for early detection of pre-delinquent child and referral to school social worker or committee for ACTION.
7. LISTENING POSTS - A community resource project to provide lay counsel. Someone with no axe to grind who is available to give attention to children who can't or won't talk to their parents. Should try to put child back in touch with parents where possible.
8. HONESTY - Some social agencies are so interested in helping their client that they bend or break the law to aid or protect him. In our opinion this is inexcusable.

VOCATIONAL REHABILITATION, EMPLOYMENT SECURITY, LABOR AND INDUSTRY

Keep youngsters in school for maturity and training by:

1. Providing more vocational training on high school or even junior high school level, and
2. Changing attitudes of guidance counselors who are oriented to college. Youngsters are pushouts instead of dropouts.

Provide residential houses in the communities for youngsters half-way in as well as half-way out of institutions.

Make it possible for young people to use a skill learned in a high school or institutional vocational training course by waiving the hazardous occupations provisions of the child labor laws in certain cases.

Lower the age for validity of GED (General Educational Development) diplomas from 20 to 18 or 16 in certain cases to permit a young person to become an apprentice or enter a post-secondary school.

Find a way to involve young people in meaningful activities in the schools on the theory that they are influenced more by their peers than by adults.

Establishment or encouragement of teen recreational centers run by the young people themselves. These should be for ages twelve through teen but scheduled by age groups.

More programs similar to Outward Bound where young people could participate in week-end or vacation trips such as an Allagash canoe trip or cross-country ski hikes with equipment made available, since many deprived youngsters do not relate to their peers outside their own economic or social level and have never had such experiences in fellowship and sportsmanship.

REGIONAL PLANNING COORDINATORS

- a. The development of programs for youth in which the young people help plan and decide the type and the scope of their own activities. Included would be athletic, recreational and other programs designed to teach youth the value of becoming a member of society. These young people should also be involved in the actual running of the various programs, with an appropriate amount of guidance being provided by a qualified adult. Individual programs should be developed for different age groups, and for delinquent, pre-delinquent, and non-delinquent juveniles. Efforts should also be directed toward securing jobs for youth to help occupy their time. Included would be an educational program for local citizens to show them the need and importance of providing young people with such employment. These could be a local volunteer coordinator, or phone number in each community, which could be used as a point of contact for youth in obtaining employment.
- b. More use by guidance counselors "outside the schools". The use of such counselors within the schools is considered to be of limited value.
- c. The teaching of social values in the schools.
- d. That smoking not be condoned in the schools.
- e. Starting more big brother, big sister, and foster grandparents programs for the younger juveniles.
- f. Training of police officers to deal with juvenile problems.
- g. Employment of more juvenile officers by the Department of Probation and Parole.
- h. Survey the delinquents to attempt to determine the causes of their delinquency, and based on this input to develop plans for dealing with the delinquency problem by attacking the causes.
- i. Expansion of social services such as family counseling, case work, etc.
- j. Psychological testing and the establishment of appropriate treatment facilities for delinquent juveniles when deemed appropriate.
- k. Volunteers to work with probation and parole on juvenile problems - screening of the volunteers is essential to assure that the right type of person is selected to do this important work.
- l. Have a school curriculum, at the various schools, which will meet the needs of of the individual school groups.
- m. Co-op or work-study educational programs in high schools directed towards training young people to go into an organized trade oriented field.
- n. Form a separate "domestic relations or family court" that would handle all family and juvenile delinquency problems.
- o. Community involvement in drug abuse. Training community members in drug abuse problems to work in the individual communities.
- p. Placement of juveniles on probation with local community or private social agencies. Such juveniles on probation could live in boarding schools, foster homes, group homes, or live in their own home and be supervised by a social agency. This could be of a far greater value than returning a juvenile to a home where conditions might not be conducive to rehabilitation.

MENTAL RETARDATION AND LEARNING DISABILITIES

From our viewpoint there is a segment of that juvenile group considered delinquent whose delinquency can be traced to inadequate and incomplete training because of their various mental disabilities.

Based on the above, the following recommendations are made for consideration for inclusion in the program:

1. To cause general practitioners and pediatricians to realize the problems of mental disabilities in children and to break through the barrier of their disinclination to deal with these children.

2. To assure early diagnosis by competent persons of specific mental disability problems; and the establishment of facilities for diagnosis throughout the State.

3. To establish basic schools for basic training - not necessarily academic - for children with mental disabilities, and the assurance that such children can work together until they are ready to interact with so-called normal children.

Note: Mental disabilities include retardation, cerebral palsy, learning disabilities brain damage, emotional disturbance, etc.

Note: When we reviewed this list of recommendations we suddenly realized that while we are concerned with mental disabilities, this list in our opinion also applies to the children of the higher than normal intelligence level.

PRIVATE CHILD AND FAMILY SERVICES

In our area -

1. Family court to deal with juvenile and domestic affairs.
2. Temporary place to put a child while authorities study his problems and needs such as regional group homes.
3. Review of juvenile laws in the State.

LAWYERS

The short time that we were together this afternoon we did have the opportunity to discuss the problem that exists today or is confronting the courts today in the area of juvenile law, and that is, because the courts are dealing with juveniles, certain procedures have been relaxed. Juvenile hearings are held in private and if the juvenile is subsequently sent to the BTC, or is reprimanded, later (once he reaches the age of seventeen) he does not have a criminal record. So the courts, the statutes and the legislatures have been conscience of the fact that they must, to a certain extent, protect the juveniles because of the fact that he is a juvenile. But creeping into the law, and it is very present today, is the fact that these juveniles have to be treated on a par with the adult offenders when it comes to constitutional rights. So, we have on one hand the fact that the court must treat these juveniles as juveniles, protect them and be somewhat lenient with them, and at the same time there are demands being made that they be given these basic constitutional rights that an adult offender would have. So, there are many people in the legal area who beginning to say, "Well, if we are going to give them these constitutional rights and treat them as adult offenders for that purpose, then they should be treated as adult offenders all the way down the line."

I personally, and I believe that my brother agrees with me, believe that this raises quite a problem because we get right to the fact that we are dealing with juveniles - with children. They do have the constitutional rights which we all have. Still we must consider the fact they are children and they must be given certain privileges as far as protecting them. It is a fact that someday they will be adults and it would be bad for them to have to live with the stigma, say an error, that they made as a youngster growing up.

I think that the move towards specialization, perhaps in the courts, in the area of law enforcement and juvenile law is a very good thing. I don't personally believe that the law enforcement officer, that is handling all types of law enforcement every day, when he is confronted with a juvenile is often that qualified to handle the juvenile offender.

I think that perhaps it is a little far fetched to think that we will have family or juvenile courts as such because of the expense involved. But I think that we could have, connected to our district court system, juvenile officers who would be responsible to the juvenile who was brought into court even though we didn't have juvenile judges as such. We could have individuals connected with the court who would take up the cause once the person was at the court, and try to work in the area of rehabilitation of juvenile offenders that are sent to the Boys Training Center, for example. It's been my experience, as limited as it may be, at many times it's too bad but it's just the start for a young boy of a life of crime. It's the beginning of a series of unfortunate situations. If when that first offense occurred he was treated by professionals, as was mentioned here, in his own home town or own local level, he may have had a better chance of being rehabilitated than being sent away and being treated with a number of other juveniles who may be better or worse than he is whose influence will be quite profound upon him considering his age and his period of life. I think that if we are going to send these boys away then we have a responsibility to make sure that we will do more in the area of education and rehabilitation. I think that the legislature has a real obligation to do more in the way of spending money. Certainly

any move towards economy, when it comes to helping children in need, these children are going to be someday the people who are influencing society and if we could cure the problem at an earlier stage, than this is where it should be done.

I had some experience with the legislature, and I was very upset personally to find that many legislators forget about the fact that you are dealing with children when you deal with a juvenile and often times it is very easy to say this person committed a crime and we should treat them as a criminal. It isn't until you get the individual before you that you realize that your not dealing with a criminal, your dealing with a kid that has a problem and that he is not a bad kid. And this is what the judges are aware of and many times the judges or the lawyers are criticized because of their leniency, but it is so easy to criticize when you talk about an individual you don't know or have been confronted with. But this judge or this lawyer meets these kids that are mixed up or in trouble and faces them and they realize that they are not dealing with a criminal. Just as example of the over reaction is that I noted at the beginning of this session of legislature already there is a bill to take any child who is involved in a bomb threat out of the juvenile law and put him in as an adult offender. To me this would set a very bad precedent because, I think, regardless of what this child has done, he should have the protection of the juvenile law, and not be treated as an adult offender particularly in a matter such as a bomb threat just because we have had a few bomb threats and now this is the way we are going to solve the problem of bomb threats. I think that no matter what the child does or no matter what is involved we have a responsibility to this child and hope that by treating the situation correctly and properly, that maybe we will have a child that has a problem turn into an adult that will be a useful citizen to others and to society.

MENTAL HEALTH COMMITTEE RECOMMENDATIONS

Self-Study

1. Before any action is taken, our first recommendation is that it would be advisable to have a study made of the institutional facilities which exist in the State. We recommend that the outside objective organization be brought in as well as the establishment of a self-study program. A process should be established by which this committee is able to evaluate the agencies and organization such as prisons, hospitals, police facilities and where advisable, close them at once or gradually phase them out. Community treatment centers may be better and cheaper.

2. There was some discussion about symptoms and problems. Juvenile delinquency is a symptom of deeper problems. The self-study committee, we hope, will spend a considerable amount of time getting at the root causes of the problems. Then we can deal with the problem, not just the "acting out" behavior. The self-study plan would establish new programs to deal with problems as well as symptoms. NOTE: One of our institutions has many young girls, some of whom are there as a result of family problems such as incest, she ran away from home and was arrested. Arrest dealt with the symptom. The problem was incest.

This new design could include the following:

1. Diagnostic
2. Outpatient treatment centers
3. Community residential treatment centers
4. Delinquency prevention programs such as Project Youth.

This network of centers would be used by courts, mental institutions and detention facilities.

In this time of sky-rocketing costs it is important to treat and correct behavior in the least expensive way. Advances in the correction field made during the late 1950's and 1960's have now been carefully tested and researched. Most advances are treatment techniques in the community and these should be adopted to save money by breaking the cycle of arrest, prison, parole, arrest. Newer methods which enable the offender to continue to pay taxes, support his family, and in many cases a crusader for honesty should be adopted.

Scanning

We recommend a program to deal with prevention, especially in the early stages. Prevention of delinquency and prevention of health problems should start even as early as prenatal care. Possible, at the time of birth and even before the child is born, an examination could be made to deal with defects. At about age four or five, there would be another evaluation and on through the child's health. This program would scan the child's life as he grows up and correct defects early.

Education

We had several matters which centered around education. We feel that schools need our support and we recommend that a committee be established to see how we can be most helpful to the school system. In the discussion, there were notions that this committee should consider television, radio and mass media be used as a statewide mental health training device. Also, our group felt that there could be a group of people trained to establish a one to one relationship with a great many people in the State in order to deal with adult education in mental health on an individual basis. We feel that something might be done by the committee in the area of community houses.

Family and Narcotics Courts

We recommend that three new court systems be established in the State.

1. Family Court - with provision for counseling, negotiations, and arrangement for child care and assistance is available before the court hearing.
2. Juvenile Court - where counseling, treatment and a child advocate can operate before trial.
3. A Single Narcotics Court - for the entire State where a new body of laws take the place of existing laws and where pushers and users can be taken by the arresting officer at the time of arrest.

SUMMARY

If these proposals are adopted, judges would be provided with data not now available and would, because of additional courts, have reasonable trial calendars. Also, there would be extensive juvenile delinquency prevention programs in operation to prevent arrests, alternatives to judges in the community and the people leaving institutions would be given a fresh start from a Halfway House and long term parole treatment supplement.

NEIGHBORHOOD YOUTH CORPS

Problem:

The problem appears to be an increase in delinquency in this State as well as an increase in those behavior patterns which can be conducive to delinquency. Examples of this type of behavior would include:

Increasing school dropout rates, alienation of many youths from conventional value forming institutions, churches, families, schools, etc.

Solution:

New Programs:

1. Diagnostic center available to the district and superior courts.
2. Halfway houses available for pre-sentencing and also for after care from State institutions.
3. A family and/or juvenile court system at the district court level.

Changes in Existing Programs:

1. Upgrade the present probation/parole facilities; increase staff and training.
2. Increase emphasis on vocational training in the public schools.
3. Incorporate many of the "new" learning techniques presently used in the so-called "free" schools into our educational system.
4. Increase present work training programs, such as NYC (In and out of school).

Summary:

The problems of the prevention and control of delinquency are extremely complex in that they require an inter-disciplinary approach if they are to be dealt with effectively.

We can not take the delinquent youth out of the context of his society and attempt to deal with only the superficial symptoms of his problems. This means that if we are going to be effective in providing meaningful methods of preventing and controlling delinquency, we are going to have to accept the fact that many of our previous methods of dealing with such problems have been totally ineffective and that many changes in our attitudes as well as our actions will be necessary. In the long run then we must deal with the root causes rather than just the more obvious symptoms of delinquency.

YOUTH AGENCIES

1. It was determined that recreation is definitely a contributing factor in preventing juvenile delinquency.
2. Establish more recreation centers.
3. Qualified guidance counselors should be made available to juveniles "in trouble". Referrals could be made by churches and other agencies.
4. Set up an information and education service at the community level, to steer people to the right place for help.
5. "Mental Health" has an adverse connotation - change name of such clinics.
6. Implement a "big brother" - "big sister" program.
7. Provide specialized legal counsel for all juvenile cases.
8. Maintain diagnostic centers for juveniles.
9. Establish a "holding home" for all juveniles in legal difficulty (between trial and conviction.)
10. Establish halfway houses for all juvenile delinquents (both for those halfway in and halfway out).
11. Make better use of existing resources, e.g. Soldiers and Sailors Home.
12. Make better use of existing staff - motivate them to do a better job - to look for innovations.
13. Establish a family court with specially trained attorneys and judges.
14. The probation program should be improved. Probation officers are not adequately trained, not readily available to the juvenile, and many times not especially helpful - their work load is too heavy.
15. Have more foster homes available - community oriented.
16. Upon returning to the community rehabilitating help should be given to any juvenile who has been institutionalized. Resuming school, obtaining a job, and finding a place to live are all problems.

NEIGHBORHOOD YOUTH CORPS

Organize youth councils - have representatives meet once a month to solve inner-city problems. Funding by government or neighborhood agencies. Write a proposal. Have to include adults - get people to donate their time on doing different jobs for the youth recreation building. Hire adults to supervise.

There are no family courts, halfway houses, etc., but there should be.

More participation by youth - county level instead of State. More recreation and plans by youth. Youth have more participation in schools. Youth employment service. Youth volunteer services in the communities. (Vocational training). Youth need help in organizing. Regional Youth Commission for youth planning.

What would stop juvenile delinquency? More lights around the city where people would most likely perform malicious mischief. A club where young people meet to rap, play pool, dance, etc. Kids bring friends - responsible for them - no drugs, drinking, etc.

What do we do about the kids that are on drugs and drinking? Make them see that the straights are having more fun. Maybe have a coffee shop with restrictions as to who comes in. Have adult supervision, but not too much.

Parents cover up for the kids when the kids have done something wrong. Parents won't allow the kids responsibility or else they allow them too much at one time.

Have a place that can be open twenty-four hours for kids who are in trouble, etc. Get a vacant building; let kids work on it - have activities arts and craft center. Include parents in program so they will better know and understand their kids.

Store front school - tutoring in school work - donating time by teachers, students, parents.

Youth Council - kids from different areas helping by uniting and helping each other by rapping, supplying projects in different areas with manpower. One representative from each group meets together and discuss different community problems.

YOUTH CENTERS

Both the Bureau of Corrections and the Juvenile Centers should intensify efforts to provide the following:

1. Establishment of Co-educational Juvenile Centers.
2. Shorten length of stay.
3. Divide centers on junior high and senior high level and ages.
4. Improve and increase the academic programs now provided.
5. Social workers should be more obtainable to students.
6. Insofar as possible, allow cottages and dorms to obtain youthful appearance and atmosphere.

Both public and private efforts should be intensified to provide the following:

1. Revised welfare regulations and programs.
2. Make counseling and therapy easily obtainable.
3. Improve existing community recreation facilities.
4. Create employment opportunities.
5. Youth as "community aides".
6. Establish Youth Services Bureaus and Juvenile Legal Aid Associations in all counties.
7. Establish community based Halfway House Programs.
8. Probation to include Big Brother and Big Sister Programs.
9. Revise Juvenile Laws in Maine
10. Provide for Youthful first offenders (17-25 yrs.)

GOVERNOR'S TASK FORCE

Rap session for mingled groups, own age, in schools.

Need of elementary guidance.

Need of recreation facilities.

I.Q. tests in elementary tests geared too much to middle class.

Educational courses aren't relevant to today's needs and time.

Teachers do not give adequate needed help for students with problems?

Indian discrimination and low income interrupt educational opportunity.

Required subjects (social problems, dealing with discrimination others) in elementary ages.

Distributive education in elementary grades (academic or business courses).

A need for someone to talk to, to bring out your problems.

Pooling of overlapping agencies that are specifically working for youth.

More cooperative programs whereby high school students can be able to work with young children at Junior High and Elementary level.

APPENDIX C

COUNTY STUDY COMMITTEES

MAINE PLANNING COMMITTEE FOR THE PREVENTION AND CONTROL OF JUVENILE DELINQUENCY

UNIVERSITY OF MAINE ORONO, MAINE

ANDROSCOGGIN - SAGADAHOC

ABBOTT, Charles - Lewiston
ALPREN, Judge Israel - Lewiston
BROWN, Larry - Sabattus
CARON, Mrs. Lillian - Lewiston
CLIFFORD, Mrs. Nancy - Auburn
COOK, John - Lewiston
DESJARDINS, Ronald - Lewiston
DOWE, Paul - Lewiston
DRANE, Stephen - Lewiston
FEENEY, Father John - Mechanic Falls
FELDMAN, Howard - Lewiston
GIRARD, Donia - Lewiston
GOULD, Charles - Lewiston
HANSON, Edward - Lewiston
HURLEY, Miss Anna - Lewiston
LONGTIN, Chief Lucien - Lewiston
MORIARTY, Robert - Auburn
MURRAY, Gus - Turner
NESBITT, James - Lewiston
SAVIGNANO, Alfred - Auburn
SEAMAN, Clinton - Turner
THAYER, Mrs. Eleanor - Auburn
TURLEY, Mrs. Kristen - Lewiston

CENTRAL AROOSTOOK

BARKER, John - Bridgewater
BERNARD, Rufus - Caribou
CASSIDY, William - Presque Isle
CONTINEO, Rev. Carmine - Washburn
CUMMING, William N. - Presque Isle
DOTEN, Floyd E. - Fort Fairfield
FOWLER, William - Presque Isle
GRIFFIN, Bruce - Mapleton
JACOBSON, Miss Edwina - Fort Fairfield
SAVARY, SR., William - Ashland
THORNTON, Preston E. - Limestone
TURNER, Hon. Julian W. - Presque Isle

NORTHERN AROOSTOOK

DAIGLE, Louis - Madawaska
FENNELL, Brother James - Van Buren
HALEY, JR., Owen - Fort Kent
QUELLETTE, Louis - Lille-Grand Isle

SOUTHERN AROOSTOOK

BIEGGER, Richard - Houlton
BROWN, Leland C. - Oakfield
CONE, Mrs. Henry - Hodgdon
FAUK, Robert - Houlton
GENTLE, Paul E. - Houlton
GRANDALL, Darrell - Houlton
McLAUGHLIN, Lowell R. - Houlton
MICHAUD, Reno - Island Falls
MORRIS, Max - Houlton
MORSE, Gary - Island Falls
MURCHINSON, Daniel - Houlton
NICKERSON, Chester - Monticello
ROONEY, Mrs. Fred - Houlton
SAVAGE, Milford L. - Island Fls.
STEWART, Avon P. - Linneus
THOMPSON, Capt. Walter - Houlton

CUMBERLAND

AMOROSO, Francis E. - Portland
BLACK, Mrs. Selma - Portland
CHANTELL, Paul R. - Cape Eliz.
DAWSON, Philip - Portland
DONOVAN, Jack - Portland
DYER, Charles H. - S. Windham
EMMANUELSON, Judge M. E. - Port.
FERRIS, SR., Albert W. Port.
HAMLIN, Morton - Cumberland Cntr
IRVING, Hubert - S. Portland
IRWIN, James S. Portland
JACKSON, Stuart - Cumberland Cntr
LAPP, Robert W. - Portland
LOVEITT, Burleigh - Portland
LOYNE, William - Portland
McCORMICK, Mrs Edith M. - Port.
MECTEAUX, Frank H. - Westbrook
O'BRIEN, Robert - Portland
POWELL, Patricia - Portland
ROGERS, Alvin - Portland
SHARPE, Charles - Portland
TAYLOR, Victor H. - Portland

FRANKLIN

BARKER, Mrs. Louise - New Vineyard
BARR, Mr. Richard - Farmington
BRENNICK, Raymond - Farmington
DAY, Mr. Richard - Farmington
DOUGHERTY, James - Chisholm
DUBORD, Mrs. Olive - Farmington
FRENCH, SR., Mr. Kenneth - Farmington
GREENLEAF, Mrs. Ethel - Farmington
WINTER, Mr. John - Kingfield

HANCOCK

CADIGAN, Dave - Ellsworth
CALOR, Alan - Ellsworth
COUTURE, Rev. Reginald - Ellsworth Falls
FITCH, Merritt - Ellsworth
KATSIAFICAS, Mrs. - Ellsworth
MCELDOWNEY, Brice - Ellsworth
PITTS, Thurlow - Stonington
ROBIDOUX, Albert - Ellsworth
ROGERS, Carl - Ellsworth Falls
SEVERANCE, Lois - Ellsworth
SILVER, M.D., Randy - Ellsworth
WEISS, Paul - Ellsworth
WORKMAN, Larry - Ellsworth

KENNEBEC

EZZY, Mr. George - Augusta
GIRL (Juvenile)
HINDS, Mr. Palmer - Winthrop
RICHARDS, Raymond - Waterville
SEMIONE, Sam - Waterville
THOMAS, Mr. Eben - Winthrop
WATHAM, George - Augusta

KNOX - LINCOLN

BENNER, Maurice - Rockland
CARLETON, Mrs. Margaret - Camden
CONLEY, Patrick - Rockland
COTE, Dick - Rockland
FORD, Mrs. Margaret - Thomaston
GAY, Winona - Rockland
GRIFFIN, Paul - Lincolnville
HARTLEY, Walter G. - Boothbay Harbor
HEINO, Charles H. - Wiscasset

KNOX - LINCOLN (CONT.)

HENDERSON, Donald - Camden
HOLT, JR. Ross S. - Camden
LUTTRELL, Paul - Rockland
MALCOLM, Gerald - Rockland
SPEARIN, Rod - Camden
THURSTON, Carlton - Rockland
WHITE, Dick
WOOTON, Walter & Pat - Rockland

OXFORD

ANDREWS, Richard - Fryeburg
BATHERSON, Judge J. J. -Rumford
BELL, Robert - Norway
CLIFFORD, Robert - S. Paris
CORRIN, Denis - Rumford
CRIST, Rev. Robert - Hebron
CUNNINGHAM, George - Rumford
CURRY, William - Rumford
DENISON, David - Bethel
GENZIANELLI, Camillo -Norway
GORDON, John - Fryeburg
GOUIN, Arthur - S. Paris
KIRKMAN, Rev. John - Norway
PEACO, Keith A. - S. Paris

PENOBSCOT

BARRETT, James - Bangor
CHANDLER, SHERIFF A. -Bangor
COUGHLIN, Sgt. Francis -Bangor
HAMILTON, Richard - Bangor
HANSON, Mrs. Ronella - Bangor
RIDEOUT, Richard - Millinocket
SHOOK, William - Bangor
WALDEN, Ronald - Orono

PISCATAQUIS

DORITY, Reginald - Milo
DURNHAM, Jean - Monson
FALSOM, Charlotte - Greenville
GLOWNER, William - Dover-
Foxcroft
HEMPHILL, Rev. Gordon - Dover-
Foxcroft
JOHNSON, Richard - Dover-
Foxcroft

PISCATAQUIS (CONT.)

ROSS, Rodney - Brownville
WEIR, Rev. James - Guilford

SOMERSET

AYER, Frederick
DYER, Jane
FIDLER, Robert
FREIDER, Maynard - Starks
HARRIGAN, John E.
KEENE, W. Elery
KENNEDY, John - Madison
PRICE, Richard - Madison
RICHARDS, Raymond
SLEEPER, Walter - Fairfield
Committee Consultants:
GOTTARDI, C. E. - Skowhegan
GOULD, Frederick - Fairfield
HENDERSON, Francis
MURPHY, Ward
RINFRET, Munroe

WALDO

BLOOD, Miss Babette - Searsport
BROWN, Harold H. - Belfast
ELDRIDGE, Mr. William - Belfast
LADD, Mr. Danny - Belfast
PENDLETON, Mr. Donald - Searsport
SCARBROUGH, Mr. Kenneth - Belfast
SMITH, Mr. Robert - Belfast
WHITCOMB, Miss Ann - Belfast

WASHINGTON

ALLEN, Robert - Machiasport
BROWN, Jacqueline - Pembroke
ESTABROOKS, Ronald - Woodland
FITZSIMMONS, Merle - Woodland
GRAY, Durwood - Machias
INGALLS, Joseph - Lubec
INGHAM, Rev. George - Vanceboro
MACE, Mrs. Helen - Bangor
McPHEE, Kenneth - Woodland
OLSEN, JR., Theodore - Lubec
ROWE, James - Calais
SOCKABASIN, Allan - Calais

WASHINGTON (CONT.)

STOCKFORD, Donald - Lubec
WATTS, Philip - Machias
WILLEY, Carleton - Cherryfield
Others Contacted:
ARSENEAU, Rev. Andrew - Calais
BRENNEN, Thomas - Calais
CALDER, Rev. Wendell - Woodland
CASE WORKER, Health & Welfare -
Calais
FROST, Daniel - Calais
KNEELAND, Frederick - Cherryfield
OUELLETTE, Robert - Calais

YORK

ASKEY, Mickey - Old Orchard
Beach
BROWN, Frederic - Sanford
COUSENS, Dan - Biddeford
CURRIER, Harlow B. - Sanford
GRIFFIN, Conrad - Alfred
HIGGINS, Joe - Berwick
KELLMAN, Mrs. Aurora -
Springvale
SIMPSON, Lucille M. - Alfred
WENTWORTH, Roberta - Portland

APPENDIX D

COUNTY STUDY SUMMARIES

MAINE PLANNING COMMITTEE FOR THE PREVENTION AND CONTROL OF JUVENILE DELINQUENCY

UNIVERSITY OF MAINE ORONO, MAINE

ANDROSCOGGIN - SAGADAHOC
COUNTY

RELIGION

In parts of these counties there are community ministerial boards. Various groups are concerned with human betterment at the generalized level. Little is being done specifically for potential or delinquent youth. In the Androscoggin County area the clergy are developing a counseling service for highly rural areas. They, too, are working in the development of better housing.

Clergy throughout the area are "interested in troubled youth of our communities" ... There's really nothing done in an organized way."

There seems to be a consistent feeling of frustration on the part of clergy to know just what they can do and how they might proceed.

With relation to the counseling of youth the responses showed the following:

1. Churches can provide counseling, and some has been done but not many atypical youth have sought help.
2. Young people are referred to the guidance counselor, child and family services, and interested people.
3. Most contact is on a one to one basis.
4. Usually counseling is done in the home with the parents. Parents and children first then if necessary meet with both parties separately.
5. Work with other agencies cooperatively.
6. Group instruction on moral, ethical and religious values.
7. Crisis counseling as problems arise.

Services beyond counseling involve the clergy in:

1. Work with narcotics anonymous groups.
2. Youth recreational activity programs.
3. Development of working committees to work with the courts, police, social workers, etc.

Clergy generally see the recreational aspects of their church programs as the main force in the prevention of delinquency. None of the clergy took a stand on how they would work directly in assisting a child who has become delinquent.

In one area a man from the target group has suggested to the clergy in his area that the youth need such activities as a drag strip giving youth an opportunity to work with automobiles. This clergyman says "certainly we need to try new approaches."

RECREATION

In the two-county areas there are three recreation departments, two YMCA centers, one YWCA center, and a private youth center.

Activities include ice skating at St. Doms arena and small private rinks, indoor football, hockey, arts and crafts and a camping program. In addition, there are dances, tennis, pool, and roller-skating. There is also in the Lewiston-Auburn area a PAL football program.

In addition to those facilities already cited, the Lewiston and Auburn armories are available for dances and social recreation as are the facilities of the United Baptist Church and the Jewish Community Center.

In one town "a Recreational Committee was formed with the hope of helping boys and girls in the area with too much time on their hands. The selectmen of the town would not approve the Committee, leaving no recreation other than church and school."

Public recreation in the area is "specifically geared for low income families." Fees for swimming at the YMCA are waived for children unable to pay."

Areas of interest of the youth appear to be related to the interests of the directors. Where the recreation program is heavily oriented toward sports and physical activity the interests appear to be in this area. Where the interest of the program director appears to be toward music, dancing, concerts, and activities of this type, this appears to be the recreational interest. This tends to prove that we need a wide variety of recreational activity where each type of youth may be served.

Additionally, throughout the two-county area are many boy and girl scout troops and 4-H clubs serving the variety of interests of the youth.

In Leeds and Wales there are youth centers open to all youth. These are church sponsored.

PARENTS OF YOUTH

Why do youth become delinquent?

1. Lack of adequate supervision at home.
2. Delinquent parents.
3. Too much free time.
4. Lack of understanding of children's problems.
5. Feeling of shame for mother and father or a poor home situation.
6. Feelings of discouragement or hostility.
7. Escape into the "gang" or desire to become popular.
8. Parents too busy, youth feel rejected. Youth on their own too early.

At what age does a child become a real problem. Why?

1. High school age 14-18.
2. Depends on the child's development but usually about early high school age.
3. When the child begins showing signs of doubt or rebellion.
4. Children want independence but aren't mature enough to handle it.
5. Communication is the prime factor.
6. Trying to cope with their physical maturity, the pulls from all directions and the society we live in.

Recommendations for preventions of delinquency.

1. Giving the child much love and understanding plus good discipline.
2. Parents stay home with their children. Take time to listen and become involved with them. Give them good supervision starting at a very early age.
3. Learn what children want and need. Then keep a good communication level with them.
4. Be sure they know you care. Teach them early right from wrong. Keep them active in good activities.

Recommendations for returning delinquents to society.

1. Place them in an environment they like in the way of work and/or education.
2. Make them happy in what must be done.
3. Develop proper correctional homes and hire highly skilled people to work with the child. Continual follow-up on the work begun in the correctional center. Keep him out of a delinquency producing environment.

4. Teach them that everyone makes mistakes, that they must learn to live with and learn from.
5. Know someone really cares.

Recommendations for discipline of children:

1. All agree that parents are in agreement in the types of discipline and punishment.
2. Both parents should discipline.
3. Father should be the family head.
4. Even before school age a child should be taught the rules to be obeyed. Parents should have definite rules to live by and the children should know this.
5. Teach the controls at early age.

MENTAL HEALTH

Efforts made to identify potential delinquents:

Potential delinquency is determined by the rigidity of a society, by how much its legal structure is unaware of needs and ideals of youth. Since this is a social concept, it would seem the nearest we could come would be to identify how we help create delinquency by our structures.

Treatment Available:

Society must be treated for potential delinquency.

Community help to physically and mentally handicapped youth:

Help for physically and mentally handicapped has largely been done in our State by Vocational Rehabilitation, in connection with the Child and Family Health Center.

Clinical services available:

Child and Family Mental Health Center will provide psychological and psychiatric examinations. The clinic will provide sustained treatment, sometimes possible with outside help. Referrals are made by M. D. or school agency.

Schools Served:

The clinic serves the schools as the schools see the need for it. Because of the constant reduction in Federal funding, local schools have needed to give more realistic support. This has not been seen as important to them. Other agencies are served by (a) diagnosis (b) treatment (c) staff conferences and planning programs.

Relationship between the clinic and the courts:

Our relationship with the court is weak. We have had good relationship with the juvenile officer.

In the Lewiston-Auburn area there is an organized Big Brother-Big Sister Program.

EMPLOYMENT

The Maine Employment Security Commission maintains offices for employment purposes in Lewiston covering all of Androscoggin County and Norway, South Paris, and Buckfield in Oxford County. Another office is located in Bath covering the eastern part of Sagadahoc and most of Lincoln counties. Itinerant offices are opened at regular intervals in central areas for employment placement. The town of Richmond in Sagadahoc County is serviced from the Augusta office of Maine Employment Security Commission.

There are no youth counselors whose work is limited to youth placement.

Youth jobs are few and hard to obtain.

Neighborhood Youth Corps train and place youth who are (a) out of school, (b) out of work, (c) 16-17 years old, (d) from low income background.

Neighborhood Youth Corps accepts delinquents as any other youth.

The employer reluctance seems to be oriented more toward the youth's age and lack of experience than to the judgment of delinquency.

There is a great lack of apprenticeship opportunity for youth in these counties.

FOSTER HOMES

Number of children in foster homes in Androscoggin County - Boys 130
Girls 155

All placements are made by the Department of Health and Welfare.

Number of foster children who have been adjudged delinquent in past year - 11.

Adolescents are difficult to place. Frequent changes of homes cause problems for the children. Physical and emotional problems of youth are significant to the child's adjustments.

Number of youth in foster homes on Entrustment - Boys Training Center - 1
Stevens - 2

SCHOOLS

Guidance service is available to all secondary students in the Androscoggin-Sagadahoc area.

There are no school psychologists in the area.

Youth are referred for psychological services to the area Mental Health Clinic.

One elementary guidance person is available to students in one school system only.

There are no school social workers or family workers in any of the schools in the area. Children from AFDC families or committed children may have services of the Department of Health and Welfare.

The guidance counselor to students ratio varies from 1-450 to 1-700.

There is no drop-out rate separated by sex. The total drop-out rate for the area is about four percent, but in Bath and Lewiston runs about seven percent.

In one area there is a definite tendency toward increased drop-out rates. Here all students are tuitioned to other schools but are not transported; therefore, when youngsters are unable to find rides they leave school.

There are three private junior high schools and high schools in the area. They have 640 students in grades 7-12. None of these three are accredited by the New England Association of Colleges and Secondary Schools.

Five of the six high schools in the area are accredited by the Maine State Department of Education. Likewise, five are accredited by the New England Association of Colleges and Secondary Schools.

One of the schools offers only Business in the occupational courses. All of the others offer Business, Home Economics and Industrial Arts. In addition, Distributive Education and Trades and Industry are offered at Bath and Lewiston. Lewiston also offers a Work Program for experience.

At the junior high school level, Turner, Richmond, and Livermore Falls offer no vocational courses; Mechanic Falls offers Business only; Auburn offers Business and Industrial Arts; and Lewiston and Bath offer Business, Home Economics and Industrial Arts.

Youth leaving school are referred to the Neighborhood Youth Corps program for job training and placement.

There is a wide range of extracurricular activities available to the school youth in all areas.

In one high school forty-three teen-aged youth have been tutoring students with learning problems. This is a voluntary program in which high school students give one afternoon each week helping a less fortunate student in the grammar school.

ANDROSCOGGIN COUNTY

School System	Elementary		Secondary		Guidance		Drop-outs	Social Psychol- Worker ogists	
	Students	Teachers	Students	Teachers	Elementary	Secondary		Worker	ogists
Mechanic Falls Union 29	1051	46	-	-	0	-	-	0	0
Lisbon Union 30	1951	63	511	28	0	1	18	0	0
Livermore Falls S. A. D. #36	904	35	656	33	0	1	13	0	0
Turner S. A. D. #32	854	34	578	35	0	1		0	0
Auburn	3918	139	2881	127	0	4	100	0	0
Lewiston	6010	201	3603	185	1	8	8%	0	0

SAGADAHOC COUNTY

Litchfield Richmond U. 43	1215	50	520	29	0	1	4%	0	0
Bath Union 47	1515	62	1366	80	1	3	6-7%	0	0

YOUTH

A youth survey in the area revealed:

Youth become delinquent because of a lack of home discipline and lack of involvement in activities outside of school, usually at about age 12 or when a parent doesn't support his child. An educational program should be set up to help mothers and fathers become parents.

Youth restrictions should be:

- a. Automobiles used by boys at age 17 - girls 16.
- b. Dating for girls at age 14 - for boys age 15.
- c. During school there should be a definite bedtime. Movies and television should be controlled for certain shows.
- d. Matters of dress should be decided jointly between mother and daughter.

There is a need for informal probation officers having local laymen and women. These persons assume the full responsibility, i.e. reporting in, counseling, and other services in the link between the court and the youth.

The Mid-Coast Mental Health Clinic responded as follows:

Theoretical reasons for "delinquent behavior" abound, but it is difficult to gain empirical evidence to confirm or deny them. Moreover, it is our opinion that a single "reason" does not precipitate delinquent behavior; rather, it results from interacting negative forces in an individual's life.

The community in which a child lives and learns has a definite role in teaching behavior; the parents demonstrate, as well as discuss their values; peer groups constitute an important influence on the child as he grows; intellectual ability and the availability of avenues for acceptance and personal gratification are important.

Recommendations for the prevention of delinquency:

Among the many possibilities of reasons for delinquent behavior are these:

Acceptance by a peer group in which such anti-social behavior is approved.

An act of hostility toward society in general.

A way of gaining attention from parents, etc. even though the attention is negative.

Behavior which will embarrass or humiliate the family and is, therefore, an act of hostility directed toward them.

A symbolic way of getting love.

Identification with anti-social role models.

Conflicts and sources of deprivation such as those suggested above should be recognized and handled in settings where efforts are being made to prevent or to stop further delinquent behavior.

No set of rules can be equally applicable to all families or even to all individuals within a single family. Frantic, defensive people too often resort to establishing an arbitrary, rigid set of rules which are understandably resented by those so governed. Rebellion against such "unfair" and inflexible rules is then seen as "justified."

SOCIAL WORKERS

Contributing factors in juvenile delinquency reported by social workers:

1. A significant contributing factor is youth growing up in a society which flaunts its affluence through the media and on its streets before those who do not have these social accoutrements. They feel left out; therefore, strike back.
2. Weak family relationships.
3. A reactionary rather a responsible community.

4. Youth would help clean up our sewers if we would lead the way. One teen-ager said even the Androscoggin River looks pretty on LSD.

5. Drugs and alcohol abuse are a result of anti-social behavior rather than a cause. It can, however, be a contributing factor in future delinquent acts.

6. Peer pressure coupled with inadequate home relationships.

7. The family is the most important in the development of values and attitudes which will determine the susceptibility of an individual to delinquent behavior.

8. Family make-up is most important in preventing delinquency.

9. The quality of delinquency is different in rural areas. They are often more troubled but we don't worry because they don't cause as much of a problem and aren't as visible.

10. Programs for all youth will fail unless youth are included in the planning. Youth must have a facility for recreation where they can participate at their own level.

11. Job placement is essential to all youth but particularly those on probation or on en-trustment because it provides income while occupying a large part of his time. If he is not in school, this is most important because it replaces the patterns of supervised activities of the school which provides structure for the development of responsibility.

12. For the youth leaving school there is virtually no guidance available. Professional guidance for these individuals would be extremely beneficial. Guidance even in the schools is direction oriented but must be made person oriented.

13. We must develop a rehabilitation program, including such programs as the halfway house and vocational training.

LAW ENFORCEMENT

In the two-county area are nine police forces. Three of these are in towns of ten thousands or more, the other six are small departments serving of between one and five thousand population. Other towns in the area are serviced by the sheriffs' departments and the State police.

Lewiston and Auburn each have a full time trained juvenile officer. In addition, Lewiston has two officers assigned to the two junior high schools as educational agents representing the police department to the schools. This program is funded under the Model Cities Program.

Police throughout the area indicate that most juveniles in trouble come from homes broken either physically or emotionally. They state further that large numbers of these youth have great difficulty in educationally oriented programs.

Where there is a juvenile officer, all cases involving youth are referred to him for processing. In all other areas the officer on duty is expected to process all cases including the juvenile offender. In both instances the officers purpose is to prevent court action, if possible. Only about 10% of youth cases are disposed of through court action. About one-half of the cases are first offenses.

With the exception of the two trained juvenile officers, no officers in the two county area have specific training to work with juveniles.

Throughout the area, records of juvenile cases are scanty and not easily available except in the three larger police departments. There is a definite need for adequate and coordinated record keeping in accordance with the FBI Uniform Reports. A good example of record keeping is attached.

All police and particularly the juvenile officers place the home and school in the first line in the prevention of juvenile delinquency. They all feel that we have and are crisis oriented rather than prevention oriented. They are reaching for help from many outside agencies. Agencies are overloaded with work; therefore, there are long waits for service unless the child's behavior has reached an emergency status. A youth service agency is needed, this to include all the disciplines of mental health, social, work, family service, education, as well as a halfway house and a child detention service.

One police officer said, "I believe the youth is the forgotten person in Maine." All services are built around him but not given to him. Even court activity doesn't provide a direct and exclusive service to youth in spite of the fact that 40% of our State's population is under 20 years old.

JUVENILE DIVISION

The Juvenile Division had a busy year during 1969. Out of 957 processed cases, 707 involved male offenders and 250 females. This reflects an increase of 205 cases over the previous year. First offenders were responsible for 458 cases. Repeat offenders were involved in 499 cases. There were 820 cases disposed without Juvenile Court action. A total of 137 cases were disposed by Juvenile Court action.

BREAK DOWN

JUVENILE COURT DISPOSITIONS

The District Court handled the following cases. This meant that petitions initiating juvenile court action were prepared and served on the parents, and the youngsters appeared in Juvenile Court. The dispositions are as follows:

COMMITTED TO BOYS TRAINING CENTER	26
COMMITTED TO STEVENS SCHOOL (FEMALES).....	9
COMMITTED TO STATE CUSTODY.....	12
PLACED ON PROBATION	36
REFERRED TO OTHER AGENCIES THROUGH ADJUDICATION AND AUTHORITY OF JUVENILE COURT	12
REPRIMANDED AND LECTURED BY THE JUDGE	6
CONTINUED DAY TO DAY WITHOUT SENTENCE	36
TOTAL	137

The Juvenile Division also handled investigations concerning offenses committed against juveniles and minors. The break down of these crimes are as follows:

FORCIBLE RAPE.....	2
CONTRIBUTING TO JUVENILE DELINQUENCY.....	15
PROCURING FOR MINORS.....	5
LARCENY.....	4
GRAND JURY CASES.....	4
TOTAL	30

The Juvenile Division worked closely with the Detective and Patrol Divisions. In turn, it received excellent cooperation from these Divisions.

<u>OFFENSES</u>	<u>MALE</u>	<u>FEMALE</u>	<u>BOTH SEXES TOTAL</u>
1. AGGRAVATED ASSAULT.....	4		4
2. BURGLARY, (B. E. & L.).....	26		26
3. LARCENY OVER \$50.00.....	3		3
4. LARCENY \$5.00 to \$50.00.....	39	13	52
5. LARCENY UNDER \$5.00.....	70	39	109
6. BICYCLES.....	11		11
7. AUTO THEFT.....	17		17
8. OTHER ASSAULTS.....	29	9	38
9. ARSON.....	7		7
10. FORGERY.....	2		2
11. VANDALISM.....	40		40
12. WEAPONS.....	11		11
13. SEX OFFENSES.....	1	8	9

CONTINUED

2 OF 8

OFFENSES	MALE	FEMALE	BOTH SEXES TOTAL
14. DRUGS.....	2	9	11
15. LIQUOR LAWS.....	22	7	29
16. DISORDERLY CONDUCT.....	28		28
17. ALL OTHERS.....	63	20	83
18. CURFEW.....	57	28	85
19. RUNAWAYS.....	43	54	97
20. UNRULY.....	20	18	38
21. VIOLATION OF PROBATION.....	6	1	7
22. LOITERING.....	5		5
23. TRUANCY.....	11	13	24
24. OTHER DEPARTMENTS.....	3		3
25. MALICIOUS MISCHIEF.....	169	23	192
26. INTOXICATION.....	16	6	22
27. SUSPICION.....	2	2	4
TOTAL	707	250	957

TABLE #1
TOTAL JUVENILE OFFENDERS 1960 to 1969

YEAR	7	8	9	10	11	12	13	14	15	16	TOTAL
1960	7	23	28	29	37	52	54	60	53	45	388
1961	5	11	9	17	19	34	48	64	60	42	309
1962	31	15	16	34	31	26	73	109	122	70	541
1963	14	5	13	16	29	26	55	93	107	67	428
1964	**Ten years and under			96	86		162		101	148	593
1965				60	88		151		111	127	537
1966				74	90		109		144	175	592
1967				97	95		216		167	160	735
1968				76	101		256		159	160	752
1969				115	139		289		231	183	957

**In accordance with F. B. I. Uniform Reports

TABLE #2

	Female	Male
1960	84	289
1961	49	259
1962	85	456
1963	64	364
1964	87	506
1965	98	439
1966	91	501
1967	191	544
1968	173	579
1969	250	707

TABLE #3

	<u>FIRST OFFENDERS</u>	<u>REPEAT OFFENDERS</u>
1960	247	141
1961	153	156
1962	325	216
1963	300	128
1964	374	219
1965	269	268
1966	357	235
1967	391	344
1968	378	374
1969	458	499

YOUTH COMMITTEE

Most youth become delinquent because of family problems, such as parents separating or fights between parents or between parents and children. There is not enough understanding of youth nor is there community involvement in youth needs. The area is unrealistic in providing educational and recreational activities.

The home and parental environment determines what a child will eventually become. Problems stem from the home, yet at age twelve or thirteen they become widened to society. The real problems begin at birth with the parental influences.

To prevent delinquency, the youth (all fourteen to seventeen) said:

1. Parents must sit down with their children and talk over problems and try to work them out.
2. Increase the community awareness and understanding of the problem----"giving a damn."
3. Increased recreational programs.
4. Have a free place where young people can go.
5. More love and understanding.
6. Better guidance and understanding.
7. Better educational facilities, i.e. better job guidance in high school, increased family counseling by trained psychologists.

Recommendations on returning delinquents to society made by the youth included the following:

1. Establishment of halfway house program.
2. Drug prevention program.
3. Develop more understanding between parents and young people.
4. Increase employment counseling.
5. Develop guidance facilities.
6. Train them for community jobs.
7. Give them a chance.
8. Try to understand their personal problems.

9. Greater use of psychological counseling services and develop realistic centers.

10. Show them some one does care what happens to them, that someone is there always to watch and care but that person has to be sincere.

In family relations, youth feel that:

1. Both parent and child should compromise.
2. The family structure has broken down: There is no real head to the family, that broken homes are affecting the youth.
3. Children should know what is expected of them. They will learn by example and by being instructed by the adults.
4. Children should be taught self-discipline.
5. Children learn to have respect and to obey, when they are taught right from wrong and when this is demonstrated to them.
6. This same question was asked of adults who evaded the question entirely.

When given the opportunity to express any feelings they had, the youth responded: (these are summaries from their group discussions)

In most cases broken homes and poor environment and lack of attention contribute to being bored. The next generation should be educated more and their children will, I hope, have a better chance than so many of our problem kids of today.

A community must first realize that a significant problem exists. This realization must occur before anything can be done. Then and then only can a city start moving in the direction to alleviate problem. It must not be swept under the rug. Strong action from concerned individuals, groups and city must be forthcoming.

SAGADAHOC COURT

JULY 1, 1969 - JUNE 30, 1970

OFFENSE	NUMBER		AVERAGE AGE		DISPOSITION	PRESENT WITH CHILD IN COURT			ATTORNEY		
	M	F	M	F		M	F	B	Yes	No	
Attempted B & E	1	-	14	-	Prob.	-	1	-	-	1	
B. E. & L.	11	-	13.8	-	5 Prob. 5 Cont. 1 BTC	-	3	7	3	8	1 guardian 1 BTC No Lawyer
Calling in False Bomb Report	1	-	15	-	Prob.	-	1	-	1	-	
Conspiracy to call False Bomb Report	2	-	15	-	1 Prob. 1 Appeal Sup.	-	1	1	2	-	
Extortion	1	-	15	-	Cont.	-	-	1	1	-	
Illegal Possession of Liquor	3	-	16	-	2 Fine 1 Cont.	1	-	1	1	2	1 No Parent information
Intoxication	1	-	16	-	Fine	-	1	-	-	1	
Incorrigible	-	2	15.5	-	1 Stevens 1 Custody H. & W.	-	1	-	1	1	1 Neither Par.
Attempted Larceny	1	-	16	-	Dismissed	-	1	-	-	1	
Larceny	6	-	13.6	-	2 Cont. 4 Prob.	1	3	2	3	3	
Possession of Cannabis	2	-	16	-	2 Cont.	-	2	-	-	2	
Receiving Stolen Property	3	-	13.6	-	3 Prob.	-	2	1	3	-	
Tampering with M/V	2	-	11.5	-	2 Prob.	1	1	-	-	2	
Taking m/v w/o Authority	3	-	14.6	-	3 Dism.	1	-	-	2	1	1 Neither Par. 1 No Par. Info. 2 BTC-1 from Md. Refused Extrad.
Truancy	1	-	16	-	Prob.	-	-	-	-	1	No. Par. Info.
Unlawful Entry	4	-	11.7	-	2 BTC 2 Cont.	3	-	1	-	4	Prob. revoked for BTC's

ANDROSCOGGIN COURT

JULY 1, 1969 - JUNE 30, 1970

OFFENSE	NUMBER		AVERAGE AGE		DISPOSITION	PRESENT WITH CHILD IN COURT			ATTORNEY		
	M	F	M	F		M	F	B	Yes	No	
Attempted Assault	1	-	16	-	Prob.	-	-	-	-	1	No Par. Info.
Assault	4	-	14.5	-	1 BTC 2 Cont. 1 Prob.	1	1	1	3	1	1 No Par. Info.
Assault and Battery	3	-	14	-	1 Dism. 2 Prob.	1	-	1	1	2	1 No Par. Info.
Concealing Weapon	1	-	16	-	Cont.	-	-	-	-	1	No Par. Info.
Disturbance	1	-	15	-	Cont.	-	-	-	-	1	No Par. Info.
Street Affray	1	-	16	-	Cont.	-	1	-	-	1	
Bomb Scare	1	-	15	-	BTC	1	-	-	1	-	
Danger of Falling	1	15	16	14.5	3 Stevens 1 Filed 8 Cont. 4 Prob.	3	-	3	2	14	10 No Par. info.

ANDROSCOGGIN COURT CONT.

OFFENSE	NUMBER		AVERAGE AGE		DISPOSITION	PRESENT WITH CHILD IN COURT			ATTORNEY		
	M	F	M	F		M	F	B	Yes	No	
Behaving in Incorrigible Manner	15	8	15.1	14.6	4 Stev. 6 Cont. 1 Filed 4 BTC 5 Prob. 1 Dism. 2 HW Cust.	1	6	10	13	10 No Par. info.	
Breaking, Entering & Larceny	11	-	13.4	-	6 BTC 2 Dism. 3 Prob.	7	-	4	11	-	
B. E. & L. Nighttime	12	-	15.5	-	1 BTC 1 Dism. 3 Cont. 5 Prob. 5	1	1	3	9	1 age Unk. 1 No Par. But Lawy.	
Burglary	1	-	14	-	Prob.	-	-	1	-	1	
Uttering forged Instrument	2	-	16	-	1 Cont. 1 BTC	-	1	-	1	1 1 No Par. Info.	
Use of false token	1	-	15	-	Cont.	1	-	-	-	1	
Procuring and Furnishing liquor to minor	3	-	16.6	-	2 Dism. 1 Prob.	-	-	1	-	3 2 No Par. Info.	
Illegal Possession	3	-	15.6	-	2 Fined 2 Cont.	3	-	-	-	3	
Intoxicated	2	1	16	14	1 Fine 2 Cont.	1	-	-	1	2 2 No Par. Info.	
Intoxicated in m/v	2	-	15	-	1 Fine 1 Filed	1	-	-	1	1 1 No Par. Info.	
Illegal Transportation of Liquor	1	-	16	-	15 day loss of license	1	-	-	-	1 No Par. Info.	
Attempted Larceny	2	-	13.5	-	2 Cont. 2 Cont. 10 Prob. 4 Filed 2 Dism.	-	-	-	2	-	No Par. Info.
Larceny	39	8	14.4	14.1	2 BTC	11	4	7	8	39	3 Age Unk. - 2M 25 Parent Information
Receiving Stolen Goods	1	-	16	-	Filed	-	-	-	-	1	No Par. Info.
Littering	1	-	16	-	Fine	-	1	-	-	1	
Malicious Mischief	7	-	13.7	-	3 Prob. 3 Cont. 1 Filed	1	2	2	1	6 2	No Par. Info.
Illegal Possession of Drugs	-	3	-	15.7	3 Cont. 5 Cont. 1 Prob. 3 BTC	-	-	-	-	3	No Par. Info.
Inhalation of Vapors	9	-	14.3	-	1 Prob. 3 BTC	3	4	1	5	4 1	No Par. Info.
Operating m/boat in incautious & imprudent way	1	-	15	-	Filed	-	1	-	-	1	
Trespass	10	2	12.9	14	11 Cont. 1 Prob.	3	-	3	-	12 6	No Par. Info.
Suspended from school	1	-	unk.	-	Cont.	-	-	1	1	-	

ANDROSCOGGIN COURT CONT.

OFFENSE	NUMBER		AVERAGE AGE		DISPOSITION	PRESENT WITH CHILD IN COURT						
	M	F	M	F		M	F	B	YES	NO		
Truancy	8	3	14.4	14.7	1 Stevens	3	1	4	1	10	3	No Par. Info.
					1 BTC							
					2 Prob.							
					3 Filed							
Using m/v without authority	16	-	15.5	-	2 Dism.	5	-	2	5	11	-	-
					2 BTC							
					1 Fine							
					6 Cont.							
Runaway	2	8	14	14.1	5 Prob.	2	1	3	5	5	-	-
					2 Stevens							
Deserts Home	-	2	-	13.5	5 Cont.	-	-	1	-	2	-	-
					2 Prob.							
Wayward Girl	-	1	-	15	1 Neither Parent-state ward 3 No Par. Info.	-	-	1	-	1	-	-
					2 Stevens							
					Custody of H & W							

CENTRAL AROOSTOOK COUNTY

GEOGRAPHIC DEFINITION

Central Aroostook County includes those towns from Bridgewater north to and including Limestone and from the Canadian border to Range 7.

SCHOOLS

There are eight school systems in Central Aroostook County. Of them, seven have high school programs. There are no school psychologists nor school social workers in the area. Five of the seven high school programs have guidance personnel working full-time. The ratio of students to one guidance person ranges between 1-800 to 1-250. The average is about 1-400.

Four of the seven high schools in the area are accredited by both the State Department of Education and the New England Association of Colleges and Secondary Schools. One is accredited by the State Department only and two are not accredited. Six of the schools offer Agriculture and Business; all seven offer Home Economics; four offer Industrial Arts; and one offers a Trade and Industrial Program. Teacher to student ratio averaged for the area 1-18.

Students who are potential delinquents are aided through counseling and follow-up - helping the student to meet with success in something, and helping the student to establish good teacher-pupil relationships.

Referrals to the guidance department are made by teachers through conferences, formal and informal discussion and through the teachers' records. Teachers contact parents in person, by telephone or by letter. There are also conferences scheduled between teacher and parent and parent-teacher organizations.

Efforts to prevent dropouts center around counseling and a more suitable school curriculum. Attempts are made to place students at levels where they can expect to achieve and in courses in which they show interest. Dropout prevention programs are felt to have limited success because of limited personnel. They are favorably accepted by the students because the interest being shown them.

If a youth does drop out of school, counseling services remain open to him. This helps students reverse their decision and return to school or make other educational decisions.

One school was evaluated by a parent. He says "There is a counseling service which does very well with the college-bound but is sadly deficient in marginal cases." He does not know the ratio of guidance personnel to students but he feels it is quite high. He says "There is no organized program to help students who are potential delinquents." He knows of no psychologists or social workers in the schools. He says "The methodology of contact between teachers and parents is primarily through the students." He does not know definitely what the school dropout rate is but he has been told 2%. He believes that this is fairly static. He knows of no organized comprehensive prevention program for school dropouts. He says "The school board is apathetic about any such program." He feels that the poorer students would welcome some concern. He knows of no steps to keep contact with youth who have dropped out of school.

All of the schools have a boys' and girls' sports program. The amount offered varies from school to school. Intramural volleyball and basketball are available to all. Some schools have added soccer for both sexes. Additionally there is basketball, baseball, and soccer for competitive sports between the schools.

Children from poverty based families are able to participate because the equipment is provided by the schools and transportation is usually provided. All of the schools offer a number of extracurricular activities. The most common are National Honor Society, school newspaper, student council, Future Farmers of America, cheerleading, and band. Everyone meeting the requirements is encouraged to participate.

Only one school responded regarding action taken with the users of drugs and alcohol. They provide counseling services, but have policies for punishment which they feel may help as both preventative and corrective measures. Efforts to discourage drug use are made through assemblies, class material and discussions.

Students who marry may continue schooling under limits of the law. One school permits them to return only with the approval of the Board of Directors.

Schools' policies toward pregnant unmarried girls follow:

School #1 - The girls must drop Physical Education but can continue school until the 8th month. They may return as soon as possible after delivery.

School #2 - The girl has time off for delivery and is allowed to return to complete her program.

School #3 - The girl is allowed to remain in school until such time as she may have to remain home. Students are permitted to do their assignments at home during this time.

ADULTS' OPINIONS ON YOUTH QUESTIONNAIRE

Adults feel youth become delinquent due to such things as lack of self-respect, lack of communication with others, lack of interest in them, lack of companionship, lack of recognition when due, lack of parent education, no acceptance as an individual, lack of positive direction, and unfair treatment. Lack of love and responsibility training were particularly emphasized: They attribute delinquency to a poor home life, poor supervision by parents, parental failure to set reasonable limits, lack of discipline in the home, inconsistency of parents, poor parental example, lack of religious background, too many freedoms, and too much money.

They see education not offering courses which are practical to youth. There are not enough recreational facilities, and there is a laxity in laws concerning youth offenses.

To prevent delinquency there should be more part-time and summer jobs for youth who want and need employment. There should be more activities for youth and more community involvement. There is a need for more recreational facilities and more recreational programs which are properly supervised. Community needs should be made known. Parents, teachers, and local officials must be involved to close the generation gap. Society must show a healthy respect for law.

In terms of education, adults feel that teachers must be trained to recognize symptoms of delinquency and to move to obtain corrective assistance. Guidance and psychological counseling should be made available at an earlier age. There should be more stringent rules as to mandatory education and more strict supervision at school functions. There should be courses for parents, including parenthood and its responsibilities.

In reference to the home, parents feel that delinquency would be prevented if parents would take the time to teach, play with and to love their children. Mutual respect should be shown in the home and strong moral convictions should be practiced. The mother should not work and parents should stop trying to make it "easier" for their children. There should be sterner punishment and parents should act more responsibly.

A need was expressed for Halfway Houses for youth who need to iron out their problems and as a holding place between apprehension and the court hearing. Less publicity should be given to faults and more praise should be given for good qualities in teen-agers.

Recommendations for returning delinquents to society as contributing members include:

1. Counseling (personal, group, and mandatory parental)
2. Education preparation
 - a. Vocational training
 - b. School placement
3. Educate general public about the motivation behind and the causes of delinquency.
4. Use the negative experience as an asset for guiding the future behavior of the juvenile.
5. Job placement.
6. Give him some responsibilities.
7. Teach delinquents that every right requires a responsibility.
8. Accept the delinquent as an individual. Give more attention to individual needs. Give him encouragement.
9. Return him to a different environment. He needs someone who will love him and discipline him.
10. Improve and enlarge correctional centers and rehabilitation centers. Increase the personnel in both. Increased personnel in the correctional centers will allow for closer and more frequent contact.

11. The delinquent should follow the program set up for him when he returns on probationary status.

12. Delinquents must be given a chance to express themselves.

Information adults feel important in dealing with juvenile delinquency:

- a. Try to make people understand that they are the controllers of their world.
- b. Organize parents in the communities so they can use existing facilities to provide recreational opportunities for their children. Parents supervise and chaperone.
- c. Minimize adult delinquency. Must set good examples.
- d. Counseling for parents and children.
- e. Community provided recreational facilities.
- f. Community help projects.
- g. Encourage to seek out religious help.
- h. Keep mother in the home when children are home. Provide wholesome recreation and guidance in home, school, and municipality. Courts must not put undue emphasis on rights without equal emphasis on responsibility. They must leave parents, school officials, and police authority to protect the rights of the majority.
- i. Courts have dealt too easily with youth who have broken the law.
- j. More community involvement.
 - a. Halfway houses
 - b. Big Brother and Big Sister Program
 - c. Give youth a chance to talk.
 - d. Help youth to make plans.
 - e. Limit case loads of probation officers.
 - f. Separate juvenile and adult probation officers.
- k. Improve adult behavior and examples, since a child must learn to become delinquent.
- l. An approach regarding the good life through logic and emotion. Promote the delinquent and the degenerate as a person not to emulate.
- m. Treatment for the early delinquent.
- n. Offer more practical courses in school. Make the delinquent feel a part of society.
- o. Parents don't take time and don't care. Too much pampering by the courts. Meaningless probations. Over protecting juvenile rights. It might be effective to use the names of juveniles and parents.
- p. Give an offender one chance. Repeaters' names should be made public.

RELIGIOUS ORGANIZATIONS

Few of the churches of Central Aroostook have ministerial boards dealing with human betterment. There is, therefore, no cooperative effort directed at the juvenile problem. Some churches counsel only church families while others will counsel any person properly referred. Extensive counseling with youth is at best limited. Some help is also given to out-of-school youth particularly in finding employment.

Church programs which are youth oriented include Youth Fellowships, inspirational activities, church socials, recreational and camping programs, special services run entirely by youth, and a weekday club for both boys and girls. Some churches feel that none of their programs help to stop the delinquent since they often don't attract the children in greatest need. They do, however, help to prevent those children taking part from becoming delinquents.

There are no active programs to assist juvenile delinquents. One church, however, works with law enforcement; another encourages youth to assist delinquents; and another uses the resources of the Bureau of Human Relations in Caribou.

The churches of Central Aroostook agree that religious counseling is not successful in the prevention of delinquency because the type of youth who would benefit by it are not interested. They are not presently reaching the youth who need help.

Church youth groups are successful in the prevention of delinquency, since they provide community and church involvement with youth and a wholesome atmosphere with constructive activities. Religious youth groups are successful among the children of church members but not usually among the potential delinquents. Youth must be encouraged at home to attend church sponsored activities.

Church activities are most successful among grammar school children but less effective among high school youth. Thus it appears that the programs for high school youth have little meaning to them.

The most effective means of bringing youth with problems and their families into the church is by personal invitation. Some churches have home visitation programs. In one church youth visit other young people, explain the program and invite their friends to participate. Another has youth rallies and special meetings to reach young people. Some churches used a mailing system to notify all members of the community of church activities.

Families come to church and take part if the youth take active parts in services. In order to maintain interest, the ideas and format must be constantly changed.

LAW ENFORCEMENT

There is virtually no manpower specifically handling juvenile cases in Central Aroostook. Only one police department has a juvenile officer. Several indicated that all officers are concerned with juveniles but no officer is trained nor given this specific assignment. Lack of funds and little interest are the reasons given for this shortage of trained personnel. There are no active recruitment or training programs in the area which are designed for attracting interested personnel.

The officer with several years of experience in law enforcement and an interest in youth is seen as the best prepared person to become a juvenile officer.

Few volunteers are used. In emergencies, Civilian Defense personnel are deputized to be used as officers. Most departments use no volunteers because they have had difficulty maintaining their interest in the work.

Turnover is not a great problem in the area. What there is is usually to obtain better pay and better working conditions.

Public information which is dramatically but sensibly portrayed is an area of great need. Other areas of need are for a treatment center for drug users, full-time juvenile and narcotic officers, plus more adequate police training.

There is no budgeted monies for juvenile delinquency within the law enforcement agencies in the area. The expenditure of funds is on a hit or miss basis and is in the agencies' overall budget. The police agencies in the area estimate that about 17% of arrests involve juveniles. This is an estimate, however, since records are kept only on adjudicated cases. Cases handled by the officer are not recorded.

There are no female juvenile officers in the area. If a girl is arrested, she is usually questioned by the regular officer. She may upon occasion be questioned by a matron or the female probation and parole officer. Youth are usually questioned in front of their parents or an attorney.

The relationship between the police and the courts is considered good. Problems sometimes arise when there is too heavy a load on the judge. This detains many officers for long periods of time. This relationship has helped the officer decide when a child should be brought to court. There are still officers who see their work with juveniles as leading to punishment.

One law enforcement department organizes and supervises Boy Scout Troops. Another department organizes recreation for youth but is not specific. The others do not seem to be involved with the development of positive relationships with the youth of their areas. Delinquent children are usually released in their parents' custody. A child is held in jail only if the offense warrants or if the parents refuse to be responsible. Children are held on the authority of the judge. Youth on entrustment from a training center may be held on the authority of the parole and probation officer or the aftercare worker.

The ages of youth held in jail range from 14-18. If a child is detained, the probation officer, the judge, and his parents are notified. Parents are notified by telephone or in person. If a juvenile is held in a detention center, it is only until the court is able to dispense with the matter. Parents are allowed to see and talk to a detained child almost any time. Detained youth are for the most part separated from other prisoners either in a separate facility or by a closed door.

One department let them eat whatever they want during their detention - conditions vary. Some are given, within reason, whatever they want for food, while another will obtain whatever clothing a juvenile may want from home. Any special conditions are provided for. Girls are under the care of a matron.

Throughout the area, no concern on the part of the community was expressed about children held in jail.

Law enforcement officials see great need of educational programs for parents to help them learn to cope with the developing child and his problems.

HEALTH - MENTAL AND PHYSICAL

Children committed to the Child and Family Service or children of AFDC families may be evaluated by psychologists, psychiatrists, and social workers as this is necessary. Other children may receive evaluation through the Mental Health Clinic in Fort Fairfield. Psychological treatment and counseling are available only from the school counselor or the Mental Health Clinic.

Families are charged on a graduated scale for services, depending on what a family can pay. Parents must request Aroostook Mental Health Clinic to evaluate and treat youth.

Aroostook Mental Health Clinic attempts to involve the parents of delinquents in treatment. They may refuse, unless this is a part of the court sentence. More than half of the respondents felt that there may be a correlation between physical disabilities and juvenile delinquency. The others felt that there is some correlation. There was unanimous agreement of a correlation between mental maladjustment and juvenile delinquency.

Action in the communities to help the physically and mentally handicapped consists of schools for the mentally retarded and special school programs. The Mental Health Clinic is available for community referrals.

Youth may receive psychological and psychiatric examinations through the Mental Health Center in Fort Fairfield and its satellite in Houlton. Physical examinations are available through the Division of Public Health Nurses and if a youth is handicapped and eligible for Vocational Rehabilitation. Public Health Nursing also provides a pre-school immunization clinic and a well-baby clinic. Orthopedic, cardiac, and pediatric clinics are available through the State Division of Child Health. If a child is committed to the State Department of Health and Welfare, he may be referred to a specialist for treatment as necessary. Clinics provide both diagnosis and treatment.

The Mental Health Center has a list of persons waiting for service. However, it tries to serve applicants within a week or two. Emergency referrals are seen immediately.

EMPLOYERS - EMPLOYMENT SERVICE

Several of the employers have not participated in hiring juveniles on probation, entrustment or parole. Reasons given are that they have not been contacted or that they do not have a fluctuating labor force which would enable them to put additional workers on a training program. One organization does employ youth on parole by request of the presiding judge or the individual parole officer.

Maine Employment Security provides counseling, testing, training opportunities, and job placement for youth. Most referrals come from probation and parole. On-the-job training is made possible by some willing employers. When necessary, youth are referred to training facilities in other areas in the State.

MESC has the only program and personnel to assist juvenile in finding work. It's program consist of On-The- Job Training (OPT), Institutional Training (TIMS), and Job Placement. The Maine Development Training Association is also organized to help juveniles obtain employment.

No company encourages its employees to take an active part in civic work with youth. One says that he feels it is up to the individual employee. MESO encourages everyone to take part whenever there is an opportunity. The basis for including delinquents in a training program are as follows.

1. We have had no experience with delinquents.
2. Treatment the same as any other trainee.
3. He must show a desire to improve his social image. He must be able to accept job responsibility and must truly wish to contribute actively to that job and to the people he deals with.
4. MESO requires basic education qualifications. If the client is not up to a training needed, basic educational training programs in reading and arithmetic are utilized before or during the training program.

PUBLIC AND PRIVATE RECREATION

Responses indicate that there are two communities with recreational facilities and programs for youth in Central Aroostook.

Presque Isle

The recreational facilities of Presque Isle consist of a community center, Blake Street recreational building, playground, outdoor swimming pool, tennis courts, outdoor basketball court, ball diamonds, Mantle Lake Park, curling club, and a golf course. Activities include boys' baseball, general swimming, swimming instruction, tennis instruction, youth arts and crafts, boys' basketball, men's and women's softball and bowling, skiing, skating, square dancing, barber shop quartet, senior citizens, and boys' curling. There are general activities for youth at the community center such as table tennis, pool, volleyball, dancing, and table games. There are general playground activities and trout fishing at Mantle Lake Park.

Caribou

Caribou has a recreation building with some programs for young people, movies, dances, swimming during the summer and school based activities.

Very few of the three hundred regular participants are from low income families. There is little direct approach to involve youth in wholesome recreation. It is not known how many of the youth who participate have been adjudged delinquent, but it is estimated to be very few. The youth in Central Aroostook enjoy sports, dancing, and driving aimlessly around Main Street.

A minister from Central Aroostook says that the community where he lives has only a swimming pool and a school gym which can be rented for \$4.75 an hour. This discourages most groups from using it.

The favorite pastime of the youth of the town is hanging around the bridge, and sitting in parked cars to drink beer.

SOCIAL WORKERS AND PSYCHOLOGISTS

Poverty in this area contributes to delinquency by influencing the development of poor self-esteem. As a youth tries to gain an identity, he may be led toward delinquency. The use of the automobile is seen by some as a major role. There is a feeling, however, that it depends upon parental attitudes and controls. Alcohol and drugs, like delinquency, are seen as symptoms of deeper problems. The acquisition of drugs and liquor in itself is delinquency, and may lead to other delinquent acts. Sexually oriented and sexually deviant movies may often be a negative force in the lives of young people.

Other contributing factors are divorce, separation, parental fighting, reversal of parental roles, breakdown of parental authority, alcoholism of one or both parents, psychological separation of family members, and excessive unscheduled time.

Parental guidance, encouragement, and acceptance are necessary to the development of well adjusted children. In preadolescence, family acceptance is more important than peer acceptance, whereas in later years the need for peer acceptance increases. Lack of parental concern often comes from the immaturity and self-centeredness of the adult. This leads to a breakdown of communication leaving the child without an adequate pattern of adult behavior after which to model himself. Likewise, parents' inability to cope with early delinquent behavior leads to frustration of the parent and child. This frustration often is interpreted by the child as rejection. This inadequacy within the family without professional help tends to repeat itself.

Because of ease of access, there tends to be more delinquency in urban areas. Likewise, because it is possible for the delinquent to lose himself as an identifiable person, the control of delinquency becomes more difficult.

Realistically oriented public and private recreation can be of value and provide a positive experience for youth. Many times these agencies are unable or unwilling to reach problem youth. Adequate patterns of adult behavior are available to youth taking part in the Big Brother and Big Sister Programs.

The opportunity to have a successful work experience is necessary to the development of a positive self-image. Maturity and motivation are dependent upon the degree of success experienced by the juvenile. A good work experience can be the only positive experience a school dropout has ever had; therefore, it may be one of the factors which is responsible for preventing delinquent acts. Since he has left school, the dropout has little or no guidance services available to him. Such services could be most valuable in helping him return to educational pursuits or work toward the development of more valuable skills. There is an urgent need for vocational education for youth between the ages of sixteen and twenty.

Good foster home care may be a valuable tool in the rehabilitation of some youth, particularly if the child is placed early in life. Older children, however, often find it difficult to adjust emotionally to another family. There is great need for halfway houses with resident mother and father figures serving six to eight juveniles.

The effectiveness of the supervision of juveniles by the parole officer is being hampered by the size of the case load and the extensiveness of the geographical area. Money must be made available to establish specialized probation and parole officers to serve only juveniles.

The youth who have not been adjudicated delinquent, a public nurse, social worker, psychologist, or other professional person may be most valuable in developing an adjustment to society and preventing court action. This would tend to suggest the need of a youth agency to perform this function.

When families receive AFDC, surplus food, medical, clinical, and dental services, the self-image sometimes suffers. Long term assistance may be psychologically harmful to youth.

FOSTER HOMES

There are about 400 children in foster homes in Central Aroostook. This number includes only those in State custody. This does not include AFDC children in homes of relatives or children in aftercare programs from the training center.

Children committed to the State Department of Health and Welfare by the courts are placed in homes by social workers; children from the training centers are placed by the parole officer or by the aftercare worker. Occasionally private placements of children are made. Licensing of all homes caring for children is required by the State Department of Health and Welfare. This assures a high level of standards, both physical and emotional.

Exceptionally fine foster homes are capable of outstanding rehabilitative results. Such homes are, however, in the minority. The severe shortage of such homes and the number of children in need often necessitates a "roof over the head" focus in placements.

Adjustments to foster homes is at best tenuous. It is often too difficult for a youth to adjust to the patterns of a new family. Foster parents may try to "make over" the foster youth in the image of their natural children. Expectations may be high while understanding and acceptance may be low. The child may be suspicious and hostile and may expect trouble. Recidivism rates of children from foster homes are considered excessively high, perhaps even as high as eighty percent.

YOUTH

Youth see the family as the most important factor determining juvenile behavior patterns. Family rejection (lack of love), lack of understanding, poor parental image, and lack of communication are seen as causing delinquent behavior. They feel that young people are given too many material things and not enough responsibility. A good home life with good family relationships is most important to the child.

Youth see delinquency as a result of being put down or ignored by society. They see the community showing a lack of interest in them.

Youth feel juvenile delinquency to be a cry for help. They are frustrated in their community in trying to show they are grown-up, and that they are not scared. Yet, they fear they will not achieve what they want. They express feelings of boredom and a need for meaningful recreational activities.

Delinquent behavior occurs between the ages of 12 and 16 when the child is beginning to be away from his family. He has more privileges and is involved in more activities away from home. He has a desire to mature faster, has more freedom in school and has begun to feel that he knows and can do everything. He is becoming aware of things around him and is fighting back at things which hurt him. He is easily influenced by his peers.

Prevention of delinquency starts as soon as the child begins to learn and remember. Discipline should start when the youth is very young. Parents should be aware of what is happening to their child, both in and out of school. Discipline should be a function of the whole family based on mutual honesty and cooperation. Mother and father should share mutually in the discipline. They should set rules for the children and should try to reason with their children, give good advice and never contradict each others' disciplinary actions.

Other youth feel the father should be the head of the head of the house and should do most of the disciplining, with the mother supporting and assisting him. One youth feels that both the mother and father should try to control their tempers. The father should be stern but interested in the child. He should not discipline by force alone but must take the time to talk to the child to develop understanding. Father should set the example after which he wishes his children to model. Mother should teach values to the children and take time to listen and talk with them.

Some youth feel that they should help in deciding on discipline. They should learn to and help their brother and sister learn to obey rules. They must realize that discipline is for their good and learn to benefit by it. They feel that older children should help discipline younger children.

Youth feel that:

- (1) Children should obey because of respect of their parents, which must be instilled at an early age.
- (2) Parents should use reasoning and understanding with their children.
- (3) Taking away privileges and leaving it to the conscience are effective means of disciplining.
- (4) Talking with the child is most important.
- (5) Leniency should develop as the child grows older and develops greater responsibility.

The family car should be available to youth when it is not needed by the parents, provided the youth is licensed and has developed the responsibility. They also feel they should have cars of their own when they are able to finance the ownership and operation of a car.

Age for the beginning of dating vary from 12 to 16. Girls should be able to date a year earlier than boys. Most felt that it depends on the maturity of the individual.

Attitudes on restrictions placed on movies vary from no restrictions of any kind to total restrictions on some movies. Generally the youth feel the current movie rating system is adequate. Most youth feel that television, like movies should be treated with responsibility. Restrictions may be made to assure completion of home work and household chores.

While some youth feel there should be restrictions on dress, most feel dress should be individual, acceptable for age and occasion but not extreme. Youth should develop attitudes of acceptable dress from parent models and from discussion with parents. Attitudes on the use of makeup is seen similar to those of dress.

While some youth feel there should be no restrictions on smoking, drinking, or the use of drugs, most youth feel the present legal restrictions are adequate and functional. There are some youth who feel there should be total restriction on each.

Youth want a place for the treatment of young people where they can get love, affection, discipline, understanding and counseling to prevent the need for reform schools.

To prevent delinquency, youth want:

1. Training for adults in understanding youth.
2. Training for adults in bringing up children.
3. Education for youth to learn the results of action.
4. Help in solving problems from people who are willing and have the know-how to help them.

5. Review of laws and punishment dealing with youth.
6. A chance to talk about their problems.
7. Programs that really work.
8. Respect them. Teach them. Love them.

There should be more youth groups and more recreational facilities and programs. More programs should be developed to reach the youth who need them. The energies of youth must be channeled. Family activities were seen as most important. Youth need more summer and part-time jobs which are real and meaningful and develop greater responsibility.

In addition to providing jobs, youth ask society to provide accredited high school or vocational education. Youth want to take an active responsible role in what goes on in their communities. They want representation in decisions related to their lives, in their homes, school, community, courts, and legislature.

Central Aroostook

School System	Elementary		Secondary		Guidance		Social Worker	Drop-outs	Psychologists
	Students	Teachers	Students	Teachers	Elementary	Secondary			
S. A. D. #20									
Fort Fairfield	722	26	843	48	0	1	0	4.4%	0
S. A. D. #1									
Presque Isle	2887	124	1160	56	0	2	0	69	0
S. A. D. #32									
Ashland	453	19	355	21	0	1	0		0
S. A. D. #42								Est.	
Mars Hill	784	31	281	17	0	0	0	4.5%	0
Union 122									
New Sweden	474	18	-	-	0	-	0	-	0
Limestone	2209	90	533	33	0	2	0	10	0
Caribou	1813	79	1651	91	0	2	0	17	0
Easton	273	13	117	9	0	0	0	5	0

CENTRAL AROOSTOOK COURT

Court Presque Isle

Date _____

OFFENSE	NUMBER		AVERAGE AGE		DISPOSITION	PRESENT WITH CHILD IN COURT			ATTORNEY		
	M	F	M	F		M	F	B	YES	NO	
Violation of Curfew	31	2	16	15.5	Released 10	16	11	2	4	29	2 - BTC w No Need of a Lawyer
					Cont. 7						
					Filed 4						
					Prob. 1						
					Dism. 6						
Danger of Falling	1	5	16	14	Released 1	2	-	1	1	5	1 - Stevens w No Need of a Lawyer
					Stevens 1						
Uttering & Forgery	2	-	14	-	Fine 2	2	-	-	2	-	-
					Prob. 2						
Larceny	3	1	16	16	Fined 2	2	1	1	2	2	-
					Cont. 6						
Petty Larceny	14	10	13.5	14	Dism. 1	12	2	6	7	17	1 - BTC w a Lawyer
					Released 6						
					Pay Cost 1						
					Fine 6						
					BTC 1						
B. E. L.	1	-	13	-	Prob. 1	-	1	-	-	1	1 - BTC Unk. if Lawyer
					Prob. 4						
B. E. L. Nighttime	5	-	16	-	BTC 1	-	1	4	2	3	-
					Dism.						
Intoxication	5	1	15	14	BTC 1	2	1	1	2	4	1 - BTC Unk. if Lawyer
					Cont. 1						
Illegal Possession of Liquor	22	-	15	-	Released 2	9	3	1	21	-	-
					Cont. 1						
Using or Taking Motor Vehicle w/o Authority	10	-	15	-	Prob. 4	4	2	4	1	9	2 - BTC Unk. if Lawyer, 1 - BTC Court Appt.
					Dism. 2						
Malicious Mischief	26	-	14	-	Fine 11	7	7	11	8	18	-
					Filed 3 Pay C.1 9						
Cheating by False Pretenses	2	-	15	-	BTC 3	-	-	-	1	1	-
					Released 2						
Littering	3	-	16	-	Cont. 4	2	1	-	3	-	-
					Pay Costs 3						
Operating Unregistered Snowmobile	1	-	15	-	Fine 1	1	-	-	-	1	-
					Cont. 1						
Operating Snow Mobile on a Public Way	3	-	16	-	Filed 2	-	1	-	1	2	-
					Dism. 9						
Illegal Transportation of Liquor	1	-	15	-	Not Adjud. 2	-	1	-	-	1	-
					Released 4						
Tampering with a Motor Vehicle	1	-	15	-	Dism. 2	-	1	-	1	-	Court Appt. Lawyer
					Pay Costs 3						

CENTRAL AROOSTOOK COURT Cont.

Court Presque Isle

Date _____

OFFENSE	NUMBER		AVERAGE AGE		DISPOSITION	PRESENT WITH CHILD IN COURT			ATTORNEY		
	M	F	M	F		M	F	B	YES	NO	
Assault and Battery	2	-	16	-	Filed 1	1	1	-	-	2	-
					Cont. 1						
Possession of Cannabis	1	1	16	16	Stevens 1	1	-	1	1	1	BTC-Unknown of Lawyer S-Lawyer Unknown if Lawyer
					BTC 1						
Truancy and Lascivious Speech and Behavior	1	-	14	-	BTC 1	-	-	1	-	1	-
					Dism. 1						
Trespass	2	-	14	-	Cont. 2	1	-	1	1	1	-
					Prob. 4						
Incorrigible Disturbing Traps	8	5	14	15	Stevens 3	5	1	6	2	11	2 BTC Unk. if Lawyer, 2 Steven Unk. if Lawyer, 1 Stevens no Law.
					Released 2						
Disorderly Conduct	1	-	14	-	Cont. 2	-	-	-	-	-	-
					Prob. 1						
Hunting in Closed Season	2	-	16	-	Fine 1	1	-	-	1	1	-
					Dism. 1						
Discharging Fireworks	1	-	16	-	Released 1	1	-	-	-	1	-
					Cont. 2						
False Report to Police Officer	1	-	14	-	Prob. 1	-	-	1	-	1	-
					Cont. 2						
Reckless Operation of a Snowmobile	1	-	15	-	Fined 1	-	1	-	1	-	-
					Cont. 2						
Present where Cannabis is	3	2	15	16	Dism. 1	2	-	2	2	3	-
					Prob. 2						
Inhalation of Vapors	2	-	15	-	Cont. 1	1	-	-	-	2	Unknown if Lawyers Present
					BTC 1						
Possession of Narcotic drug	-	1	-	16	Filed 1	-	-	1	1	-	-
					Released 3						
Concealing Merchandise	1	2	15	14	Released 3	1	2	2	2	2	-
					Dism. 1						
Conspiring in offense of uttering false instrument	2	-	15	-	Cont. 1	-	-	2	1	1	-
					Prob. 2						

NORTHERN AROOSTOOK

GEOGRAPHIC DESCRIPTION

Northern Aroostook County is that area beginning at the level of township 15 east to and including Caswell Plantation and north to the border with Canada.

SCHOOLS

In Northern Aroostook County there are six school systems serving 7918 children. There are 5301 children in the elementary grades with 237 teachers - a ratio of 1-22. There are four high schools with 2617 students and 158 teachers - a ratio of 1-16.

Guidance services are available to only one system for elementary students. Each of the high schools has guidance services. The ratio of guidance counselors to students is 1-436.

Guidance includes individual counseling, orientation classes, educational and occupational information and placement. The direction is primarily directed toward placement in educational and vocational areas. Assistance to the potential delinquent student is very limited other than some counseling and referral to other agencies. There are no school psychologists nor school social workers working in the school systems in the area. When this service is necessary because of the obviousness of the problem, the services of the Aroostook Mental Health Clinic are used. No school in the area has a formal system of referral from the teacher to the guidance counselor. Likewise, there is no formalized method of contact between teacher or guidance personnel and the family of the children.

Record keeping of dropouts and reasons for dropout were kept by only one school in the area. The other schools estimated a rate of about 4%. The one school with accurate records had a dropout rate of 2%. All schools indicate that the rate remains about the same year after year. The reasons for dropouts were given as:

- a. Disinterested
- b. Low ability
- c. School is a frustration
- d. Forced to drop out - behavior problems

There are no formal programs designed to prevent students from leaving school. No attempts are made toward keeping in contact with school dropouts.

The usual sports programs, i.e. baseball, basketball, soccer, etc. are available - while no special provisions exist for the benefit of children from poverty families, many do take part. Students are encouraged to take part in extracurricular activities.

Psychological testing is used mainly to determine the intellectual capacity of the students. Additionally, achievement, aptitude, and interest tests are used for placement purposes. Little if any psychological service is available for the student "in trouble" nor is there service designed to prevent his getting in trouble.

Students are discouraged from early marriage but when they do marry, they are encouraged to remain in school. One of the schools reports that unmarried pregnant girls are encouraged to remain in school. Others say they will give all help possible, while another allows girls to remain in school until physical symptoms appear.

Of the four high schools, two are accredited by both the Maine State Department of Education and the New England Association of Colleges and Secondary Schools. One school is accredited only by NEASS and one is accredited by neither agency. All of the schools in addition to their academic programs have programs in Business, Home Economics, and Industrial Arts.

HEALTH

Health agencies in the northern part of the County are oriented toward the physical health only. The delinquent or potential delinquent receives little or no direct services from health agencies. They do, however, act as a referral agency to the County Mental Health Clinic. Assistance to children of low income families is obtained through the welfare departments either from the Town or State.

Mentally handicapped children are referred to the Hope School for Retarded Children. Those with emotional problems are referred to the Mental Health Clinic or Bangor State Hospital.

There appears to have been no relationships developed between the physical problems of children and the overt behavior demonstrated. There is the expression of great need for a coordinated program in the area for juveniles. There is also concern because of the lack of funds or direction for such a program.

EMPLOYMENT

The Maine Employment Security Commission provides testing, guidance, and placement for youth in the area. There are no other agencies available on an organized basis to provide this type of service.

There appear to be few organized programs within industrial organizations directed toward providing on-the-job training, apprenticeship or job placement for young people.

POLICE

There are three organized police departments in the Northern Aroostook area. None of these departments have juvenile police officers. Additionally, they are operating with reduced staffs for financial reasons. Since no money is now available for a juvenile officer in any of the towns, no recruitment has been attempted. There are no volunteers used on any of the departments.

Future needs of the area include such basics as adequate personnel, adequate training, drug abuse training, and training to deal with juvenile problems. Each department has amplified the need for juvenile training by showing that 10% of all cases handled in the area are juvenile cases. Between 30 and 40 youngsters and their families are handled annually by each of the department. Yet no budget is set up and no staff is trained to handle juvenile problems.

No formal relationships have been developed between the police and youth organizations. There are some community public relations carried out by the police but no organizations such as Boy Scouts or Little League are being developed and operated by the police.

Nowhere in Northern Aroostook is there a female police officer. Girls are questioned by the arresting officer usually in the presence of their mothers, a police matron, or the female parole-probation officer. Youth being held are kept in separate cells. They are usually released in care of their parents after questioning. It is only in rare cases that a juvenile is held for presentation to the Court. Parents are notified of the juveniles' arrest by telephone as soon as possible. Parents may see the juvenile at any time. Facilities for holding youth are separate from adult cells. They are provided with a bed, running water, and toilet facilities. Other than being checked frequently by the officer on duty, no special provisions are provided. A matron is provided for female juvenile offenders when it is necessary to hold them.

RECREATIONAL

This area is devoid of organized recreation except in three centers. In these centers activities available include public skating rink, swimming pool, tennis courts, basketball courts, ski slope and drop-in center. The programs appear to be quite successful. Of the seven hundred boys and girls taking part in the activities, approximately 50% are from low income families.

All young people are urged to take part in the activities of their choice. No special selling campaign to interest low income youth is undertaken. Youth are visited in school each year and the programs of recreation are explained. Equipment and uniforms are provided when necessary.

Although no records are available, it is felt that few youth adjudged delinquent have taken part in the recreational programs.

Types of recreation most engaged in were listed as dancing, swimming, basketball, softball, tennis, soccer, skiing, snowmobiling, pool, and a great deal of drinking.

SOCIAL WORKERS AND PSYCHOLOGISTS

In this area, poverty is seen as effecting the behavior of juveniles. The number of legitimate opportunities are much more limited for the poor youth. He is looked down on not only as lower class but in low esteem. Drugs are not seen as much of a problem but alcohol is easily available and it is felt that as much as 50% of the youth in the area use it. It is felt that mostly the youth from low income families are taken to court, probably because they only have public places available while the more affluent can afford a place to get away. Other problem areas are the result of boredom, lack of motivation, poor home environment and inadequate internalization of values.

The family make-up is seen as most important in the prevention of delinquency. The home with inadequate parental models, parental rivalry, alcoholism, separations, etc. makes for possible social difficulties in growing up. Parental rejection is most detrimental because of the importance of support during the early years of development.

It is the attitude of this group that youth oriented recreational pursuits are a positive influence in prevention of delinquent behavior. To perform this function, all respondents stated the need of a relevant imaginative program formulated and operated cooperatively with youth and adult supervision.

Job placement is necessary. The agencies now working with youth in this way are the Maine Employment Security Commission, the Rural Youth Corps, and Neighborhood Youth Corps. When one has dropped out of school, it is too late for preventative measures. Contributing factors should be identified and dealt with at earlier levels in the educational programs.

RELIGIOUS ORGANIZATIONS

Little coordinated action is undertaken by the churches of the area in meeting the social, emotional and economic needs of the youth. The only major church related activity for youth is religious education.

YOUTH

A. Responses from parents - Youth become delinquent because they are lacking something-either parental love and care, or a feeling of belonging. At about thirteen they are trying to break some of the home ties. This develops into a conflict between parents, family and friends. Much of the problem may be solved by having more teen centers and teen activities at recreation areas. For youth who have been delinquent, provide training in certain fields so they can relate to other teenagers to help them, develop a sense of worth.

Family discipline should be a function of both the mother and father. There is a strong indication that the child must obey or be punished. There is also a strong leaning that children must be taught to obey, implying parental responsibility.

Teenagers should be taught moderation in all things - movies, use of automobile, liquor, etc. They should be taught the dangers, physical and emotional, from the use of drugs and smoking.

"If children at an early age are made aware of their worth and importance, I think we'd have less delinquency. I really can't say how to deal with delinquents except try to make them feel important and try to help them educate themselves."

B. Response from youth - Some youth become delinquent out of a desire to have better things. "Parents can't give them everything (so they steal)!" Some do things "just for the hell of it". The pattern for delinquent behavior comes into focus at 9 or 10 years when youth are looking for freedom and when one begins to want to be accepted for himself.

Prevention of delinquency can come by developing better relations with the police, more jobs young people can have, and better recreational opportunities. For those who have been in trouble, some follow through with personnel at the correctional center.

Generally, parents are seen as bosses if they are present at all. Youth indicate a desire to talk more and be listened to by parents. They indicate a desire for some controls by adults. For example they indicated need for controls on types of makeup, dress length, dating, use of auto, smoking and drinking.

The youth asked for programs to treat the potential delinquent as the most important factor in dealing with delinquents.

NORTHERN AROOSTOOK COUNTY

SCHOOL SYSTEM	ELEMENTARY		SECONDARY		GUIDANCE		SOCIAL DROP- PSYCHOL-		
	STUDENTS	TEACHERS	STUDENTS	TEACHERS	ELEMENTARY	SECONDARY	WORKER	OUTS	OGISTS
U 122									
New Sweden	474	18					0	0	0
S 24									
Van Buren	1345	65	562	39	0	2	0	11	0
S 27									
Fort Kent	1811	76	838	42	1	1	0	4.3%	0
St. Agatha									
S 33	492	25	342	24	0	1	0	2%est.	0
Caswell	136	9	-	-	0	-	0	0	0
Madawaska	1043	44	875	53	0	2	0	5	0

NORTHERN AROOSTOOK COURT

JULY 1, 1969 - JUNE 30, 1970

OFFENSE	NUMBER		AVERAGE AGE		DISPOSITION	PRESENT WITH CHILD IN COURT			ATTORNEY		
	M	F	M	F		M	F	B	YES	NO	
Assault and Battery	1	-	14	-	Dismissed	-	-	1	1	1	
Breaking, Entering & Larceny-Nighttime	2	-	13.5	-	1 Prob. 1 BTC	-	2	-	1	1	
Disorderly Conduct	1	-	16	-	Not Adjudicated	-	1	-	-	1	
Hunting in closed season	1	-	16	-	Fine	-	-	-	1	-	No Par. Info.
Illegal Possession of Liquor	6	3	16	16	5 Fine 2 Cont. 1 Filed 1 Prob.	5	3	-	-	9	1-age Unk. 5 residents of Canada; 1 No Par. Information.
Intoxication	7	-	15.3	-	3 Prob. 2 Cont. 1 Fine	2	4	1	1	6	1 Resident Canada; BTC on Probation; Disorderly Conduct
Illegal Transportation	1	-	15	-	1 Prob. License Sus. for 10 days	-	1	-	-	1	
Incorrigible	1	-	16	-	Dismissed	-	1	-	1	-	1 Resident of Canada
Petty Larceny	4	-	14.5	-	1 Filed 3 Cont.	2	2	-	3	1	
Larceny	3	-	14.6	-	1 Fine 1 Cust. H&W 1 BTC	-	3	-	11	2	
Concealing Merchandise	3	4	14.6	15	3 Cont. 1 Fined 1 Filed Pay Costs 1 Reports H. S. Couns	2	4	1	1	6	3 Residents of Canada
Malicious Mischief	4	-	13.8	-	2 Cont. 1 Prob. 1 Filed	2	2	-	-	4	
Receiving Stolen Goods	3	-	12	-	2 Cont. 1 BTC	2	1	-	2	1	
Taking m/v without authority	1	-	16	-	Prob.	1	-	-	1	-	
Trespassing	2	-	15.5	-	1 Filed 1 Filed on Paym. of costs	-	-	-	1	1	1 no Par. Info. 1 Neither Par. H&W Agent
Truancy	3	-	13.6	-	3 No Finding Cont. w/o finding w/o Prob.	3	-	-	-	3	

SOUTHERN AROOSTOOK COUNTY

Religious Organizations

The Southern Aroostook Ministerial Association established a Family Counseling Committee. This Committee is doing no direct work with delinquent youth in either prevention or treatment. This Committee informs ministers of the problems of youth and methods of handling-dealing with them.

Religious counseling and religious youth groups are not considered successful in the prevention of delinquency because delinquent youth do not show interest. It is felt that religious counseling could be successful if the youth would participate.

Efforts to bring delinquent youth and their parents into the church consist of home visits by the pastor.

Health-Mental and Physical

The potential delinquent is identified through observations and reports. Treatment for the potential delinquent is available at the Aroostook Mental Health Center. Treatment is given regardless of ability to pay. Parental consent to give treatment is obtained through personal contact.

Physically and mentally handicapped are referred to the Maine Division of Vocational Rehabilitation, and Crippled Children's Services and through special classes in the elementary grades. The correlation between mental maladjustment physical deformities and other disabilities, and juvenile delinquency is unknown.

Clinic services for physical, psychological and psychiatric examinations are available through the Aroostook Mental Health Center and the Crippled Children's Service of the Department of Health and Welfare. These clinics provide both diagnosis and treatment.

Law Enforcement

One officer at the Houlton Police Department deals with juvenile cases, although he has not been professionally trained for the work. There is a shortage of men due to lack of money and little expressed concern in the community. There are no active recruiting and training programs for officers to work with juveniles. An estimated need for the future is at least one full-time juvenile officer.

There has been some turnover of personnel in the Department due chiefly to low wages.

There were 24 juvenile cases which were not forwarded to the courts last year. The breakdown is as follows:

Larceny	6
Lodger	1
Intoxication	6
Vice	5
Fraud	2
Vandalism	1
Runaway	3

About 6% of arrests involve juveniles. The parents and the juvenile court are of arrests immediately.

The relationship between the courts and police is good. It is the officer who must make the decisions whether or not a child should be taken to the court. Juveniles are handled by the arresting officer. Girls are handled by the police matron since there are no female officers in the area. Police take no part in recreational activities designed to prevent delinquency.

State statutes give police the authority to hold juveniles in jail. A child scheduled for court appearance is sometimes held in the local lock-up and sometimes held in the county jail. Generally, however, they are released to their parents in time for court appearance.

Upon a child's detention the parents or guardian, the probation officer and the district court judge are immediately notified. Parents may visit a detained child at any time.

The cell where children are held is on the first floor. It is furnished with a flush, a lavatory and a hardwood bunk which has no mattress or blankets. The cell is handy to the dispatcher's station. Children are given hot, full-course meals. They may also choose what they want to eat. There is no evidence of community concern about children held in jail.

Parole and Probation - Seventy-nine juveniles are on probation in Aroostook County. The caseload per officer is:

	Parole*	Probation	Total
Mr. Carpenter	20	120	140
Mr. Doten	6	59	65
Mrs. McCrossin	12	35	47

*This includes no boys or girls on entrustment from the training centers.

The probation-parole officers have been educated through training seminars, college courses and many years of experience. Counseling by probation officers, the counselors of the Mental Health Clinics and school guidance counselors help youth develop a better understanding of themselves and their problems. Through this help they are able to better adjust to their homes and society.

People do not understand the work the Probation-Parole officers are called on to do. Pre-sentence, post-sentence, and pre-pardon investigations are carried out by the officer. He takes part in each juvenile case handled by the District Court. He is present at the time of sentencing in the Superior Court. He investigates for the Interstate Compact. If a parolee or probationer has work and a place to stay, he may, upon investigation, be accepted under the supervision of a state other than where the crime was committed. He must be supervised as any other parolee or probationer. Quarterly reports must be sent to the state in which he was sentenced.

Parents of Youth

The home is given as the outstanding reason for delinquent behavior. A bad relationship with parents, working parents, inadequate supervision, broken homes, alcoholism and too little interest taken in the child were cited as contributing to delinquent behavior.

Youth have too much free time and not enough responsibility; they are influenced by poor choice of friends, sex-oriented and violent movies, and perverted magazines, and religion has no influence in the home.

The majority of parents felt a child becomes a problem in his early teens (ages 12-14). This is attributed to beginning adolescence with its increased freedom. The youth faces more temptations and must rely on himself to make decisions. He wishes to be like other youth, he often cannot understand why he should or should not do certain things and he frequently does not have enough self-confidence. It is difficult to impose discipline at this time if the youth has had no discipline in the past.

Parents feel that to prevent delinquency there must be more unity in the home. The family should work, play and talk together. The child must know he is wanted and should know the home is his, as well as his parents'. He should feel free to bring his friends home, to express himself at home, and also to be alone at home. Youth need a place to relax and reflect. It is felt that one of the parents should be home most of the time.

Another strong feeling is that there should be more activities available to youth. There should be recreation, sports, and activities such as 4-H and scouts. There should be a place to go just to be with other youth which is unobtrusively supervised. Youth need work to help them learn responsibility and earn the money they spend.

More supervision for youth and their activities is needed. Parents indicated that punishment should start early and should be immediate. Parents must be understanding and set good examples. Privileges develop as the child's maturity develops. The family must teach responsibility and respect for others. Parents must know the whereabouts of their children at all times.

Religion is another factor emphasized by parents as a preventative measure for delinquency. Children should attend church and youth groups. They must have a workable realistic faith to live by.

In order to help a delinquent return to society as a contributing member, parents feel he should be given the opportunity to go to school, to learn a trade, or to obtain a job. He needs a chance to earn money and develop pride. He must find an outlet for his energies and someone to care about him.

It is important that the youth have available numerous interesting activities. They should be encouraged to join in recreation and sports programs, school activities, youth groups and civic affairs. Vocational opportunities must be made available to youth.

It is felt that the delinquent needs much trust, understanding and guidance. He must not be rejected, but needs people who have faith in his future. Some feel that psychotherapy would be beneficial, some that these youth need to attend the church of their choice, and some that they stay in school until they graduate, and be under close supervision of their parole officer.

Concerning discipline within the family, the overriding feeling is that both parents must work together and show a "united front". Children should help to set rules of conduct, and should be involved in family discussions. When parents make a decision, the reasoning behind the judgment should be explained to the children.

Children should help each other; with maturity they should learn self-discipline. It is important for parents to realize that their children are not perfect.

A few respondents felt that the father should be in complete control, with the mother carrying out his wishes.

Love, understanding, trust and respect are considered effective in the discipline of youth. It is through good parental example and advice that respect for parents is earned.

A spanking is considered effective punishment for young children, and denial of privileges to be more effective for older youth. It is felt that controls must start when children are young, must fit the deed, and must be both immediate and consistent. Parents should show approval when it is deserved.

One parent felt that physical force should be exercised if necessary in the parent's opinion.

Parents feel that if youth are to have use of a car they must be mature enough to accept the responsibilities of driving at the approximate age of 16 or 17. They must have a driver's license, preferably after a Driver Education course at school.

It is important for youth to have the money needed to maintain the expenses of a car. He also must have the ability to maintain his scholastic standing after he has a car.

One response indicated that a car should be allowed at legal age. Another felt a car is allowable as long as the youth does not get caught breaking the law.

Individual maturity is the important factor for determining the age when boys and girls should begin dating. The youth must have common sense and the ability to accept responsibility. The type of date is also important. Group dates are appropriate for younger youth (about fourteen) and single dates for older youth (about sixteen). Dating younger than fourteen is frowned on unless with adults.

A number of parents feel there should be no restrictions on movies and television. Others feel viewing time must be limited to allow for other activities. It is felt that homework must be completed before TV watching is allowed. On special occasions this rule can be relaxed. Programs which are not beneficial should be forbidden.

Movies should be censored by parents for violence and pornography. One respondent suggested very few other than Walt Disney productions.

In reference to dress for girls, the parents in Southern Aroostook took widely differing points of view. Some feel there should be no restrictions. Others feel dress should be in style, others feel that extremes are not permissible, or that dress must be respectable, while others feel that youth should wear what is becoming to her not what is in style.

One respondent suggested that youth be taught common sense and good taste, but if they lack these qualities, restrictions should be imposed until age eighteen.

Most parents do feel the need for restrictions in regard to make-up. Make-up should be respectable, moderate and becoming, demonstrating common sense and good taste, beginning around fourteen or fifteen years of age.

Generally responses from Southern Aroostook indicated that youth should not use cigarettes, beer, wine, liquor and drugs. Many felt these should be totally restricted to youth as minors. Others felt that education, not restrictions, is the most effective way to discourage use. This education must start when the child is young to be effective. Some parents feel that if youth try cigarettes, beer, wine, liquor they should do it in the home first.

Suggestions for Prevention of Juvenile Delinquency

1. Let the juvenile, instead of the parents, be responsible to the courts and let the punishment fit the crime.
2. Try to prevent delinquency before it starts. Prevention rather than correction.
3. Educate parents and teachers as to the emotional and psychological needs of children.
4. Love and understanding.
5. Start discipline early in life.
6. Better parole system. More probation officers. Better support for juvenile courts.
7. Better communication between law and parents.
8. Teach values of good citizenship in schools. Also emphasize to young people the harm a court record has in their future.

Youth

Youth of Southern Aroostook County feel the majority of youth become delinquent due to environment; often it is home. The home may be broken, the parents may not display good examples of acceptable behavior. The youth may lack guidance, discipline and companionship from the parents. The child needs love, affection, and understanding.

The child may be oppressed by society which he feels has little sensitivity to individual needs. He turns to delinquency to gain attention. Feeling rejected by the whole world, some juveniles feel respect for those who diverge from the normally accepted pattern.

Youth also feel that many juveniles may have too much done for them, and that not having enough responsibility they cannot accept responsibility when it faces them.

There is a need for places to go in their free time, plus more jobs and more interesting activities outside of school.

The majority of youth feel that juveniles become a problem between the ages of thirteen and sixteen. Some attribute this to increased awareness of drugs, alcohol and sex. Others feel youth need to make their own decisions but fail to realize the responsibilities and consequences. Some youth feel unjustly persecuted or that they can do no wrong. Youth want changes and adult privileges. They often get into the wrong company. They are very rebellious and go through extreme changes at this time. In order to go through these changes smoothly they require a great deal of guidance. Whether or not a child will become delinquent depends on how well his basic needs are met.

Some youth feel that the treatment given to a baby will help determine his future. If he is spoiled as a baby, he gets used to having his own way and finally the parents do not cross him.

Acquisition of a driver's license and boredom are also given as attributing to juvenile delinquency.

In order to prevent delinquency, youth feel parental understanding is necessary. Each child must be encouraged to be an individual, with concern shown for his personal ideas, problems, and interests.

Parents should find more time for their children and should be more interested in giving them love, work and responsibility. One youth feels that if parents would get involved in youth organizations, youth would also. There needs to be better relationships between parents and children.

In all phases of life youth should be asked for their ideas and, if accepted, given credit for them. If their ideas are rejected, an explanation is due them. Discussions with youth should be frank and as between equals.

More dialogue between adults and youth is needed. Youth feel that parents should demand obedience at home and take strict disciplinary action if their child disobeys. They feel that rejection from the family group should not be used as a disciplinary measure. It is as important to present consequences immediately, stressing ultimate results (court records, etc.). Discipline must be consistent.

There is a great need for more recreational facilities and programs as well as for more supervision of youth activities. There should be more activities such as 4-H, Scouts, YMCA and YWCA.

Youth feel that it would be helpful in the prevention of juvenile delinquency if the law was changed to allow juveniles to work at an earlier age.

Youth feel that society must allow a delinquent to return and become a contributing member. He must be forgiven for past deeds and he should be encouraged to feel free to talk about his past and his problems. He needs encouragement, understanding, guidance, and trust and a feeling of equality from his family and from the community. He must be encouraged to learn a trade, get a job, develop constructive interests, and to take part in recreation. Church sponsored activities and 4-H are recommended. It is felt that a halfway house would be beneficial. One suggestion was to keep closer watch over the juvenile's activities.

The delinquent must learn to accept responsibility and to respect others.

If society does not give the delinquent a chance, then it is society who has failed, not the delinquent.

Concerning discipline within the family, youth feel that both the mother and the father should work together, plus making final decisions. Children should be included in discussions where both parents and children can air their views. Everyone's opinion should be considered.

Others feel that the father is the head of the house and should give final verdict on any discipline. The mother should advise, but even if she disagrees, she should go along with the father's wishes. Parents must not rely on force and they must refrain from constant threatening. Children will obey through respect.

Youth also feel that tattling must not be encouraged unless the safety or welfare of someone is threatened.

Youth feel that obedience is obtained most effectively through love, understanding, trust, encouragement, praise, gratitude and opportunities to develop individual character and personal principles. This must be combined with reason, rationally and logically presented in a straight-forward manner. It is felt that there must be definite rules. A child, however, must be disciplined and at an early age. He should understand why he is being disciplined and that it is out of love. The taking away of privileges is considered much more effective than other forms of discipline.

In response to when boys and girls should be allowed to have their own car or to use their parent's car, the majority of youth feel that it depends upon maturity and responsibility of the individual. This is usually between the ages of fifteen and seventeen.

If a youth feels he wants a car of his own, he must have the means of financing and running it.

It is felt that as a sophomore, youth should be permitted to use the parent's car for week-end dates and special occasions.

Opinions on when to allow youth to begin dating varied greatly. Many felt that it depended upon the maturity and responsibility of the individual. Several others suggested age fourteen for both boys and girls. Responses covered a range as follows.

Girls - 13 limited, Boys - 14 limited

Girls - 15, Boys - 16

Girls - 16, Boys - Anytime

16 - to school activities (both boys and girls)

15 - Should begin dating (both boys and girls)

16 - Should begin dating (both boys and girls)

Up to 10th grade - Group dating only

After 10th grade - Solo dates allowed

Freshman year begin dating.

Sophomore year allow to go steady

Youth feel restrictions on TV and movies should be set by the parents. They feel that TV should be restricted to allow for homework and for housework and a time limit should be set for school nights (e.g. 9:00 or 10:00 p.m.)

Youth feel movies should be restricted to weekends and to type. They think the present ratings are acceptable; however, parents should still make the final decision on viewing. It is felt that the cultural value of the movie should be considered.

Some youth are very liberal, feeling that after 6th grade youth should be able to see all but the sexually perverted movies or that there should be no restrictions at all.

As to dress and make-up the overriding feeling is that it should be moderate. Some stressed the importance of the occasion and local customs. Many felt the parents, especially the mother, should decide. Opinions on when to allow make-up varied from junior high to not before fifteen. Dress should be individual, fashionable, of reasonable price, decent, clean, and in good condition.

The attitude expressed toward cigarette smoking is negative. Many feel it should be totally restricted at least until youth are on their own. Others feel it should be heavily discouraged through teaching effects of use and results plus parental example. Cigarettes are felt to be a tool for acceptance.

The youth feel that beer-wine should be restricted, discouraged, or slowly introduced at home. Some feel complete restrictions should be placed until the youth is 18-20 years old, others feel a child should be able to drink at any time as long as he is at home. They feel that parental example and education as to effects is important.

The attitude for liquor is the same as for beer and wine.

Except for one response, there was unanimous agreement that drugs should be restricted. The one felt that if the effects are the same as liquor then it should be treated like liquor; however, if it is harmful, it should be restricted.

Programs youth feel are important in dealing with juvenile delinquency:

1. Need more recreation facilities.
2. Need more jobs for youth.
3. Feel all children should go to church and to Sunday school.

Schools

From responses received, slightly more than half of the schools have a formal guidance service. Inadequate guidance service is attributed to lack of funds, lack of personnel with reported greater faculty needs in other areas. The ratio of guidance personnel to students for these schools averages 1 to 310.

Through guidance in the schools, students are aided with their vocational goals by interest, ability and aptitude testing, individual and group counseling, course enrollment and placement, occupational classes and classroom discussion in related vocational areas plus personal interviews and arrangements to visit colleges.

The potential delinquent is aided through counseling, parent conferences, scheduling, placement and referral to social agencies.

There are no school psychologists in Southern Aroostook County, however, the psychologist at the Mental Health Clinic suggests remedial action for cases referred to him.

None of the schools have a school social worker, however, there is an area social worker who assists, primarily in contacts in foster homes.

The majority of schools do not have a formal referral system between the teacher and guidance department. Counselors do become aware of problems by word of mouth and personal contact with the teachers. One school does require written reports to and from teachers and counselors.

The methodology of communication between parents and teachers consists of report cards, warning slips concerning academic achievement, written communications, telephone calls and conferences. This is usually done upon the request of either a teacher or a parent.

According to the responses received, the drop-out rates for the schools is quite low. It is either staying the same or decreasing. This is attributed to the change in the compulsory age of school attendance law, few job opportunities, more diversity in curriculum to cover the interests of more students and to a flexible administration. Youth are considered to drop out of school because of a lack of parental and school guidance, lack of vocational preparation courses, and the home background of the drop-out. School efforts to prevent student drop-out consist of conferences, counseling, remedial classes and vocational classes. There are no formal drop-out prevention programs. One school feels it is meeting the present needs as far as preventing juvenile delinquency.

Efforts of the schools to keep contact with and to help juvenile drop-outs consist of conferences, individual arrangements, adult education and freedom to use school services. One school has no set program because it feels individual differences require different handling of each situation.

The major emphasis of the sports programs is basketball and baseball, with baseball being offered mainly to boys and basketball to both boys and girls. These are usually intermural, at least for the boys.

There are some intramural programs in softball, volleyball, ping pong, basketball, etc.

As provisions to help in sports participation for students from poverty based families, one school charges no fees, and another has a late bus for those from rural areas.

Most of the schools have from four to six clubs or other extra-curricular activities. One, however, reports twenty-two such activities. One reports that it has no clubs which would be of interest to potential delinquents.

The respondents described their vocational courses and the number of students enrolled in their program as follows:

Vocational Agriculture	60/300
Homemaking	75/300
Shop	40/46 boys
Home Ec. Shop, Agriculture	37%

Three of six high schools have no vocational courses.

Schools make efforts to discourage the use of drugs through visual aids such as films, and by lectures, television, public speakers, class discussions and published literature. One school says it takes no action with users. Three say that drug and alcohol use is not apparent. One says it chooses not to make a big issue about it until it comes close, then it will react.

Testing done in the individual schools, which may help to identify atypical youth, is as follows:

1. CTMM - California Test of Mental Maturity
ITED - Iowa Test of Educational Development
These are given individually as needed.
2. Kuder Occupational Survey - The school feels this test gives the student a first-hand survey of his special interests relating to educational and vocational needs.
3. Intelligence test to each new student and to freshman.
4. Complete testing is administered in grades seven, eight and nine. Beyond these grades, selective testing is done. The results of these tests are used for guidance purposes, grouping, and remedial action.
5. Kuder Preferential, SRA Achievement, ITED, GATB (given by MESC)
These tests are studied extensively in regards to program selection and vocational guidance.

The elementary school does no testing.

High school marriages are discouraged by school administrators; however, if one does occur, the students are allowed to attend school as long as they can maintain their usual academic and attendance requirements.

Some of the schools encourage the girls who get pregnant to stay in school. One school offers a tutorial program for those who cannot. Other schools allow her to remain in school until the last months of pregnancy or until her pregnancy is obvious. Except for the tutorial program there are no special programs offered for married students or for pregnant girls.

The disciplinary school code is described in one school as flexible with as few rules as possible to maintain order. Another says that students are given a great deal of freedom with restrictions on their actions when they could endanger themselves or others and when they interfere with the rights of others. Another described their code as liberal but firm. Another school operates on the basis that each case should be investigated and discipline should be placed on an individual basis. They use a demerit system complete with a probation system and a suspension policy. Five demerits is probation, with five more being suspension. Suspensions vary from three days to two weeks. Expulsions by law can be awarded only by the school board. Other schools have highly structured codes of conduct including probation in such behavior as unnecessary talk, rude or offensive behavior, destruction or defacing school property, chewing gum or candy during school hours, wearing shorts or slacks, etc.

Recreation

Houlton - Houlton has a Recreation Center, an outdoor skating rink, a ski tow, three baseball fields, one softball field, two tennis courts, one outdoor basketball court and playgrounds.

They have programs in baseball (Pony League), Jr. and Sr. high basketball, skating and skiing lessons, tennis, softball, volleyball, archery and swimming lessons.

An average attendance for one month is reported to be 6,000 - 6,500. It is not known how many are from low income families or have been adjudged delinquent.

The recreation department is open to all of the community with disadvantaged families having equal opportunity to participate.

The youth of Houlton enjoy active recreation such as sliding, dancing and baseball.

Oakfield - Youth in the Oakfield area have Little League, Pony League, and Pee Wee League baseball. There is softball for girls and a swimming program. Two horse shows were presented last fall and summer with about 100 youngsters participating.

Excluding the swim program and horse show, twenty-five youth participated in the above activities. The low income families are not counted as such because of the rural area.

The swimming program and the Pee Wee baseball league is sponsored by the four towns of Oakfield, Smyrna, Dyer Brook, and Merril.

Youth who have been adjudged delinquent do not seem to participate.

Youth in the area prefer unsupervised activities such as fishing, and hunting.

Patten - Activities in this locality consist of Girl Scouts (88 enrolled) Boy Scouts (19 enrolled) Cub Scouts (32 enrolled) Swimming lessons in the summer (108 enrolled) and an afternoon supervised gym program offered to all school children on vacations and on Saturday mornings.

The Community Action Program also has ballet, baton, and tap dancing with a combined enrollment of 63. CAP also sponsors dances on Friday and Saturday nights when other activities are not offered.

All of these programs, especially the CAP program are geared for the disadvantaged child.

The youth in the Patten area are reported to prefer public recreation.

Island Falls - Island Falls offers a summer recreation program for children under twelve years old from 9 a.m. to 11 a.m., and 1 p.m. to 3 p.m. for five weeks.

Three weeks of swimming lessons are offered for all ages and there is a Boy Scout program.

There is a golf course, bowling alley, ski area, an outdoor basketball court (unsupervised) and two lakes (unsupervised) which are used for recreation.

About fifty boys and girls participate in these programs with about 50% of these from low income families. Because there is no cost, disadvantaged youth are enabled to participate in the summer recreation program and the swimming program.

There is, however, no set program for older youth and no funds are allowed for the establishing of one.

Danforth - During the school year there is nothing available for activities besides school activities except Boy Scouts.

During the summer (1968) a local priest and minister ran a two week summer recreation program at Deering Lake. This program included swimming sports plus arts and crafts. Because of lack of public facilities, private property was used. There were about seventy boys and girls from ages ten to fifteen who participated in the program. As they were the prime targets, about 50% of these were from low income families.

Little is done to involve youth in wholesome recreation. Work is being done to generate interest in organizing and running summer programs among adults and older teenagers.

During the school year the general interest is in fishing, hunting, swimming, and some spontaneous games of baseball and basketball.

Haynesville - Only church-connected youth parties are open to youngsters in this community. About thirty youth participate. Low income youth are not noted because the whole area is low income.

Attempts have been made to develop a 4-H club, but there was little parental support.

Youth in the town engage mostly in snowmobiling, swimming, fishing and bicycling.

Linneus - There is no formal recreation in the town of Linneus, however, the youth do enjoy swimming, baseball, basketball, and softball.

Sherman Mills - This community has a Boy Scout troop and a swimming program for which it pays \$200 a year along with Stacyville and Benedicta.

Twenty boys participated in Boy Scouts with sixteen from low income families. One of these has been adjudged delinquent.

Stacyville - Stacyville has Boy and Girl Scouts plus a two week summer swimming program which is financed by the 3 towns of Sherman Mills, Stacyville and Benedicta. About 128 boys and girls use these programs, with at least 90 or more from low income families. All youth are urged to join.

These youth dislike strong rules. They enjoy sports.

Benedicta - This town has a Knights of Columbus building which is used for basketball, providing there is an adult supervisor. The supervisor is usually provided by the Knights of Columbus. It also sponsors the swimming program with Sherman Mills and Stacyville.

About 30 youth use the program. All are from low income families.

SOUTHERN AROOSTOOK COUNTY

School System	Elementary		Secondary		Guidance		Social Worker	Drop-outs	Psychologist
	Students	Teachers	Students	Teachers	Elementary	Secondary			
S 29	1359	52	1239	71	0	3	0	5%	0
U 117	243	10			0		0		0
U 114	415	24	319	18	0	0	0	5	0
S 70	202	7	256	13	0	0	0	3	0
U 115	84	4			0		0		0
S 25	475	21	496	27	0	1	0		0
U 108	102	7			0		0		0
U 110	100	6			0		0		0
S 14	201	9	104	7	0	0	0	1	0

SOUTHERN AROOSTOOK COUNTY COURT

JULY 1, 1969 - JUNE 30, 1970

Offense	NUMBER		AVERAGE AGE		Disposition	PRESENT WITH CHILD IN COURT			ATTORNEY	
	M	F	M	F		M	F	B	YES	NO
Disorderly Conduct	3	-	15	-	3 Cont. informal probation	3	-	-	3	-
Attempted Breaking and Entering	1	-	15	-	Cont.	-	1	-	-	1
Breaking, Entering and Larceny	12	6	12.5	11	15 Cont. 1 Prob. 1 BTC	12	1	4	3	15 Grandmother in court
Breaking, Entering in nighttime w/intent to commit Larceny	1	-	16	-	Prob.	-	-	1	1	-
False report to officer	-	2	-	14	Prob.	-	-	1	-	1 HQW custody
Illegal possession of liquor	5	-	15.2	-	3 Fine 1 Prob. 1 Lic. susp.	3	1	1	1	4
Intoxication	2	-	16	-	1 cust. father 1 cust. parents 2 filed 1 fine 2 not adjud. 1 license suspended	-	1	1	-	2
Illegal Transportation	8	-	15.8	-	1 dismissed 1 Fine & Lic. susp.	4	2	2	1	7 Juvenile dism. was from Canada
Operating M/V while impaired	2	-	16	-	2 BTC 2 Stevens	-	-	2	2	- 1 has 3 other counts against him.
Incorrigible	2	2	13.5	14	2 Stevens	1	-	-	1	3 rep. by HQW. 1 BTC had lawy.

SOUTHERN AROOSTOOK COUNTY COURT Cont.

Offense	NUMBER		AVERAGE AGE		Disposition	PRESENT WITH CHILD IN COURT			ATTORNEY	
	M	F	M	F		M	F	B	YES	NO
Insufficient life saving devices in boat	-	1	-	15	Dismissed	-	-	1	-	1
Attempted Larceny	2	-	15	-	1 Cont. 1 Prob.	1	1	-	1	1
Larceny	7	-	12.8	-	1 BTC 1 Fine 1 Prob. 1 father cust. 2 mother cust. 1 par. cust.	3	2	2	2	.5 1 BTC no Lawyer
Grand Larceny	1	-	15	-	Prob.	1	-	-	-	1
Concealing Merchandise	4	-	10.7	-	1 Cont. 3 Cust. H&W	2	-	2	-	4 1-3 other courts, 1-1 other court
Littering	1	-	16	-	Fine	-	-	1	-	1
Malicious Mischief	3	-	15.3	-	2 Prob. 1 Filed	3	-	-	-	3 Prob. violation custody to uncle
Operating snowmobile on public way	1	-	14	-	Pay costs	-	1	-	-	1
Operating unregistered snowmobile	-	1	-	15	Fine	-	-	1	-	1
Rape	1	-	14	-	Cont.	-	-	1	-	1
Truancy	3	-	14.3	-	1 Cont. 1 Prob. 1 BTC 2 BTC 1 Par. cust.	2	-	1	1	2 BTC-No Lawyer
Using motor vehicle w/o authority	4	-	15.2	-	1 Grandmother's cust. for return to New Hampshire ²	-	-	2	1	3 2 from N.H. 1 BTC no lawyer

CUMBERLAND COUNTY

RECREATION

Starting this fall for the second year now the Recreation Division of our Department has been conducting Teen Drop-In Center programs. In most cases, the program simply involves using strategically located neighborhood schools and locating a spare or adequate room - this may be anything from a gymnasium to a teachers' lounge - within the school. From here we provide supervision in the form of a young adult - a person, male or female, who readily identifies with the young people. Assuming space permits, we move in a pool table and/or tennis table, a number of quiet games plus a television - usually the school ETU set. This is the program - that is all there is to it. Some of these centers have monthly dances - some do not. The fact is the young people using the centers decide for themselves what they will do.

Have they been successful? By our major measuring device - that is attendance figures. they have. In any one evening at any given Center we receive upwards of forty to fifty young people, both boys and girls, at these Drop-In Centers. However, the real success story concerning these Centers (that frankly we never took into account initially) is the rather dramatic drop in school vandalism and attendance at the various neighborhood "hangouts" reported by the city's Police Department.

In summation, the total worth of this program is difficult to measure. We do not try to overestimate our apparent success at present. All we feel we have done at the school centers is provide a new outlet for the young people - something they can identify with very easily.

SCHOOLS

Why do you feel that some youths become delinquent?

Highest rated factors are broken homes, failure of schools, parental attitudes, poor discipline, lack of supervision, and failure in school. Drugs and alcohol take a middle position along with peer and parent pressure, and environment. These three are probably somewhat closely knit. Low rated by these teachers in this item are influence to another kind of life, and disinterest (in school). Rating of poverty here is rather low; some teachers state that many youngsters from poor homes can succeed and especially if they have some sense of values taught by caring parents. Poverty does seem to keep the youngsters in an environment conducive to problems and bad experiences-a trap. There is a need to keep youngsters busy and active as a counter to idleness and aimlessness-another trap.

Some Causes of Delinquency-----Survey

	Schools	1	2	3	4	5	6	7	8	9	10	Total
Broken homes, family life		9	5	3	5	2	4	2	3	4	2	39
Inadequate parents		4	1	1				4	2	1		12
Lack of love in home		2	2			1	1		2	1	1	10
Lack of discipline - permissiveness, too strict, indulgence		4	1	3	1	2	3		1	2		17
Lack of supervision, working mother		3	2				1	1		2	1	10
Parental attitude-immature, negative, uninterested		9		1	4	2	3	1	2			22
Emotional problems, poor self image				1	2	1			1	3		8
Lack of training and guidance		1	3	1	1			2	1	3	3	15
Bored, disinterested, aimless		5	1	1		1		1	1	2		12

Some Causes of Delinquency-----Survey
Cont.

	Schools	1	2	3	4	5	6	7	8	9	10	Total
Failure in school			2	2	3	4	2	1				14
Friends and peers			2	1	1	1	3	1	1	1		11
Inadequate schools-curriculum		3	3		2	2	3	2	1			16
Insensitive teachers				1	2			2				5
Lack activities		1		4	3	4	3		1	2		18
Physical and social environment		4	2		1	2		1				10
Times, confused values of society		1	1	1	3				3	1		10
Poverty and affluence		1	1					1	1			4
Drugs and alcohol		1		1	1	1	1		1	2		8
Failure of church		2		1	1		1	2			1	8

Is there an approximate age when the child starts to become a real problem? If so, what and why?

Here careful consideration of the somewhat vague phrase "real problem" caused thoughtful interviewees to reply in a widely varying manner. More persons found junior high years to be the beginning point. Next in order of importance were the two groupings "elementary school years" and "individual circumstances". In order of declining importance followed early high, and preschool, then grades 11 and 12.

Schools	1	2	3	4	5	6	7	8	9	10	Total
Preschool			1		2	1	1	1			6
Junior High	3	3	2	1	3	2	1	2	1	4	22
Early High			3	2	2		1				8
11, 12	2		1								3
Individual Circumstances		1		2	1	3		2	2	1	12
Elementary	1	1	1	1	1		1	1	2	3	12

A reaction not evident from a chart but observed by interviewers is that teachers and administrators of any given level feel that youngsters come to them already with problems. The low figure given for the 11, 12 grade level probably includes factors of already dropouts, while the low tallies in the pre-school area may reflect the fact that no elementary grade teachers were interviewed. Guidance persons and administrators were most likely to indicate problems as individual matters and early formed. The consensus for the junior high to be a problem situation is generally attributed to more independence, lack of enough ability to make sound decisions and nearer in time and age to larger problems, accumulation of more personal and schooling failures. Although the preschool figure is low, persons indicating that choice spoke very emphatically. Isolated persons indicated that the first time a child "realizes that he may defy authority", and "when he sees alienation" - is the beginning of problems.

Is your dropout rate decreasing, increasing, or remaining about the same?

Responses here indicated opinions almost equally divided. Responses with each school were lumped together and listed as one.

Schools	1	2	3	4	5	6	7	8	9	10	Total
Increasing				1	1	1		1		1	5
Decreasing											0
Same	1	1	1				1		1		5

A large number of teachers openly indicated lack of knowledge of actual facts. Administrative persons were the most authoritative source of figures. The factor of repeated dropouts reappearing in statistics was mentioned. It may be that improving curricula may be the balancing factor to current drug influences indicated by the large response to "same". A few interviewers felt the rate may be decreasing slightly. However, no guidance or administrative person was among these.

What do you think are some reasons for this? (rate decreasing, increasing, or remaining the same)

As nearly as possible this item is described in terms of the teachers' wording of responses and grouped as to positive and negative contributing factors.

Reasons (+)	Schools	1	2	3	4	5	6	7	8	9	10	Total
Law		2	1			2		2			2	9
Guidance (home and school)		1			1	1	1		3			7
Individual himself						1					1	2
Influence of teachers					1		1	1			1	4
Influence of home and parents					1	3		1	1		2	8
Curriculum program (-)		1	1		1	1	1	4	3	4	5	21
Confused times					1							1
Drugs and alcohol					1					1		2
Failure in school		2	2	1	1	1	4	1		1	2	15
Low I. Q.								1				1
Lack of interest		1	1				2	1		1		6
Influence of other type of life		1		1	3		3				3	11

The large emphasis here on failure of curricula and failure in school should be compared to weight elsewhere on the prime importance of the state of home and family life. Although only one person specified low I. Q., a significant number of persons discussed the thought that not all problems can be solved and there may be a number of persons who cannot be reached. The habit of truancy is widely recognized as contributing to the later life style of delinquency.

Describe your school's dropout prevention program.

No school surveyed made use of a formal structured dropout prevention program. All utilized guidance personnel to the fullest extent in student problem situations. In larger schools the administration spent much time with truancy cases, aided by city officers and social service workers. Classroom teachers close to youth do some individual counseling.

A large number feel that improved, meaningful programs are an informal and very successful method of dropout prevention. The work-study program is an outstanding example of this, as is the option to choose subjects within the required structure. The choice of a minimum number or required courses is aimed at general and vocational students. The area vocational school is another method achieving some success. Some other special methods include intensive remedial reading and math programs in some cases, and ideally early; EPIC-a federal enriched program for qualified underachievers, psychiatric clinics and referral to consulting community psychiatrists.

What steps are being taken to keep contact with and help dropouts?

This applies almost wholly to high schools. The few dropouts in junior high are almost all pregnancies or severe health problems. In general, most interviewees feel that youngsters out of school are now their own responsibility and that the school's real responsibility is to those youngsters remaining. Several mentioned that a significant number of youngsters drop out for solid reasons. Some do try to continue individual personal contact. Sometimes armed service recruitment officers initiate contact back to schools. Sometimes school guidance persons refer a dropout to an organization such as Youth Corps, Manpower Training Program and Pinecap, or to night school. Most say that dropouts may always return voluntarily for further education. In larger city situations, the follow-up may be assigned to a social worker or to the proper city official separate from the school department.

What programs are used to inform the student on drugs and alcohol?

A number of approaches are being used to inform students about drug abuse. There is much less emphasis now on alcohol, although in some school areas alcohol problems are more in number than drugs as yet. Small group guidance with guidance counselors is one technique. Almost all schools present current information in required health and biology courses, in some social study classes, in some tuned-in English classes, and wherever students question and otherwise initiate classes. Here the teacher's sensitivity, ease of communication and credibility is an urgent matter.

In one town a local citizens' and teachers' and students' drug council is now being formed and a survey of students' desire for information is being taken for a guide to the direction of a program. A strong drug council has been active for several years in a greater Portland community with a drug rescue committee available for help wherever desired.

In some schools a two-week intensive program by a drug rescue team seems to be well accepted. In-town junior highs and some sixth grades participate in an information program. An open lab discussion program almost always brings many concerned parents who are willing to participate. Another method commonly used is an assembly with film strips or speakers-doctors, policemen, or other respected persons, or ex-addicts. Proximity to Portland or a summer colony appear to affect the seriousness of the situation now (ease of the youngsters' access). Outlying communities may have a bit longer to prepare. The degree of success of these programs, especially ex-addict speakers, is questionable to many educators who have already tried this technique.

Teachers' comments about ex-addict speakers - "Some are effective. Some are fake. Some are callous profiteers. Some are base, crude, and not fitting examples to present to our kids as 'successful survivors' and some are not ex-addicts." Educators say kids are smart and know the difference; however, they (kids) question adults' ability to advise because of their lack of experience. Junior highs are most receptive. A number feel that we may only "reach those in the balance." Junior high may be the best years to reach.

With reference to programs: "Scare tactics do not work." One interviewee reported real impact and influence on youngsters who had known and loved a bright and popular youngster now permanently devastated by drug abuse. One suggestion was to take students to Augusta to see the tragedy of victims. This seems harsh but is probably reasonable.

Are school facilities available for student use on evenings and weekends?

Almost all schools make their facilities available without limitation for approved and supervised school activities, social and sport. One outlying school which is experiencing a decline in popularity of dances, (as many are) has become the headquarters for snowmobiling activities. No schools interviewed make use of facilities evenings or weekends for free study with library or classroom use by students, although several younger teachers mentioned this as being desirable. No school in the survey could be called a social or activity center.

This may or may not reflect both social and community thought. (The direction of student thought seems now to be moving toward unsupervised activities, not subject to regulations.)

One in-town school is used thoroughly for an activities center, but it is sponsored by the Parks and Recreation Department. Another large in-town school has nearby community athletic facilities. One suburban school runs a large successful summer sports program in conjunction with the neighboring town and its pool. A number of schools allow the use of the gym as a sport center for younger students and private groups on weekends, evenings, and some school holidays. This may limit the schools' own athletic programs.

A few interviewees mentioned that schools do belong to the citizens and should be put to more use. Some are aware of problems of policing activities.

Do you feel that raising the compulsory school age has increased or decreased the dropout problem? Why?

The majority thought appears to be that the dropout rate before age 17 has decreased, has stayed the same after age 17 as compared to before at age 16, but now there is a "mess" because the holding of eventual dropouts longer produces frustration and failure. "School is not for everyone." Educators feel that this law has very much increased discipline and truancy problems; dropouts meet more failure and exert very bad moral influence on more buddies in their extended stay. Dropouts are likely to be leaders for a younger group.

"In-school dropouts are common."

"Should not interfere with individual rights."

"Should be an individual matter."

One individual only states, "Would like to see them all graduate."

Several feel that holding them until 17 may possibly influence a few to go on to graduation.

"We are forced to tolerate them--we cannot reach them."

"...just too big to be in school." It was also mentioned quite often that the courts will not back the enforcement of this law.

Educators feel very strongly about this question. Probably they know.

Is there close cooperation among the school, law enforcement, and social workers on the delinquency problems?

In general - yes. A number answered "yes, when needed", four indicated "excellent". One man said, "No, in the larger picture but yes locally." Some said that more cooperation would be helpful. A number said that they did not know. It also "depends upon the area and the people". In-town schools with more need, seem to answer a strong "yes" to cooperation; they also seem to be trying to build positive relationships between youngsters and police. Social workers fit into the picture in larger complex systems and with State aid children everywhere.

This is the complete assessment of responses to the questions as they came to us. It does not, however, indicate the strength of comments from a number of thoughtful educators who ask for overall community-school-parent-police-church-social worker active and possible cooperation. A new approach is coming into being--that of no blaming, no buck-passing; concentrate the effort toward the success of OUR KIDS. This approach is their hope but the big question is still "HOW".

Is there sufficient contact between teachers and parents? Would more contact be beneficial?

One woman guidance counselor called this a loaded question. A large number of interviewees responded quickly and emphatically that there is not enough contact, that more would be beneficial. To some this seemed too pat to answer, and a few, in fact, are against any meeting at all. A few recognize that teenagers may feel embarrassed to have their parents be seen at school about their problem and that conferences at this point may be too late to really affect the child's success. Most teachers felt completely free to initiate the contact when needed; and guidance people enjoy a reasonable degree of success in home contacts. An open house or PTA situation is not usually well attended; a band parents' group, etc. attracts more; the opening of a new school is quite well attended. In contrast, parents usually throng to schools when invited to come to discuss drug problems.

Some pertinent, gold-nugget comments by interviewees follow:

"Communication is always better."

"We'd like to by-pass some parents."

"The parents who need to come do not."

"Not fair to condemn parents because they are not involved."

"Many teachers here make home visits."

"We need those who come--they are the true supporters of the school."

"Those who like to hear their children be praised will come."

It appears that a good home-school relationship established early will probably continue. This may be related to either the child's success in school or the parents' attitude about education. Some parents may be uncomfortable and self-conscious in the school situation. Many parents are truly not able to cope with their families and their problems.

Absence of early good home-school relationships may be difficult to remedy in later years. If schools can know that families will help when asked and if the families can know that the school's care, then a favorable climate for success can exist.

The general situation appears to be that more teacher-parent contact earlier and maintained through the years would be beneficial and might build a broad base of better relationships among community, school and students.

Recommendations for the prevention of delinquency.

Most felt that they could "write a book." "But maybe punishment is not the answer." There was much stress on broken families and inadequate parents. In a sense working mothers may create a broken family because their love and supervision may be lacking when needed. There was much emphasis on character building and sharing of love. "...develop sincere feelings for each other--ability to cope, to decide," "train young kids how to be good parents later."

"Think before making decisions." (No impulse mistakes!) "...need much understanding," "balance love and discipline," "look for the soul of the person," "trust," "Don't trust so easily," "Cultivate esteem and human dignity," "Parents are running scared--do all possible, then let go," "Even if society is not ideal, a secure home..."

Much emphasis is on more authority and control, less permissiveness. The courts are condemned for protection of the rights of a few at the cost of the majority. A loud statement was made calling for intensive remedial reading programs to assure success with this basis school tool. There were strong pleas to know where kids are, to go with closer supervision. A bid was made to "solve international messes;" "try to solve personal problems, not preach." "Stop coddling kids." Locate discipline problems early; treat with early guidance and "never stop trying."

Recommendations	1	2	3	4	5	6	7	8	9	10	Total
Strengthen family unit-re-educate parent	2	2	4	3	3	3	3	3	1	1	25
Better discipline-school and home	1	1		1	2	1	3	4	1		14
Upgrade moral teachings-from parents				1	2	1	2				6
Early guidance-give direction of life		1					1	2		2	6
Time together-parent and child							1	1			2
Communication-family and child			1	1				1	1	1	5
More love expressed in home	1	2		1	3		4	2			13
Environment						1					1
Strengthen position of courts		1	1					1	1		4
Reinstate status of church	1			1	1			1	1	1	6
Schools-curriculum	3	1	2	2	3	4	3	2	2	2	24
Schools-more students involvement		2		3		2		1			8
Schools-sensitive teachers, others	1				1	1	1			2	6
Schools-recreation programs, etc.		3		1						1	5
Cooperation-community, student, parents, etc.	4	1		2	1	1				1	10
Try to assure success		1	1	2	2						6
Individual student			1	2	1	1				1	6
Better control of T. V., etc.			1					1			2

Recommendations:	1	2	3	4	5	6	7	8	9	10	Total
Larger citizen responsibility			1					1		1	3
Drug programs						1					1
Family planning			1			1					2
Confused times-environment of violence, unsure values hypocrisy								1	2		3
More supervision-know where kids are		1		2		2		3		1	9
Parents' attitudes-quick to condemn, more trust	1		1				2				5
Better supervision	1	3		1		2	2	1	1	1	12

Educators say that the family unit and improvement of school curricula are emphatically the number one and two priorities for prevention of delinquency. Number three is supervision, number four is discipline (typically father) and number five is the expression of more love (mother and father). The important role of each parent and of a cohesive home are emphasized. Early guidance and training and better supervision again point to home. Although few interviewees were ready to flatly condemn the working mother, most were together in the opinion that a mother at home provides needed stability. Here again the conviction to discover problems early surfaced--personality, discipline and ability problems--and it was suggested to work intensely on these expecting them to be solvable. These reporters were surprised at the small mention of the pill and family planning as a real aid to crowded environment and the state of homes. In fact, poverty itself was not really a significant factor. Although two thought that drugs were the reason for increasing dropout rates, only one thought that a control program might help prevent delinquency. The one vote for improving the child's home environment cannot reflect the strength of that man's conviction--he is SURE. The next most significant factor would be to try for closer community-student-parent-school cooperation.

Teachers might have enjoyed a longer time to think about these questions and might have responded somewhat differently.

We feel that the educators interviewed cooperated fully despite limited time to think and respond to questions which in some cases needed some interpretation. Some responses are impressions, rather than facts. We, as interviewers, were impressed by the real concern of the individuals surveyed. Curriculum situation, however, is not so good, and in fact is failing to satisfy potential drop-outs. It seems that earlier emphasis on remedial reading and math, early guidance, and treatment of discipline problems, and earlier (6th, 7th, and 8th) grade instruction about drug abuse may better meet the needs. Re-evaluation of disturbed home and family life and of the entire American "way of life" is indicated as a desirable possible solution to the problems of youth.

JUDICIARY

Basis for Report

Conferences were held with various members of the Judiciary, members of the Cumberland County Bar Association, and other agencies associated with the court system. This report is based primarily upon personal experiences of all consulted, including the author's experiences as a judge, U. S. Commissioner and lawyer.

Summation of Conferences

State Statutes dealing with juveniles are broad and flexible. However, constant review with the purpose of revision towards the improvement of justice is needed.

Cumberland County is fortunate in having the aid of specialists in the Cumberland County Juvenile Probation Department and, in addition in the City of Portland, the Juvenile Division in the Police Department. This feature presents a background of information needed for a court hearing, particularly when the judge must impose a sentence.

Judges involved in juvenile hearings should be of a particular temperament, compassion, patience and understanding.

There is a problem of time in a busy Court to properly allot sufficient time for juvenile hearings.

Appeal cases to the Superior Court are seldom heard and usually from a practical viewpoint become a mere dismissal.

Attorneys as a whole do not devote much time and effort to juvenile cases and presently when juveniles should be represented by counsel in court it is essential they be of a type with understanding of the laws and problems involved.

Presently a vacuum exists for the proper placement of an emotional or mentally involved juvenile.

Recommendations

A permanent committee be established for revising and upgrading juvenile laws. Particular emphasis presently be in considering and raising of the age limitations of 17 & 18 and eliminating the possibility of Institutional Commitment as a result of school truancy.

In the District Court, one or two additional judges be appointed to travel on a circuit throughout the State for the handling of juvenile hearings, thus insuring proper time be devoted for such hearings and promotion of more uniformity in the disposition of all cases.

More juvenile probation officers be made available for aid to the court outside Cumberland County.

Assignment of a Superior Court judge with appreciation and understanding to handle juvenile cases on appeal.

A program designed to interest and educate attorneys to become involved in juvenile cases.

(As the Court system is Statewide, it becomes necessary to make commentaries beyond Cumberland County.)

PROBATION AND ENTRUSTMENT SERVICES

The probation and entrustment services for juvenile offenders in Cumberland County are administered by three separate agencies. Two are state supported and one is county sponsored. They are as follows:

1. The social services division of the Boys Training Center where entrustment officers are employed for the purpose of supervising juveniles from the institution. These officers help individuals to make a better adjustment when they are released to their homes.
2. A female probation parole officer is employed by the Maine State Division of Probation and Parole. Her responsibility is to supervise Cumberland County juvenile offenders who have been released on entrustment from the Stevens School, Hallowell, Maine. Unlike the Boys Center, the Stevens School does not have an entrustment program of its own for females.
3. The Cumberland County Juvenile Probation Department. Responsibility of this Department is to supervise all juvenile offenders, male and female, between the ages of eleven and seventeen who have been placed on probation by the courts in Cumberland County of which there are three: Portland, Brunswick, and Bridgton. These professional social workers are employed by this Department to carry out the probation responsibilities.

Pertaining to the case load per local probation or entrustment officer, latest figures indicate the following. The Cumberland County Probation Department supervises around 120 probationers which gives individual case loads of 60. This number fluctuates, however. A median figure could be listed as about 50 cases per county probation officer. Of this amount 25% are female offenders.

The number of male juvenile offenders on entrustment from the Boys Training Center according to figures through October 1, 1970, is 30. One entrustment officer is supervising 23 and the other is supervising 7 individuals. In many instances entrustment officers cross county lines. For our purposes, though, we are referring only to their case loads in Cumberland County. The State's female probation-parole officer as of October 1, 1970 had 7 female juvenile offenders. In addition to juveniles, this female officer also handles adults in Cumberland County.

In analyzing the above situation, it is evident that all probation and entrustment officers who service juveniles in the County have substantial case loads. A larger staff, in all probability, should be considered. Another factor under current observation is that there is an overlapping between agencies performing similar functions. If they were coordinated into a single unit with more continuity, closer supervision, and a continuing unified focus, most juveniles would be better aided with their problems. Presently there are 155 juveniles being supervised by the three agencies, which should indicate an average case load of 30. A balanced case load is not achieved, the reason being that there are many more juveniles on probation than are on entrustment.

PARENTS OF ATYPICAL YOUTH

In the survey conducted with parents of atypical youth 30 questionnaires were given to individual parents. Of this amount 26 or 86% of the parents requested to participate took part in the survey. Of those who did not respond, one indicated she would not fill it out and three were lost. It is interesting to note that the three that were lost and the one that was not filled out were delivered to parents whose children has been acting out more frequently than some of the others. Parents were questioned on areas that appeared pertinent to help us determine overall needs of atypical youth in our county. The areas considered were causes of delinquency, discipline, general problems of raising children, attitudes of parents toward probation officer. Finally, from this information, conclusions and recommendations are to be made.

In questioning the parents regarding delinquency and discipline, it was interesting to note the reasons most mentioned as causes of delinquency were poor associations, divorce, separation or the death of a partner and poverty. This is primarily what experts in the field have often stated as being the basic causes of much of delinquent behavior in our country. Because many of the parents were able to realize this, was in itself progress from previous surveys. Indications are, through expanded counseling, we may better be able to cope with our juvenile offenders in the future. The average age at which juveniles came to the attention of authorities for undesirable behavior was fourteen years. The youngest age mentioned was nine years and the oldest was fifteen.

Discipline in the majority of these families due to circumstances of separation and broken homes was generally handled by the mother. Actually the preponderance of opinions in the survey was that the father should handle the discipline even though in many instances there was no dominant male figure in these homes. Where step-parents were involved, in a few instances the male step-parent was allowed full control of his step-children.

In relation to the bringing up of children, questions were posed to these parents referring to such common occurrences as driving the family car, when a young person should own a car, either a girl or a boy. In answers of parents, the general consensus was that driving should be very much restricted because of the immaturity and lack of responsibility among young people. However, many were quick to state that if some of these people showed an ability to carry responsibility there was little opposition to their using or owning a car. There was almost a unanimous opinion of the parents involved that no one under eighteen or nineteen should own a car and only those who would be able to purchase, insure and finance the automobile from earnings of their own.

Other topics discussed in the survey pertaining to atypical family problems were permission to consume liquor in and out of the home, restriction of TV and movies and whether dress and hair style should be restricted. In all of these areas a desire for some controls was expressed by the parents. The most unpopular entertainment medium was the number of sex and violent movies. The general feeling was that these movies should not be shown. No one mentioned this type of entertainment as causing delinquency.

Regarding the supervision of these children by probation officers, the parents' attitudes were most interesting. In general the parents felt no objection or hostility toward the supervision granted the probation officer by the court in regard to their children. 80% of the parents had no objection to the control over their children, some had reservations and others felt that there should be no control and that strict limitations should be placed on the probation officers' authority. Regarding the authority of the probation officer, some suggestions were made by the parents in this area. There were as follows:

1. That the children must have someone they respect.
2. That an outside authority has more effect on juvenile offenders.
3. That the probation officer must be honest in all areas with his probationers.
4. That many offenders realize when they are placed under the authority of a probation officer they cannot do as they please.

Another area of conflict that was significant in the survey was school adjustment of these children. 90% of the children had had precious difficulty in school. The major school problems of those whom the parents thought had problems were as follows:

1. Inability to accept discipline.
2. Difficulty in the learning experience.
3. A lack of motivation to succeed in school.

The final conclusions from this report pertaining to discipline were as follows:

1. The father to handle major discipline problems.

2. Realistically speaking, father-oriented discipline is not practical in most families questioned in this survey and the mother is the dominant force, which sometimes is not sufficient authority.
3. When step-parents are involved, it appeared from the survey no particular agreement on discipline was reached in many instances.

Recommendations which were evolved from this material indicated the following plans should be implemented:

1. Better counseling services must be made available to these people to help them adjust to life situations where understanding their own shortcomings of behavior might help.
2. More school social workers should be employed to help pinpoint problems in the lower grades. This is one area where the present educational system is still very much lacking.

In the areas of the cause of juvenile delinquency, the responses indicated the following be concluded:

1. Poor association is a major cause of juvenile delinquency.
2. A loss of either parent at crucial point in life may damage his future behavior.
3. Poverty

The recommendations which were stated by the parents to remedy these causes were as follows:

1. Better recreation facilities.
2. Greater professional counseling to enable unstable families to become more stable and be accepted rather than rejected by their communities.
3. Stronger local ordinances such as curfew laws, and a better program to control licensing of unquestionable areas of entertainment such as bowling alleys and pool rooms.

Pertaining to the bringing up of children, the survey indicated that parents appeared to be in general agreement with the mainstream of American society in regard to automobile usage, drinking, dating, and restrictions and setting of standards regarding clothing and entertainment.

The majority felt that this would have to be a national effort if reforms were to be accepted throughout the country. Also, their standards varied little from middle class standards and it showed that, even though they may not have had the necessary advantages as other people, they seem to have been able to read or understand what has to be done.

Concerning the probation officers' behavior with these children the following suggestions were made by the parents and these probably should be considered by the committee for its future planning.

1. The probation officer should have more time to talk to both the parents and the juvenile offender. In order to accomplish this, it was evident that a larger staff must be recruited.
2. The probation officer should have understanding and warmth toward people rather than a punitive police attitude which many probation officers in the past have had. This would indicate that expanded facilities must be developed to train people in the correctional field in the area of human science.
3. Probation officers must be able to develop a relationship or else they will be unable to communicate with the young adults. In order for this to succeed, a better selective process as to hiring probation officers must be found.

In essence, this is a summarized report on mechanics and availabilities of probation and parole services to our young people in Cumberland County.

The general feeling of the parents of these children, I am sure, is that many have feelings of inadequacy in controlling their children's behavior. The fact that they have been given an opportunity to state their opinions in this survey is good.

Many times in the past they have been completely rejected. If we are to improve the general well-being of our young offenders, many disciplines and sciences must listen to the parents and their children. This is the point from which we must generate most of our future planning.

HEALTH - MENTAL AND PHYSICAL

In July, 1970, seventeen questionnaires were mailed out to the heads of health departments, encompassing all the cities and towns in Cumberland County. This list included school and town nurses, Portland's Director of Public Health, State of Maine Department of Health and Welfare, and Maine Medical Center's Director of Psychiatry. As only one questionnaire was returned, my findings of the problems are sketchy.

May I interject here that my field of nursing is general duty, Maine Medical Center, and therefore, do not have first hand knowledge of youth and their problems.

I have tried to analyse the lack of response to the questionnaires and several thoughts come to mind. No problems? Disinterested? Another task for an already overworked person? Reluctance to make public their community problems? Is a questionnaire the most effective method of obtaining information?

I do not think the health of juveniles, whether mental or physical can be excused lightly, as there definitely is a correlation between these incidences and juvenile delinquency. Helping these children to attain a degree of normalcy, and an understanding of their afflictions may erase much of their hostilities.

Cumberland County has numerous existing health facilities whereby a child may be evaluated and treated. However, no child is going to seek physical or psychological help by himself. What this County needs is more manpower.

What I envision is a regional center to function as a liaison between the schools, hospitals, courts and public health departments. This center would provide initial appointments, referrals, follow-up, teaching of parent and child, and generally filling the gap, which the County's existing facilities cannot handle. The staff of this center to be assisted by college students.

In conclusion, I sincerely wish all parents would realize their children are precious commodities, and would take pride in their raising of them. As for this I do not have the answer.

Respectfully submitted,
Edith M. McCormick, R. N.

LAW ENFORCEMENT

It would seem advisable for the County of Cumberland to establish a central juvenile authority related to law enforcement. Although juvenile police work is every officer's business, the need for specialization in juvenile police work seems quite apparent. The general lack of manpower and finances available to most police agencies within the County would seem to warrant establishing a central juvenile authority. This plan might be economically feasible, especially to the smaller communities of the County. This plan would certainly take a great deal of coordination and cooperation by each of the communities of the County involved. I believe that it could certainly be worked out to the benefit of all, particularly the youth of our County.

Stanley J. Piawlock
Youth Officer - Youth Aid Bureau

RELIGIOUS SURVEY

Survey Results

A total of 115 surveys were sent to every organized religious body in Cumberland County, Maine. There was a very poor response to this questionnaire. Only 18% were completed and returned. Since there was a very poor response, no valid statistical computations could be determined. If this type of survey were conducted again, I would personally recommend that it be done through contact with a reputable consultant agency specializing in human resources.

Of the surveys returned, 98% were submitted from urban churches. One could assume this was because urban churches are experiencing greater juvenile problems and are, therefore, more concerned with this social problem.

Observations Contained in Surveys

Of those who responded, a large proportion felt that there were three services which should either be expanded or initiated within the communities. Fully 85% felt there was a very strong need for additional or new juvenile and family counseling centers. Eighty-two percent (82%) felt better recreational opportunities should be offered. Seventy-eight percent (78%) felt youth employment opportunities should be increased. These categories seemed to be of major concern to community religious leaders.

In response to the question - "Why do you feel youth become delinquent"?, with few exceptions, all replied that delinquency received its genesis from broken homes and lack of strong parental guidance.

RECOMMENDATIONS

1. Establishment of an independent agency staffed with experts in the area of juvenile problems. This agency would specialize in this area and provide individuals, families and agencies with diagnostic and counseling services. An independent agency is primary in order to give innovative services not burdened with "establishment policies". This would give it the opportunity to be innovative and non-partisan to agency restrictions nor would it be influenced by philosophical or predetermined bias.
2. Offer socially disoriented youth specialized educational opportunities where they would be paid a salary to attend school as an incentive.
3. On a pilot program basis, provide fully subsidized counselors in a small geographical urban area to establish small group relations among disadvantaged youth. It appears as though youth need positive identification models which are absent in broken homes. A pilot project of this sort should establish criteria by which guidelines could be established to work with problem youth particular to the Maine urban environment.
4. Establish a strong education committee in Cumberland County charged with the responsibility of orienting religious organizations in recognition of initial delinquency behavior and knowledge of resources available in the community to assist in prevention or treatment.
5. When establishing future planning groups to initiate additional services or activities concerned with providing activities to combat delinquency, I strongly recommend that "consumers" (i.e. those with a delinquent history) are members.

Respectfully submitted,
Robert A. O'Brien, Director
Danforth Street Neighborhood Center

YOUTH

Since there was only one response to the youth questionnaire, no valid statistical computations could be determined.

CUMBERLAND COUNTY

SCHOOL SYSTEM	STUDENTS	TEACHERS	STUDENTS	TEACHERS	ELEMENTARY	SECONDARY	SOCIAL WORKER	DROP-OUTS	PSYCHOLOGISTS
S 51	1051	40	638	41	0	1	0	est. 3% perweek	1 aftnoon
S 61	738	31	778	53	0	2	0	18	0
S 62	175	8			0		0		0
U 15	1147	43	846	55	0	3	0	est. 5%	0
Cape Elizabeth	1263	53	1021	76	0	3	0	Not avail0	
Brunswick	1742	65	2356	129	0	4	1	Not Avail0	
Falmouth	1001	47	702	53	1	2	0	1% 0	Consul. psy for guid & teach.
Gorham	1120	40	894	49	0	2	0	4.6% 0	
Portland	7798	286	6229	330	1	18	5	319	2 psycho. 1 examiner
South Portland	3193	133	2478	152	4	3	0	3.7% chology	Part-time cons. psy-
Scarborough	1112	44	1006	65	0	2 4/5		est. 1 day/wk for Pt-time 4%whole sch. sys.	
Westbrook	2195	81	1632	98	0	4 1/2	0	60	0
Yarmouth	837	40	530	41	1	2	0	9	0
Freeport	897	37			0		0	0	0

CUMBERLAND COUNTY

Court Bridgton Court Date July 1, 1969 - June 30, 1970

OFFENSE	NUMBER		AVERAGE AGE		DISPOSITION	PRESENT WITH CHILD IN COURT			ATTORNEY		
	M	F	M	F		M	F	B	YES	NO	
Malicious Mischief	4	-	15	-	Dism. 3 Cont. 1 Prob. 2 Filed 5 BTC 1	-	4	-	1	3	
Larceny	9	-	15	-	Cont. 1	-	3	6	2	7	1 BTC Court appointed lawyer
Illegal possession of liquor	-	1	-	15	Dism. 1	-	-	-	-	-	
Attempted B. E. L. Nitetime	2	-	14.5	-	Cont. 2	-	1	-	-	-	
Truancy	2	-	16	-	Cont. 2	-	1	1	2	-	

Court Brunswick Court Date July 1, 1969 - June 30, 1970

OFFENSE	NUMBER		AVERAGE AGE		DISPOSITION	PRESENT WITH CHILD IN COURT			ATTORNEY		
	M	F	M	F		M	F	B	YES	NO	
B. E. L.	4	-	15	-	Dism. 3 Prob. 1 BTC 3 Prob. 2 Cont. 2 X - 1	2	1	1	3	1	
B. E. L. (nitetime)	9	-	15	-	Dism. 1	5	2	1	8	1	
Using or taking m/v w/o authority	4	-	15	-	Not adj. 1 Prob. 1 Dism. 1	3	1	-	4	-	
Petty Larceny	2	-	15	-	Cont. 1 Prob. 1 Prob. 3	-	1	1	-	2	
Intoxication	4	-	15	-	Dism. 4 Prob. 1	3	-	-	2	2	
Illegal possession of liquor	2	-	15	-	Cont. 1	1	-	-	-	-	
Contempt for U. S. flag	2	-	14.5	-	Cont. 2 Dism. 1	-	-	1	-	-	Other youth accompanied by a relative
Runaway	1	1	16	16	Health & Wel. Prob. 2	1	1	-	-	-	
Disorderly Conduct	4	-	16	-	Not Adj. 1 Fine 1 Prob. 1	2	2	-	3	1	1 BTC Court appointed lawyer
Assault and Battery	3	-	14	-	Dism. 1 BTC 1	1	1	1	2	1	
Prowling	1	-	?	-	Cont. 1	-	1	-	-	1	
Assault	1	-	16	-	Cont. 1 Prob. 2 Not Adj. 1 BTC 1	-	-	1	-	1	1 BTC - Court appointed lawyer - State ward
Larceny	4	1	14	13	Cont. 1	2	-	-	2	-	
Danger of Falling	-	2	-	15	Dism. 1 Cont. 1	2	-	-	2	-	

Brunswick Court Cont.

OFFENSE	NUMBER		AVERAGE AGE		DISPOSITION	PRESENT WITH CHILD IN COURT			ATTORNEY		
	M	F	M	F		M	F	B	YES	NO	
False fire alarm	1	-	15	-	Dism. 1	-	-	-	-	-	
False bomb report	10	-	14	-	Dism. 7 Prob. 3	7	-	1	10	-	
Malicious Mischief	4	-	16	-	Cont. 2 Dism. 2	1	2	1	1	3	
Unlawfully counsel, aide, abet and hire juvenile to makefalse bomb report	1	-	15	-	Dism. 1	1	-	-	1	-	
Counsel, aide, procure and abet juvenile to commit B. E. L.-night time	-	1	-	14	Cont. 1	-	-	1	1	-	

CUMBERLAND COUNTY

Court Portland Court Date July 1, 1969 - June 30, 1970

OFFENSE	NUMBER		AVERAGE AGE		DISPOSITION	PRESENT WITH CHILD IN COURT			ATTORNEY		
	M	F	M	F		M	F	B	YES	NO	
					Unof. Prob. 25 Prob. 16 Released 1 Dism. 8 Cont. 3						1 BTC--court appointed lawyer
Larceny	46	8	14	14	BTC 1 Prob. 3 BTC 5 Dism. 2	27	9	9	23	31	3 BTC - had lawyer 2 BTC waived lawyer
B. E. L.	11	-	14	-	Unof. Prob. 1 Prob. 3	5	4	-	5	6	
Attempted B. & E.	4	-	15	-	Cont. 1 Prob. 3	2	-	2	3	1	
B. & E.	4	-	15	-	Dism. 1	1	1	1	3	1	
Assault and attempted larceny	1	-	1	-	Dism. 1 Prob. 1 Cont. 2	-	-	-	1	-	1 BTC-Court appt. lawyer
Larceny of m/v	4	-	15	-	BTC 1 Prob. 4	1	1	-	2	2	1 BTC-waived lawyer
B. E. & L. Night time	5	-	14.5	-	BTC 1	2	1	2	2	3	
B. & E. with intent to commit larceny	1	-	15	-	BTC 1	1	-	-	1	-	Had a lawyer
B. & E. with intent to commit larceny night time	2	-	14	-	Prob. 2	-	1	1	2	1	
Attempted larceny	1	-	16	-	Cont. 1	1	-	-	1	-	
Trespass	1	-	16	-	BTC 1 Prob. 14 Cont. 4 Released 1 Stevens 6 BTC 1	1	-	-	1	-	Court appt. lawyer 1 BTC-lawyer Stevens 2 court appt. lawyers 1 own lawyer 2 waived lawyer 1 unknown
Runaway	9	20	15.5	15	Unof. Prob. 3	9	8	9	12	17	

Portland Court Cont.

OFFENSE	NUMBER		AVERAGE AGE		DISPOSITION	PRESENT WITH CHILD IN COURT			ATTORNEY		
	M	F	M	F		M	F	B	YES	NO	
Redisposition to MCC	21	-	15	-	WCC 12 Dism. 1 Cont. 8 Unof. Prob. 1	4	1	3	21	-	7 were accompanied by a train. cen. of.
Intoxication	1	1	15	16	Prob. 1	2	-	-	-	2	
False fire alarm	1	-	16	-	Dism. 1 Prob. 7 Cont. 1 Dism. 2	-	-	-	1	-	
Assault	9	2	15	14	Released 1	5	2	1	8	3	
Contribution to the Delinquency of a minor	1	-	14	-	Prob. 1	-	1	-	-	-	
Illegal possession of firecrackers	1	-	15	-	Fined 1	-	-	1	-	-	
Violation of Curfew	-	3	1	13	Dism. 3 Dism. 2 Prob. 4 BTC 2 Cont. 2	-	-	-	-	-	2 BTC waived lawyer
Malicious Mischief	10	-	15	-	Cont. 1 Dism. 1 Prob. 9 BTC - 5 Stevens 3 Cont. 3 Unof. Prob. 3	1	-	-	-	-	3 BTC Court appt. lawyer 2 BTC waived lawyer 3 Stevens waived lawyer
Fraudulent collection of money	1	-	11	-	Cont. 1 Dism. 1 Prob. 9 BTC - 5 Stevens 3 Cont. 3 Unof. Prob. 3	1	-	-	-	-	3 BTC Court appt. lawyer 2 BTC waived lawyer 3 Stevens waived lawyer
Incorrigible	15	11	15	15	Appeal to S. C. 2	6	5	7	19	19	1 BTC waived lawyer
Using or taking m/v w/o authority	7	-	15	-	Prob. 4 Cont. 2 BTC 1	1	2	1	4	3	1 BTC waived lawyer
False bomb report	2	-	13	-	Cont. 1 Prob. 1 Prob. 5 BTC 1 Cont. 1 Appealed to S. C. 1	1	-	1	-	2	1 BTC unknown if lawyer
Truancy	4	5	14	14	Unof. Prob. 1 Cont. 1 Prob. 2	6	1	-	1	8	1 BTC unknown if lawyer
Arson	3	-	14	-	Cont. 1 Prob. 2 Released 1 Dism. 2	2	-	-	-	-	1 BTC court appt. lawyer
Uttering and forgery	5	-	14	-	Released 1 Dism. 2	3	-	-	3	2	1 BTC court appt. lawyer
Discharging rifle in violation of town ordinance	1	-	16	-	Cont. 1	-	1	-	-	-	
Illuminate deer	1	-	16	-	Unof. Prob. 1	-	-	-	1	-	
Night hunting	1	-	16	-	Not adjud. 1	-	1	-	-	-	
Disorderly conduct	1	-	15	-	Unof. Prob. 1	-	1	-	-	-	
Indecent exposure	1	-	16	-	Dism. 1	-	1	-	1	-	
Harrassment	1	-	16	-	Dism. 1	-	-	1	1	-	
Dispensing drugs	1	-	15	-	Prob. 1	-	-	1	1	-	
Possession of cannabis	2	-	16	-	Unof. Prob. 1 Cont. 1	-	-	2	2	-	

Portland Court Cont.

OFFENSE	NUMBER		AVERAGE AGE		DISPOSITION	PRESENT WITH CHILD IN COURT			ATTORNEY	
	M	F	M	F		M	F	B	YES	NO
Present where cannabis is	1	-	16	-	Unof. Prob. 1	-	1	-	-	1
Threatening Communication	1	-	-	-	Dism. 1	-	-	-	1	-
Illegal possession of short lobster	1	-	16	-	Fined 1	1	-	-	-	1
Obstructed police officers in lawful discharge of their duties	2	-	16	-	Unof. Prob. 1	1	-	1	1	1

FRANKLIN COUNTY REPORT

This rural county is located in the northwestern part of the State bounded on the west by Oxford, on the south by Androscoggin and Kennebec, and on the east by Somerset counties. There are no cities in the County. Farmington, the largest town with a population of 5603, is the County seat. Four towns, Farmington, Wilton, Jay and Strong have populations over one thousand. The other towns in the County have small populations. The total County population is 21,882 an increase of 1813 since 1960.

EDUCATION

There are fifteen elementary, two junior high and four high schools, and one parochial school in the County. These schools serve 5951 students - 4563 elementary students and 1399 secondary students. Of this group over one half, 3203, are in S. A. D. #9 located in the Farmington, Wilton area. Jay and S. A. D. #50 together total another 2300 students. The remainder of students in the County, about 300, live in the Rangeley area.

There is only one comprehensive high school in the County located in Farmington. This school offers the full program, both academic and trade oriented, together with a program of secondary special education for the mentally retarded. The vocational program is available to any 11th and 12th grade student in the County.

FRANKLIN COUNTY

School System	Elementary		Secondary		Guidance		Dropouts	Social Worker	Psychologists
	Students	Teachers	Students	Teachers	Elementary	Secondary			
SAD # 9									
Farmington	1677	65	1526	92	0	4	13	0	0
Jay	973	38	307	23	0	1		0	0
SAD # 58									
Phillips	865	34	296	19	0	1	1	0	0
Rangeley	180	10	121	10	0	0	2	0	0

There were few dropouts during the past year in part due to the expanded educational programs and in part due to the law change making age 17 the minimum dropout age. Home conditions have been sighted as the main cause of dropping out of school. While no programs have been devised specifically to prevent dropouts, guidance teachers work directly with the potential dropout, developing meaningful programs and helping him solve personal problems, thus making it possible for him to remain in school. Pregnant girls leaving school either take their work home or return the following year to complete their education.

Extracurricular organizations in wide varieties are available to all students. While competitive sports are controlled by the State Principals' Association, any child may take part in intramural sports activities.

No drug programs have yet been instituted in the area. A survey by the students of grade 10 in one of the County high schools concerning drugs, their use and abuse, produced the statistics listed below.

DRUGS - THEIR USE AND ABUSE

Prepared by 67 students in grade 10.

Have you ever experimented with drugs?

Yes	14.3%
No	85.7%
	<u>100.0%</u>

Some reasons why youth take drugs?

Instability	14.3%
Pressure	14.3%
Kicks	32.7%
Curious	28.6%
Persuaded	10.7%
	<u>100.0%</u>

What is a good way to diminish the use of drugs in this area?

Get the pusher	42.7%
Education	9.4%
No way	4.7%
Don't know	14.3%
Legalize its use	4.7%
Parents take responsibility	4.7%
Did not answer	19.0%
	<u>99.5%</u>

Percentage of teenagers using drugs in the area.

Less than 10%	23.5%
10% - 20%	4.7%
20% - 30%	9.4%
Above 30%	14.3%
Don't know	9.4%
No response	37.8%

Are drugs easy to obtain in this area?

Yes	57.1%
No	28.6%
Don't know	4.7%
No response	9.4%
	<u>99.8%</u>

Should the use of drugs be made legal?

Yes	23.8%
No	66.6%
No response	9.6%
	<u>100.0%</u>

Is marijuana safer than alcohol?

Yes	23.8%
No	47.6%
Same	9.5%
Don't know	9.5%
No response	9.5%
	<u>99.9%</u>

Are drugs a threat to the average individual?

Yes	57.2%
No	28.6%
Don't know	4.7%
No response	9.5%
	<u>100.1%</u>

EMPLOYMENT

The area is largely rural with many economically deprived areas. Major manufacturing in the area is limited to leather products and wood products. The largest manufacturers are the International Paper Co., Forster Manufacturing Co., Bass Shoe Co., Farmington Shoe Co., and Farmington Dowel Co. There are many smaller manufacturers and service employers throughout the County.

Per capita income in the area is \$1828 with a per household of \$6397. One-quarter of the households in the County have incomes under \$3000 while an additional 26.3% of the households have incomes between \$3000 and \$5000.

The Employment Security Commission has no regular office in the County. Both job placement and unemployment benefits are handled on an itinerant basis out of the Rumford office.

Surveys of employers show interest in working with youth who have had problems with the law or youth who might become delinquent. While no employer has a definite program designed to hire and train, delinquent youth appear to be given an opportunity to work and learn. Throughout the area only one employer indicated that no cases had arisen. Others made such statements as:

"We try to give these people a chance."

"Cooperate with CAP and Sheriff's Department."

"Cooperate whenever possible."

There appears to be a good deal of interest in helping youth in finding the right type of placement. Employers indicate that they work with the school guidance office. Others indicate an interest in taking trainees to learn various occupations.

For the most part employer contributions to youth oriented community projects is financial. All indicate that they give to these projects financially. Two employers, however, have developed scholarship funds as well as giving assistance to local schools in the development of better education.

Generally, employers are encouraged to work closely with youth and youth organizations. Editorials are presented in the industries' local paper intended to stimulate greater cooperation between an industry's labor force and youth-serving agencies.

There are no apprenticeship programs in the area.

HEALTH, MENTAL AND PHYSICAL

The area is served by a fifty bed hospital located at Farmington. Thirteen family physicians in the County provide patient care. Special cases are referred to other hospitals in Waterville, Lewiston, or Portland for specialized care.

Public health nursing is carried on throughout the County under the direction of the Department of Health and Welfare. The SAD #9 area has a private public health agency serving only that area.

The Franklin County Area Family Counseling Service Inc. provides psychological evaluation and treatment to the area's population and seminars for guidance personnel and clergy. A psychiatrist is available two days monthly, a psychologist is available one day weekly. Long term treatment is carried out at the Augusta State Hospital.

SOCIAL SERVICES

There are no private social agencies serving youth in the County. The Department of Health and Welfare has an office in the area serving the needs of those children receiving child welfare and for those families receiving AFDC.

LAW ENFORCEMENT

Law enforcement in the area is primarily the function of the County sheriff and the local police departments of Farmington, Jay and Wilton. Surveys of these police agencies show that no officers have been trained not are they specifically assigned to work with juveniles.

Only one police agency has records which show the total number of juvenile cases handled during the year, the total number referred to the courts, and those dealt with by the police alone.

Only one police department would even suggest estimates of services to juveniles. His suggestion was to have a cooperative juvenile officer serving the towns of Jay, Wilton and Farmington, or assigned to the District Court and service all juvenile cases in the area.

In general, juveniles who are detained are held for questioning by the arresting officer and the chief with a parent present. Girls are held in the presence of her mother or a female officer usually the Sheriff's Matron. Parents are usually notified by telephone. In those cases when a juvenile is held, he is held in the Woman's Cell at the County jail. Usually juveniles are released to their parents until court appearance.

RECREATION

Recreation in the County breaks naturally into two groups. In the southern part of the County the activities are strongly influenced by sports. There are several team activities such as track, football, baseball, and basketball. While these activities do provide for large numbers of boys, they are somewhat limited in providing much for girls. These activities provide for boys in grades three through seven or eight. Finally, the area provides ski instruction to some 300 boys and girls between grades two and six. There are several 4H Clubs and Boy and Girl Scout troops. There, is need, for the use of public buildings for such activities as gymnastics, boys' and girls' softball and basketball, and area for girls to learn cheering. Available also is a wading pool for summer use and an ice rink for the winter.

In the outlying areas the problem of recreation is far greater because of the sparsity of population. There are recreational activities being carried out throughout the northern areas. Such programs as Little League baseball, basketball, skiing, swimming, 4H, and Boys' and Girls' Scouts are held regularly. Smaller communities have indicated that recreational activities could be made available if a building were available. When those sponsoring the activity are forced to pay for a hall, it discourages them from establishing the activity.

It would appear that an organized recreational program should be established regionally throughout the County providing for the needs of the youth in the area. It appears that recreation which is organized is designed to meet physical needs more than social needs of the youth. It appears that programs must be designed to help the youth know one another and work together on a social basis.

Additionally, it is noted that most recreation is active in nature. There are no activities for the development of the aesthetic needs of the youth, for example: art, music, drama, literature and the like. Neither is there a recreational program based on the interests of unusual types, i.e. - there are no recreation programs built around carpentry, electricity, auto mechanics, home economics and the like.

RELIGION

Youth activities in the various religious organizations are limited for the most part to church members and their immediate friends. There are specific programs of church worship and social activities occurring during the week. While these activities are listed as being "open", they are attended for the most part by the children of church members. There is a definite trend towards moving the function of the church beyond the church doors. One church is planning a coffee house, another has an open door policy allowing youth of all ages to take part in recreational activities throughout the week. Another organization has definite recreational activities planned such as bowling teams, softball and such activities.

With the exception of the two mentioned above, the religious organizations' recreational activities oriented around a Friday evening and Sunday evening meetings. In one area the church has no organized program for youth and the respondent gave the impression that the municipality has nothing either. This respondent was much disturbed over the fact that both parents are working, leaving their children to their own devices. He indicates that a CYO organization is to come into being in the very near future.

There seems to be little organized in the way of counseling in any of the religious groups. The trend seems to be that, when the problem becomes great enough for the individual to seek out his clergyman and ask for help, he will receive counsel; rather than for the pastor to seek out areas of concern and begin working with the young people at this level.

One pastor, however, indicated that his counseling is done informally by a continuous involvement with the youth. Another indicated that he plans regular hours when he is available in the local pool room.

Counseling for those intending marriage seems to be the area most adequately attended. Almost every clergyman in the County has indicated that he makes referrals both to the family counseling association and to the private psychologists and psychiatrists as the need arises. One has indicated that he works directly with the local probation and parole officer, while another indicates that he works with the school system relative to the problems of particular youth. Likewise he works with law enforcement officials.

On the whole, churches seem to have inadequate programs for the youth relative to the prevention of delinquency. Most churches do have counseling programs on an individual basis which are useful for those who do become delinquent. In only one case does the church have a systematic program which is youth directed and is developed around their own concerns. Another does provide books, films, and fimstrips to help the boys and girls develop an understanding of themselves and their problems.

There seems to be very little done throughout the area to stimulate young people who may have no church contact whatsoever to take part in the activities of the church. There are of course those visits to hospitals, nursing home and the like. However, the early teenage child seems to be somewhat left out of the program. This is particularly the teenage child whose family has no direct active relationship in the church.

One clergyman has put it this way. "Our efforts are not to bring the youth or families into the church as much as they are to try to take the church out to their lives and experiences."

FRANKLIN COUNTY COURT

The study of the court in Franklin County indicates that twenty-nine boys and girls were taken to court during the year July 1, 1969 to June 30, 1970 on eleven different charges. The average age of the boys was 15.9 years. The average age of the girls was 15.6 years.

Of this twenty-nine boys and girls, six were taken to the court by their mothers, four by their fathers and seventeen by both parents. On two there was no record of who was in court with them.

Likewise, of this twenty-nine boys and girls, only five were represented by an attorney.

A complete analysis of this group of boys and girls and the disposition of their cases follows.

Franklin County Court	Date July 1, 1969 - June 30, 1970										
	NUMBER		AVERAGE AGE		DISPOSITION	PRESENT WITH CHILD IN COURT			ATTORNEY		
OFFENSE	M	F	M	F			M	F	B	YES	NO
Illegal possession	3	1	16	17	1 Fine 1 Dr. Lic. Revoked 1 Filed 1 Dism.	1	-	2	-	4	No record of parents 1
Night hunting	1	0	17	-	Dismissed	-	1	-	-	1	
W/O owner's consent entering building	4	0	14	-	Dismissed	-	-	4	-	4	
Assault and Battery	1	-	17	-	Probation	-	-	1	-	1	
Littering	1	-	17	-	Dismissed	-	-	1	-	1	
Larceny, Breaking, Entering	7	-	16	-	3 Dism. 3 Prob. 1 Cont.	-	2	5	1	6	
Larceny	2	2	15	15	3 Cont. 1 Prob.	2	1	1	-	4	
Receiving stolen goods	1	-	17	-	Continued	-	-	1	-	1	
Deserting home incorrigible	-	1	-	15	Stevens	1	-	-	1	-	Court Appointed
Malicious mischief	4	-	16	-	2 Cont. 2 Dism.	1	-	2	2	2	No records of parents 1
Use of motor vehicle W/O consent	1	-	17	-	BTC	1	-	-	1	-	Court Appointed Parents of
Total	25	4	15.9	15.6		6	4	17	5	24	2 no record

HANCOCK COUNTY

The response to questionnaires distributed by committee members in Hancock County was sparse. The following summary, therefore, can be considered as representative of the County only if the scattered sampling by chance happens to meet the norm of all communities.

SCHOOLS

Guidance counselors feel they do what they can through both individual and group counseling to acquaint students with advanced education, potential employers, and the armed services. They have no organized program for students who are delinquent-prone, but try to help through individual counseling. The schools do not have staff psychologists or social workers. The ratio of students per guidance counselor in high school is approximately 500 to 1. Teachers make referrals to guidance orally or in conferences.

School dropouts average 4% to 8% for both boys and girls in high school and does not change appreciably from year to year. A lack of interest in school programs is given as the reason for students leaving school. School administrations schedule conferences with parents, teachers and students in an attempt to reduce the dropout rate. One school reports all concerned feel that efforts at preventing dropouts should be increased and another school feels that communication with school board members could be improved. The same school also reports that school dropouts from low socio-economic backgrounds tend to resent interference with their plans to leave. Dropouts are contacted after leaving school by letter and telephone with invitations to conferences.

All schools have the usual school intermural sports and the larger ones have intramural sports open to all.

One school reported a need for more free lunches for children from poverty homes.

All students are urged to participate in extracurricular activities which are available in a variety of clubs and activities. While open to all, it is felt these still remain for the few instead of the many.

There is a difference from school to school in the homemaking and vocational courses offered, with a corresponding variation in students who participate.

Programs through health and biology classes are on the curriculum to discourage use of drugs.

The testing which is done to identify atypical youth varies from none to a series of interest and aptitude tests. The results of such testing is made available to teachers and parents and is used in placement in classes.

Married students are encouraged to complete high school but do not participate in extracurricular activities.

Unmarried girls who become pregnant while in school are allowed to stay as long as possible, receive help from guidance, may return to school later and in one school two credits may be taken by correspondence.

Disciplinary codes vary from the unstructured to the structured demerit system.

HEALTH--MENTAL AND PHYSICAL

When there is the opportunity, physicians and school guidance counselors refer potential delinquents to the Counseling Center for treatment. The Mental Health Association varies its fees and could make no charge for those who come from substandard income families.

Permission for treatment is requested from parents of juveniles.

A physical deformity and/or disability may or may not lead to delinquency, but there is a correlation between mental maladjustment and delinquency. Physically and mentally handicapped children may be referred to the State agencies of Vocational Rehabilitation or Crippled Children Services. The County physicians and the Counseling Center cooperate in clinical services for physical, psychological, and psychiatric services.

The Counseling Center's services are available to any school or agency on a contractual basis. The Center does not have a waiting list, and does work closely with the Juvenile Court.

SOCIAL WORKERS AND PSYCHOLOGISTS

It is felt that poverty may-but it does not necessarily-lead to delinquent behavior in juveniles. The same thing applies to the free use of a car, and the themes of sex and violence found in movies and television shows. Drug abuse has not yet reached problem proportions and is now used only as a thrill or on a dare. Juveniles do get into trouble through the use of alcohol.

Underlying causes of delinquency can be found in:

1. Parental disinterest
2. Community lack of concern
3. Lack of meaningful occupational activity

Acceptance within the family is all-important and comes ahead of peer acceptance. Parental unconcern results in children not having a healthy opinion of themselves and in not being willing to accept responsibility for their social behavior.

When parental inability to cope is seen as children drift into delinquency, it usually means there has been a pattern of this inability in the past.

There is correlation between generations in the matter of delinquency. In Hancock County it appears most prevalent in the non-mobile, marginal-poverty families.

Delinquency occurs in both urban and rural areas, just as it does in both poverty and in middle-class families, but youth in urban areas may engage in more repeated acts.

Properly supervised "coffee houses", community houses, and recreational activities are beneficial for the juveniles who are reached. They do not, however, reach all youth and are likely to cater only to the "desirables."

If a delinquent on probation or entrustment can have a job which gives him a feeling of responsibility, it is of value.

A job can prevent the school dropout from becoming delinquent if it satisfies his self-values and results in community acceptance, but "jobs", as such, are not the answer.

Social workers might be better qualified to help school dropouts than are school guidance counselors. But, without community support, neither can be effective.

Foster homes, vocational training, social worker supervision, entrustment officer supervision, public health nurse supervision and additional formal education can all be of help in the rehabilitation of a delinquent, but they all depend on the ability of the officer or agent involved and none of them can take the place of community involvement.

There is no known private philanthropy in Hancock County.

LAW ENFORCEMENT

There were two respondents: the Hancock County Sheriff's Department and one police department.

The sheriff and the police chief give direct supervision to the handling of juveniles. The sheriff would like to have a deputy to specialize in juvenile work. The police chief feels his department is too small and the area supervised so lacking in juvenile problems that he does not now require a juvenile officer.

If the use of drugs continues to rise, officers will need to be trained for this work, to handle both adults and juveniles.

Statistics are not available on cases handled by officers or departments and not processed by the courts.

Money is used from the general budget as needed for juvenile cases.

Parents are immediately advised when a juvenile is arrested or taken into custody by an officer.

Juveniles account for 3% to 4% of the total cases handled.

Relationships with the Juvenile Court in Bar Harbor are reported to be close, with a resulting benefit to the police in handling casual and minor violations.

The police department sponsors a Little League baseball team.

There are no juvenile officers designated as such, either male or female.

The Hancock County jail does not have the facilities which permit the State Department of Health and Welfare to give permission for the holding of juveniles in detention there.

PROBATION AND PAROLE

The probation and parole officer maintains an office in the County Court House in Ellsworth.

There are thirty-two juveniles on probation in the County and none on entrustment. In addition, the officer normally has 85 adults on probation and 15 on parole.

The officer gives advice and counsel to help probationers, and is attempting to obtain the help of ministers with the supervision.

The officer has a college background with experience in law enforcement and social work.

Community lack of concern for its juveniles is a major problem. The prevention and control of delinquency is considered in terms of punishment only with no programs in operation for prevention.

RELIGION

One questionnaire returned--quoted as follows:

"The Ellsworth clergy meet occasionally, but there is no formal organization. Cooperation is almost zero--not from animosity but from lethargy and/or lack of interest.

"Individuals, and individual churches have attempted to do something for the youth, but certainly not as a ministerial group."

RECREATION

One questionnaire returned.

There are no recreational facilities, activities or programs run as a community project. Consequently there are no community efforts made to help youth from "disadvantaged" families along recreational lines. It is felt that many boys and girls would make use of recreational programs were they available.

EMPLOYMENT

There were four returned questionnaires. One of these, the Printed Paper division of St. Regis Paper Company replied, that by law they could not consider anyone for employment until he reaches his 18th birthday.

Two employers indicated they are not approached to hire delinquents, consequently, they have no programs designed to assist with job training for this group. Employees work as individuals to help youth. The Jackson Laboratory has training programs only for outstanding pre-college and college students.

The Ellsworth office of the Employment Security Commission reported in detail. When delinquents are referred to the office by a law officer or the probation officer, they are processed just like any other juvenile. They receive the same counseling and the same tests and are helped to find the same jobs and job-training. They may also be referred to Vocational Rehabilitation.

This office serves the community as a clearing house of job information in addition to the testing conducted. Representatives are sent to any activity where their services or advice may be helpful.

When they are processed for on-the-job training, delinquents are included with other applicants and are chosen for the specific occupation and program as they meet the requirements of the job and the employer. All criteria are those normal to MDTA.

PARENTS OF YOUTH

Replies to two questionnaires were received.

Parents of youth believe the first reason why youth become delinquent is a lack of love, guidance, or interest on the part of parents.

A child may take on habits which constitute a behavior problem in his early teens when the approval of his peers becomes important to him.

To prevent delinquency, citizens of a community, including parents, must show their interest in children. Both parents and children need to be taught that they need to work together to solve life's problems. Family counseling services and activities for youth will only help--they will not solve--the problem.

A delinquent needs to have someone he can trust to help him become a contributing member of society. One reply recommends the "big brother" concept, the other, foster parents who have been trained and can give the delinquent a home-type place to live.

The parents, especially the father, need to set an example of behavior and self-discipline, and to support each other in keeping discipline in the home. The children need to be allowed the chance to assume responsibility and to take part in family discussions.

Boys and girls will obey their parents when a known type of misbehavior results in a known result, which is recommended loss of privilege. Parents need to give praise for favorable behavior--not just mete out punishment for wrong behavior.

The use and ownership of a car is dependent on the individual's ability to assume responsibility.

Boys and girls should be allowed individual dating beginning in the sophomore year of high school.

Television viewing should be restricted and not allowed to interfere with bedtime or outdoor play. Offensive TV and movies are both to be avoided.

Girls need to be coached early in life, before make-up and dress become of much importance, on the image the use of these things project. Girls in high school will want to use make-up and to dress like their peers.

Juveniles need to be told at home of the health hazards involved in the use of cigarettes, beer and wine, liquor and drugs. One reply points out that "if parents already use them, they will be in a compromising position on standards" if they forbid their children to use them!

One reply stresses the need for better training and more compassion for both teachers and police officers, especially school teachers.

YOUTH

Three replies were received to the youth questionnaire.

Youth feel that their peers become delinquent when they have "nothing to come home to" or "no one to turn to in time of need."

A child becomes a problem anywhere from eleven to thirteen years of age because this is the age when they begin to feel that they want to experiment with life.

Youth feel that more activities for them will prevent delinquency, but one juvenile wrote: "A child is going to follow the example of his parent. To prevent delinquency you must start in the home. Parents are blaming this on our society, but who gave us this society?"

To return delinquents to society, it is necessary to have something for them to do.

All members of a family need to have a part in maintaining discipline, with the father setting the rules and the mother and father supporting each other.

Children need to have what is required of them carefully explained and then held to these rules. One reply advises: "First of all don't beat them."

"Boys and girls should be allowed to have a car when they can be responsible.

Age of dating depends on maturity, with sixteen years being given as an average age.

The replies indicated that youth feel they should be allowed to make their own decisions on TV and movie viewing.

Girls should be allowed to wear the type of dress and to use the kind of make-up personally desired and it will thereby reveal the character of the girl. Another reply was the complete opposite in advising that dress and make-up was "up to the parents."

Two replies advocate stronger laws to control the use of cigarettes, beer, wine and drugs. The third reply advises: "children should obey their parents on these subjects, as long as they live under the same roof. Then when the children go out and make their own life, if they still want to use these things, that's their business."

In conclusion, one reply warns, "Parents should never desert their children, no matter what they do." Another writes: "As I said before, we need something to do."

Hancock County

School System	Elementary		Secondary		Guidance		Drop-outs	Social Worker	Psychologists
	Students	Teachers	Students	Teachers	Elementary	Secondary			
S 26	88	4			0			0	0
S 66	1357	55	554	26					
S 73	544	32	284	20	0	0	est. less than 5%	0	0
U 88	179	9			0			0	0
U 91	1754	72	509	39	0	1	8	0	0
U 96	830	35	284	18	0	1	5	0	0
U 98	2007	124	604	42	0	2	3.4%	0	0
U 93	400	22			0			0	0
George Stevens Academy			221	14		1	est. 10% to 14%	0	0

Hancock County Court

July 1, 1969 - June 30, 1970

OFFENSE	NUMBER		AVERAGE AGE		DISPOSITION	PRESENT WITH CHILD IN COURT			ATTORNEY	
	M	F	M	F		M	F	B	YES	NO
Attempting to cheat by false pretenses	2	-	15.5	-	2 filed on paym. of costs	1	1	-	-	2
B & E with intent to commit larceny	3	-	15.6	-	1 Filed 2 Prob.	-	-	2	-	3 1 no parent information
Breaking, Entering, and Larceny	3	-	16	-	3 Prob.	2	-	1	3	-
B. E. & L. in the nighttime	4	-	13.7	-	3 Prob. 1 BTC	1	-	2	1	3 1 Grandfather No parent information
Disorderly conduct	1	-	15	-	Dismissed	-	-	-	-	1
False Bomb Report	2	-	14.5	-	1 BTC 1 Prob. & Fine	-	1	1	1	1
False Fire Alarm	-	3	-	15.6	3 Prob.	3	-	-	1	2 2 are unofficial probations
Forgery	1	-	15	-	Continued	1	-	-	-	1

Hancock County Court Cont.

OFFENSE	NUMBER		AVERAGE AGE		DISPOSITION	PRESENT WITH CHILD IN COURT			ATTORNEY		
	M	F	M	F		M	F	B	YES	NO	
Incorrigible	-	2	-	15	1 Cont. 1 Dism.	-	-	1	-	2	1 no parent information
Intoxication	2	-	16	-	1 Prob. 1 H&W custody	2	-	-	-	2	
Illegal possession of liquor	7	-	15.7	-	2 Fine 3 Filed 1 Prob. 1 License suspended	4	-	3	2	5	
Possession of more than 1/2 bu. of clams w/o license	1	-	16	-	Fine	-	-	1	-	1	
Transportation of liquor by a minor	1	-	16	-	License suspended	1	-	-	1	-	
Willful concealment of merchandise	1	1	16	15	2 Filed on payment of costs 3 Filed 5 Filed on payment of costs 5 Prob. 1 Prob. & pay damages 3 Dism. 1 Cont.	-	-	-	-	2	2 no parent information
Larceny	19	1	13.6	16	1 not adjud.	4	1	6	9	11	9 no parent information 1 resident of New Jersey
Larceny of motor vehicle	2	-	16	-	1 BTC 1 Filed 3 Filed 1 H&W 1 not adjud. 2 Filed on paym.	1	-	1	2	-	Filed case transf. to Bangor
Malicious Mischief	7	4	14.1	14.2	of restitution	2	2	5	5	6	2 no parent information
Night hunting	1	-	16	-	Prob.	-	-	1	-	1	
No lifesaving equipment aboard	1	-	16	-	Filed on payment of costs	-	-	-	-	-	No parent information
Injury or tampering with watercraft	3	-	15	-	1 Prob. 2 Filed	3	-	-	-	3	All the same juvenile
Taking boat w/o consent	1	-	15	-	Filed	1	-	-	-	1	
Taking m/v without authority	13	-	14.9	-	1 BTC 5 Prob. 1 Dism.	5	3	1	5	8	2 BTC were BTC runaways 1 no parent inform.
Truancy	4	2	14.7	15	3 Filed 1 Dism. 2 Prob.	-	-	-	-	-	

KENNEBEC COUNTY

EMPLOYMENT

The employer responses received indicate that there is no program specifically directed toward helping juveniles find work. Some are not able to hire anyone who is under eighteen years of age because of labor laws and the nature of their businesses. Juveniles on probation or entrustment who are referred by an agency will be hired if they meet the company's qualifications. The educational level, test scores, interviews, and references are the criteria used in hiring all juveniles.

Community youth projects receive the use of equipment and manpower and monetary gifts from local businesses. Executive and management personnel are involved with youth programs such as YMCA, Boys' Club, scouting and sports programs. Employees are urged to participate in youth programs. Some employers allow time off for this type of activity.

Public employment service offices in Augusta and Waterville provide job placement, counseling, and unemployment benefits to youth in this area. In each office one counselor is designated as a youth counselor. He is responsible for finding employment openings and in placing youth.

FOSTER HOMES

The New England Home for Little Wanderers is the only private agency in the area placing children in foster homes. The State Department of Child Welfare is the only public agency placing children. Foster homes are chosen based on the ability of the family to help the child. The child must be accepted and the family must provide a stable home. There are problems in locating enough satisfactory foster homes.

None of the children supported by the Home for Little Wanderers in foster homes have been adjudged delinquent.

HEALTH (MENTAL AND PHYSICAL)

The only active efforts made to identify potential delinquents are referrals from the courts, probation officers, and schools to the Mental Health Clinic. The schools benefit from a consultation program used to screen problem children. Additionally, the Human Relations Services provide some counseling and identification services to youth.

Group and individual psychotherapy, activity therapy, and consultations with significant adult figures at the Mental Health Clinic and counseling from the Human Relations Services are the services available to juveniles who might be potential delinquents. The school guidance counselors are also available for counseling.

The Human Relations Service charges no fees and the Mental Health Clinic has a sliding scale but no one is refused services because of financial difficulties.

Some programs and facilities have been established for the physically and mentally handicapped. Hilltop House, a school for the retarded, is an example.

Emotional problems can be diagnosed and treated at the Mental Health Clinic. The physical examination is available through the general hospitals or the regional health center.

The Mental Health Clinic serves the total community. It takes about one month for an evaluation of a patient followed by a two week waiting period before treatment begins.

The Clinic-Court relationship is very good. The court makes referrals to the Clinic and in turn the professionals from the Clinic are called upon to evaluate problems, to take part in the in-chamber discussions, or to be consultants to the court.

LAW ENFORCEMENT

Kennebec County has no juvenile officers nor are there policewomen on any of the police staffs. No one area reports a large enough work load to keep a juvenile officer busy at all times. Waterville police report that 25% of their arrests involve juveniles but the County average is less than 10%.

Police manpower shortages are attributed to low pay and irregular hours. The greatest need for additional manpower would be to combat drug abuse, but again no community feels that the problem would keep a person busy full time. Here it was suggested that a regional solution rather than a local one might be achieved. None of the budgets earmark funds for delinquency prevention.

No programs for recruiting or training personnel for juvenile work are being prepared. Volunteers are not used.

Most police seem to work closely with the judiciary system. Often juvenile matters are discussed before a citation is issued. This helps in dealing with cases that do not warrant court action. One department reported 20% of its cases did not go to court and another said that 562 of its cases were not forwarded.

There is no police organization for, or supervision of, recreational activities.

The personnel for supervision of females who are arrested is usually a matron. Her only responsibilities are to be present during questioning and to remain with the prisoner.

Children from 10 to 17 can be held in jail but this isn't usually done. Ordinarily they are released to their parents' or guardians' custody. If the parent refuses custody, then they are held until their hearing. They may also be held on the orders of the court, police chief, or the probation and parole officer.

Parents and the probation department are notified of all juvenile arrests. Parental visits are not restricted. Juveniles receive no special attention.

It is reported that in Kennebec County there are 197 juveniles on probation-on entrustment-11. There are 12 such officers in Central Maine to divide the case load. No distinction is made between probation and parole when dividing the cases. The officer tries to visit as often as possible, to counsel, to make referrals to other agencies when needed, to find a foster home if necessary, and to encourage them to participate in school and community activities.

PARENTS OF YOUTH

Only one questionnaire was returned but the responses on this one are similar to the answers received from the other counties.

Juveniles become delinquent because of parental lack of guidance and discipline. They need some religious background and a code of morals to live by. They also need to be shown that the police defend the public and deserve respect.

Problems develop at the age "society has to impose discipline." It's the age when the child is "seeking guidance, limits,....and recognition."

Fathers should be head of their households. Older children should help with the younger ones.

Physical punishment, discussions and reasoning are the means for making children obey.

Movies and television should be restricted.

Use of the car should come about when maturity is shown by children and they have been properly trained in driving.

Restrictions on dress and make-up for girls and dating for both boys and girls should be based on the peer group norms.

Reasoning and discussion for and against the use of cigarettes, drugs, and beer/wine/liquor is advised. "You can only restrict what is done in your presence."

RELIGION

Responses from the Kennebec County churches included answers from six denominations.

Only two of the respondents indicated a council of churches or ministerial board. While there is no formal group, the ministers in several of the areas do meet together.

Much of the work with youth is done within each church. All have fellowship groups, with the exception of one or two small parishes, which are involved in some church and community affairs - Vacation Bible School, Sunday School, food baskets for needy families, etc. Some of the churches also sponsor scout troops and some are involved in "Helping Hand" activities for human betterment. Church activities are open to all - no church membership is required.

The Augusta area was the only place that indicated that the churches and clergy were involved in community affairs. The Augusta Regional Church Housing Cooperation is a cooperative program concerned with housing for low income families. A number of the clergy are also involved with the drug rescue center and drug abuse council although the council is not directly sponsored by the churches.

The majority of the clergy do some counseling. The topics cover a wide range, such as marriage preparation, drugs, alcohol and vocational aims. Only one church indicated an attempt to contact youth before problems come up. Generally the churches seem to wait for youth to come to them for help.

If it is indicated that counseling beyond what the minister can provide is necessary, referrals can be made to places such as Kennebec Valley Mental Health Center, Togus, and the Augusta State Hospital. Follow-up sessions with parents and schools are conducted if such action is deemed necessary.

One organization reported it sponsors dances, singing, and parties. Another church has "adopted" a cottage at Stevens School. Each week one family visits the cottage and once a month a "family" outing is planned.

Members of the Salvation Army find it important to be where they are needed - any time and any place.

This particular area does not have all the services the Army would like for unwed mothers and for drug or alcohol abuse, but such work is done with these things as time and money allow. They offer help to travelers, and personal and spiritual counseling.

In regard to youth activities, the Salvation Army has had 553 meetings, an attendance of 6591, and 6 attending summer camp in the past year.

The Christian Civic League of Maine has its headquarters in Waterville. Its services are statewide.

It sponsors, through its Christian Education League, Inc., a M. A. N. E. (Maine Alcohol-Narcotics Education Commission) program for the distribution of handbooks for students and teachers, in the form of educational materials on alcohol, narcotics, and related problems.

The League publishes "The Civic League Record" with an estimated circulation of 19-20,000.

The League's response to the questionnaire on youth, indicates their belief that the prevention of delinquency can best be accomplished through "education of youth."

SOCIAL WORKERS AND PSYCHOLOGISTS

Poverty in itself is not a cause of delinquency. The effect of poverty comes from the reaction to, or the acceptance of, poverty families by the community.

Drug and alcohol abuse are outlets or symptoms, not causes of delinquency.

Free use of a car provides another means for acting out but this behavior does not depend on the presence of a car.

The attitude of society to those who don't fit a stereotyped image is a factor in delinquency. Another factor might be the "cycle of poverty combined with hopelessness and lack of faith in the future."

Delinquency may be related to a breakdown in the family unit as a result of one or both parents not being ready for parenthood.

Family rejection could be harmful to a young person as the home should be a "haven" where he is accepted and where he can find strength "to face the challenges of life." Parental unconcern may allow the child to grow up feeling unwanted and unloved.

The cycle of delinquency in families is not caused by heredity but by the expectations of society - "like father, like son."

Community organization - like coffee houses, the Y's and religious groups - can help prevent delinquency if they are able to provide a positive, meaningful influence, have the proper supervision, and are governed by the group's rules with some enforcement by the peers. It is most beneficial when it resembles the society in which the kids must live.

Job placement may help the delinquent on probation-entrustment or the school dropout, provided it is the right type of job and provided the individual has some voice in the decision.

SCHOOLS

Each of the four high schools who responded to the questionnaire has a guidance service. Only one indicates a psychologist and he is part-time under Title I funding. There are social workers available from Title I and the State.

Students are counseled individually and in groups. Vocational and aptitude tests are given for curriculum planning. Along with the basic high school program are vocational courses in business, shop, and home economics. There are two Regional Technical Vocational Centers in Kennebec County: at Augusta and at Waterville. The Neighborhood Youth Corps also functions in this County and gives help to those who might be potential delinquents.

The ratio of guidance personnel to students is about 1/380 students in high school and 1/500 in junior high school.

The dropout rate varies from 1% to 8% of the school population. The average is around 5%. Two schools find dropouts decreasing, one says it remains the same, and one says it's increasing. The dropout percentage is slightly higher for boys than for girls.

Maintained and increasing rates are attributed to lack of interest in school, pregnancy and early marriage, financial difficulties and emotional disturbances.

Guidance and teachers notify each other of problems either personally or via a form.

Most meetings with parents are arranged through the guidance office whether they are initiated by parents or teachers. In some cases the teacher will contact the parent directly.

To prevent dropouts, guidance departments set up conferences with the student, make necessary changes in academic programs, and set up parent-teacher and student-teacher conferences. Occasionally they are placed on a job.

Students who drop out are eligible to return for help. Following their departure from school they may be contacted for employment or to come in and find out about adult and vocational programs. One school, while it can't maintain complete contact does one - and five - year follow-up reports on those who drop out.

Most of the school administration and teachers find these preventive measures adequate but would like to do more. More funds could mean implementation of new programs to further reduce the dropout rate.

Most schools offer a complete range of inter - and intra - scholastic sports for both boys and girls. All may participate. In some schools payment for uniforms, equipment and insurance is not required from those who can't afford it, but in others no assistance at all is given. There are special interest groups like music, speech and debating, drama, Key Club and FHA. All extracurricular activities are open to everyone. Some schools don't have as wide and varied a program as others but all have something.

Home Economics and Industrial Arts seem to be standard in the high schools. One of the high schools also indicates a cooking class for boys and an automotive class for girls. The average enrollment for these courses is about 40% of the student body.

Some aptitude and interest testing is done in half the schools surveyed. The others indicated that nothing special or no psychological testing was done. Test results are used for counseling.

Penalties for drug and alcohol usage range from school probation to expulsion to police action. Information on these subjects is presented in health classes, in assemblies, and through speakers (law enforcement, ex-addicts, etc.) invited to speak to individual classes or to assemblies.

Married students are allowed to attend school but cannot participate in any extra-curricular activities. Girls who are pregnant generally are asked to leave school.

Unmarried pregnant girls are requested to leave school no later than their 6th to 7th month of pregnancy. Some schools offer home study programs for pregnant girls - at least for seniors so they may obtain credits for graduation - while others have no programs at all.

Disciplinary codes tend to be somewhat liberal. It is important that students know and respect the limits established for them. Each school sets its own standards. Usually the principal and faculty are responsible for making the code.

RECREATION

Waterville and Augusta are the two centers of recreation in Kennebec County. The other communities have limited recreation for their youth plus some use the facilities of Waterville or Augusta.

Winthrop is reported to have a fine recreation program but detailed information had not been made available at the time this report was written.

Gardiner has recently developed an active Recreation Council.

Waterville

There is a Recreation Council in Waterville which has been functioning for about 8 years. Members of this committee represent such organizations as area service clubs, schools, YMCA, and Women's Clubs. The Council is annually budgeted between \$75,000 to \$100,000 by the city of Waterville. It has also used some federal money.

This Council is responsible for the Pine Ridge recreation area (partially paid for by federal monies) which encompasses 140 acres, including a golf course and driving range. Here youth may participate in such activities as camping, golf, picnics, hiking on wooded trails, tennis, skiing, tobogganing, sliding, etc. There is a small charge, although most of the winter sports activities are free. Some youth from poverty families may not take part because of the cost of equipment.

This Council is also responsible for the City Municipal Pool which can accommodate between 750-1000 persons at one time. Last summer this pool was used by 35,000 people, mostly youth, in ten weeks. There is no charge for the pool. Water safety instruction and life saving are offered here. The Recreation Council also offers a summer outdoor arts and crafts program plus a summer music program for youth and parents combined. Bus transportation to recreational activities is provided.

Other facilities available in Waterville for recreation are ball fields, basketball courts, tennis courts, horseshoe areas, shuffleboards, playgrounds, YMCA facilities, Boys Club facilities (including an indoor swimming pool), two bowling lanes, a public movie theater, the North End Teen Center and South End Arena for skating and hockey. In addition, the skating rink at Colby College may be rented for skating programs.

The schools in the area handle most of the sports programs; however, the Recreation Council, YMCA, and Boys Club often work in conjunction with the schools. Boys have available programs such as baseball, basketball, soccer, hockey, football, and softball. Girls' intermural sports (especially in the summer) have not proved very successful. They prefer the intramural programs such as volleyball, soccer, and field hockey.

The South End Arena, mentioned above, is for skating and hockey for all ages. It has been closed for two years but is expected to be open this winter through the efforts of a fraternity at Colby College. The arena will be supervised by college youth from Colby and Thomas College.

A proposal has been put forth for area recreation which would involve Waterville and all the surrounding communities. The purpose is to take advantage of pooled resources.

The Boys Club of Waterville has a membership of about 560 youth with 200 of these being girls.

The girls may participate in activities such as art, folk dancing, leadership training, Girl Scouts and swimming.

The boys may participate in activities such as gym, indoor soccer, wood shop, art, floor hockey, and swimming.

The boys club has the only indoor swimming pool in the area. Any youth may use it by paying the membership fee. Poorer youth can work off the fee. Many economically poor youth participate in the program often as something to do.

Boys Club is financed through the Community Chest and through contributions from residents, industry businesses and private organizations of the community. If more money is needed it is left up to the Board of Directors to find means of obtaining it. Funds are limited; therefore, there are not enough facilities and personnel for the type of program desired.

The Boys Club seems to attract the younger youth whereas the YMCA attracts the older ones. The Director feels that the junior high age youth have less available to them for recreation.

YMCA

The YMCA in Waterville has a handball court, a tennis court, a weight room, a gym, meeting rooms, a ping pong room, a kitchen, and a day camp at McGraw Pond.

There is a \$10 fee to join the YMCA but this may be worked off. Nevertheless, most of the members are middle class youth, as the lower income youth seem to feel uncomfortable.

Low income youth seem to enjoy such activities as pool and touch football. Middle class youth enjoy basketball. Drinking is popular with both classes. However, drugs seem to be a problem of middle class youth.

AUGUSTA

The YMCA offered camper-ship (scholarships) to some 14 or 15 youth at the Kennebec Valley Day Camp at Roadfield. These are Businessmen sponsored at a cost of \$14/week per child. About half of the youth actually went to camp. The camp has the capacity to serve 65 children per week.

Last year a Christmas party was given to low-income youth with about 125 children attending. Children and parents raised money and bought clothing.

The program at the Y is quite structured. They did try letting children assume responsibility but switched back to adult leadership.

The Y is in a plant facility expansion program now. Practically all programs cost money, so low income or children without money cannot participate very easily.

Interview with Executive Director of YMCA

(His opinion, "kids come from unstructured, undisciplined homes" - do not adjust to Y situation because of too many rules.)

Scholarships are obtained at the Y "through people who know other people."

4-H offered a live-in camp this past summer at the State Y Camp at Winthrop. This was for a week with County-wide attendance. A variety of recreational educational and human experiences was offered. Approximately 60 youth and adults attended, with many resource people coming in to take part in the various exercises during the week.

The Scouts and church organizations work with youth also catering to a mixture of social levels. It is not known how many fit the (juvenile delinquency) category.

Recreational Director - Augusta

Although the recreational director has many good ideas, he doesn't have a board or group of advisors to work through.

The summer programs involved approximately 14,000 children.

The city has 6 playground areas with 5 wading pools (approximately 3 1/2' deep). Because of the shallow depth of these pools, youth reaching 14-20 do not participate readily. There is a great difference in the attendance, depending on the pool location and the concentration of children. There is no charge for use of the pool.

There are no programs available for the physically or mentally handicapped. Approximately 20% of youth were estimated to be from low income families and about 80% has working mothers. An arts and crafts program is offered and is very popular. Tennis has increased in the area. Many youth participate in the Baseball leagues including Little League, Farm and Babe Ruth, plus the Junior Football League. This is not under the direction of the City or of Y recreation.

College and some high school students help as instructors and with physical education programs. This past summer there were students from Colby, UMA, and Gordon College.

The recreational director is applying for a grant through Federal Education for Special Service Foods at all playgrounds - breakfast - milk, cereal, fruit and supplement for lunch, milk, and crackers for all children playgrounds.

There is little in the way of recreational opportunity for the winter at present. A gym is available Sundays for 4 hours - 2 hours for high school and 2 hours for elementary age youth.

KENNEBEC COUNTY

SCHOOL SYSTEM	STUDENTS	TEACHERS	STUDENTS	TEACHERS	ELEMENTARY	SECONDARY	DROP-OUTS	SOCIAL WORKER	PSYCHOLOGISTS
S 16	655	28	669	32	0	1	7%	0	0
S 11	1731	66	1294	70	0	4	5%	0	0
S 47	919	33	785	36	0	1	2.5% est.	0	0
U 42*	1198	55	845	52	0	1 1/2	1 or 2% est.	0	0
U 52	1868	75	983	58	0	2	27	0	0
Waterville	1868	64	1724	92	1	4	4.3% est.	1	Comb. reading cons. & psych.
Augusta	2814	130	1601	84	0	6	Not Available	0	0
Rome	71	3			0			0	0
Mt. Vernon	136	6			0			0	0

U 42* Has a dropout prevention program (work-study) funded by Title II funds.

KENNEBEC COUNTY COURT

JULY 1, 1969 - JUNE 30, 1970

OFFENSE	NUMBER		AVERAGE AGE		DISPOSITION	PRESENT WITH CHILD IN COURT			ATTORNEY		
	M	F	M	F		M	F	B	YES	NO	
Accessory before the fact	1	-	16	-	Dismissed	-	-	-	1	-	No parent info.
Assault and Battery	3	-	15.3	-	1 Cont. 1 Dism. 1 Prob.	1	2	-	1	2	
Assault with intent to rob	1	-	16	-	Dismissed	-	-	-	1	-	No parent info.
Robbery from the person	2	-	14	-	2 Cont. 2 BTC	1	-	1	2	-	
Arson	3	-	13.6	-	1 Prob. 1 Prob.	-	3	-	1	2	1 BTC no Lawy.
False fire alarm	3	-	13	-	1 Cont. 1 Dism.	1	-	2	1	2	
False bomb report	1	-	15	-	Probation	-	-	1	-	1	
B & E with intent to commit larceny	1	-	14	-	Probation	-	1	-	-	1	
Breaking, Entering, and Larceny	5	-	15.2	-	2 Prob. 3 Dism.	1	3	1	-	5	
B & E nighttime with intent to commit larceny	2	-	16	-	2 Prob.	1	-	1	-	2	
Breaking, Entering, Larceny-nighttime	4	-	15.7	-	1 Dism. 2 Cont. 1 Prob.	-	3	1	-	4	
Danger of Falling	2	6	14	13.8	4 Stevens 1 BTC 1 Dism. 2 Cont.	4	-	2	5	3	3 Stevens no law. 1 no par. info.
Deserting one's home	-	15	-	-	BTC	-	1	-	-	1	1 neither par. Father was witness

KENNEBEC COUNTY COURT CONT.

OFFENSE	NUMBER		AVERAGE AGE		DISPOSITION	PRESENT WITH CHILD IN COURT			ATTORNEY		
	M	F	M	F		M	F	B	YES	NO	
Disorderly conduct	-	1	-	16	Fine	1	-	-	-	1	
Giving officer false report	1	-	13	-	Dismissed	-	-	-	-	1	No par. info. Already at BTC
Hitchhiking	2	-	15.5	-	2 Dism.	1	-	-	-	2	1 Uncle present in court
Present where cannabis is	2	-	15.5	-	2 Prob.	2	-	-	2	-	
Illegal Possession-drugs	4	3	15.7	15.6	1 Dism.	1	1	4	3	4	1 No par. info.
					1 Filed						
					1 BTC						
					2 Dism.						
					5 Fine						
Illegal Possession-liquor	25	-	15.5	-	15 Prob. 1 Cont.	14	5	6	1	24	BTC no lawy.
Illegal Transp.	2	-	16	-	2 Dism.	1	1	-	-	2	
Using false ID to purchase liquor	1	-	16	-	Probation	-	1	-	-	1	
Intoxicated in a public place	1	-	16	-	Dismissed	-	-	1	-	1	
					1 BTC						
					2 Prob.						
Intoxication	4	-	15.7	-	1 Dism.	3	1	-	-	4	BTC no lawy.
					1 Dism.						
Drinking in a m/v	2	-	16	-	1 Prob.	-	-	2	-	2	
					3 Cont.						1 age unknown (f) 2-neither parents
Petty larceny	9	2	14.5	14	3 Prob. 3 Dism.	2	3	4	1	10	
					10 Prob. 4 Dism.						
Larceny	12	4	15.1	14.7	2 Cont.	9	2	4	4	12	1 no par. info.
Grand Larceny	2	-	12.5	-	2 Prob.	-	1	1	1	1	
Larceny of m/v	1	-	15	-	BTC	-	1	-	1	-	
					14 Prob. 2 Fine 1 Filed 6 Dism. 8 Cont. 1 Contributed to Stevens Benefit Fund	9	13	9	6	26	1 neither parent at Stevens already
Willful concealment	17	15	14.8	14.4	2 Fine 9 Prob. 3 Dism.	9	13	9	6	26	
Malicious Mischief	14	-	-	-	3 Dism.	6	2	3	5	9	3-no par. info.
Shooting BB's at a train	4	-	13.2	-	4 Prob.	3	1	-	-	4	
Trespassing	1	-	15	-	Probation	1	-	-	-	1	
					1 Dism. 4 Prob. 2 Cont.						1 brother present in court
Truancy	7	-	15.4	-	2 Cont.	4	2	-	-	7	
Using motorcycle without owner's consent	1	-	15	-	BTC	-	-	-	-	1	Court - Grandfather in
					3 BTC 5 Cont. 9 Prob. 6 Dism.						5 No parent information 3 BTC-no lawy.
Using m/v without authority	23	-	14.3	-	6 Dism.	7	4	7	6	17	
Operating m/v without license	1	-	14	-	Dismissed	1	-	-	-	1	
Violation of curfew	1	-	15	-	Dismissed	1	-	-	-	1	
Predisposition to W. C. C.	-	2	-	17	2 W. C. C.	-	-	-	1	1	1 age unknown 1 no par. info. 1 neither par.

KNOX - LINCOLN COUNTY

EMPLOYMENT

The Maine Employment Security Commission in Bath services Lincoln County, with the exception of Whitefield which is under the jurisdiction of the Augusta office. Knox County is served from the Rockland office. The Neighborhood Youth Corps and the Community Action Agency aid in job placement of youth.

The Neighborhood Youth Corps trains youth who are out of school, out of work, and 16 years old by placing them with non-profit organizations such as summer playgrounds, recreation centers, Head Start programs.

Being a school dropout, being unemployed, being 16 or 17 years old, and coming from a low income family qualifies a youth for Neighborhood Youth Corps.

Delinquents are not discriminated against.

There appears to be good communication between the welfare agencies in the area related to the placement of youth of poverty families and delinquent youth. The communication appears to break down between these agencies and the clergy.

Youth who are school dropouts from low income families appear to be outcasts in the society, or at least they feel they are.

LAW ENFORCEMENT

There are eight police forces in the Knox-Lincoln County area. The largest of these has a full complement of eleven men, the smallest is a one man force.

All officers are involved with juveniles. Small size of police forces and small budgets make it impossible for one man to be assigned to this duty full-time.

At this time, there is no reported shortage in manpower. An increase in number of men is anticipated in the future. There are, however, no police women or juvenile officers in the area.

Little or no training is required for persons working with juveniles. The Maine Law Enforcement Council provides the only formal training in the area. There are no job requirements for juvenile officers.

Although portions of all budgets in the area may be used, there are no funds specifically assigned to juvenile delinquency treatment or prevention.

Approximately 18% of the arrests involve juveniles.

The courts and police work together when issuing juvenile complaints.

Nowhere in the area are the police involved directly in recreational or group activities for youth - except a Boy Scout troop.

Generally, juveniles are released to their parents. In rare cases, i.e. a runaway or capital case, juveniles may be held in special quarters at the jail.

RECREATION

Organized recreation is centered in Rockland and Camden offering such programs as gymnastics, roller skating, weight lifting, boxing, volleyball, basketball, day camping, bowling, Babe Ruth baseball, Little League baseball, badminton, game room and teen dances.

There are several Boy Scout, Girl Scout and 4-H youth groups in the area.

About 2000 persons are served in the two public recreation programs with an additional several hundred in the Boy and Girl Scout and 4-H programs.

Attempts are made to take all youth who wish into the recreation programs with special arrangements made for those who are unable to pay for those services requiring payment.

Grade school youth are given a special gym clinic program in the Rockport-Camden school district.

35% are delinquent youth.

Activities are heavily oriented toward sports and serve only a small part of those youth who become delinquent or who are potentially delinquent.

RELIGION

The study of religion was done in the two County areas and showed the following:

Nothing significant is being done in any of the churches.

We are always available to listen - they have to seek help.

Have helped several pregnant girls find homes for unwed mothers.

We have programs of youth fellowship and Boys and Girl Scouts. We have done nothing in assisting those who become delinquent.

Have tried to make people aware of such people.

SCHOOLS

Guidance services are available to all youth in the high schools of the area except School Union 74.

Guidance is limited to children in grades nine through twelve. No formal guidance service is available below grade nine.

There are no school psychologists or social workers. Social workers of the Department of Health and Welfare are available only to committed children or children of families on AFDC.

Guidance personnel are responsible for about 300 students each.

How is guidance of service to potential delinquents?

- a. It isn't.
- b. Counseling.
- c. Make referrals to Mid-Coast Mental Health Clinic and special agencies, contact parents, help provide more meaningful programs.
- d. Most adolescents of this category don't have anyone to "care" or listen; the counselor fills this need.

Guidance services appear, in general, to be placement services - placement in college, vocational school or jobs. Some comments of schools are:

- a. Our guidance philosophy is that students should not be told what they want to be or become. - Rather they should continue to explore the world of work. Our department provides vocational films, tapes, and written materials, and alerts students to open houses and career conferences as they become known.
- b. Occupational information - vocational - educational information.
- c. Not too effective for those not going to college.

Dropout rate about equal for boys and girls.

Percentage ranges between 2 and 7 but the average is around 5%

Dropout rate seems to be stable - no extreme increases or decreases.

Personal problems, pregnancy, marriage, and lack of interest and motivation lead to dropping out of school.

Stability and decreases are coupled with good student-teacher relationships, small classes and flexible programs of study.

Dropout prevention programs receive such comments as:

- a. Individualized scheduling into programs suitable for students to achieve - availability of vocational programs-conferences with the potential dropout.
- b. A policy whereby a young offender may be given opportunity to return to school.
- c. Our attempt is to make school a good place to be and therefore lessen the desire of students to leave.

d. We have tried to modify our program of studies and offerings to suit pupil need.

Steps taken to keep in contact with dropouts:

- a. Most schools indicate no formal steps taken to keep in contact with dropouts.
- b. One school lists the following:
 - 1. Evening school diploma program as alternative to day school program.
 - 2. Referral to Neighborhood Youth Corps.
 - 3. Opportunity to reenter.
- c. Several schools indicated that they have conferences with the dropout and keep in touch by letter and refer to other agencies for job placement and/or training.

Wide range of extra-curricular activities available for all students.

Attitude towards married students unchanged and they are allowed to continue their education, but in general are restricted from extra-curricular activities.

Pregnant girls are generally requested to leave school until after the child's birth. They may return then to complete their education. Some schools provide home study.

KNOX-LINCOLN COUNTY

School System	Elementary Students	Teachers	Secondary* Stu.	Tea.	Guidance Elementary-Secon.	Social Worker	Dropouts	Psychologists	
S.A.D.#28 Camden	755	34	926	91	0	1-1/5	0	4%	0
S.A.D.#5 Rockland	1806	70	756	45	0	2	0	6.8%	0
S.A.D.#8 Vinalhaven	141	9	113	7	0	0	0		0
S.A.D.#7 North Haven	48	3	40	4	0	0	0		0
S.A.D.#40 Waldoboro	1082	48	1022	56	0	3	0	5%	0
S.A.D.#50 Thomaston	699	39	318	24	0	1	0	2%	0
Union 48 Wiscasset	1224	58	270	22	0	1	0	4%	0
Union 49 Boothbay Harbor	775	34	265	21	0	1	0		0
Union 51 Jefferson	1120	42	-	-	0	0	0	0	0
Union 74 Damariscotta	1120	42	922	50	0	1	0	-	0

* Inc. Junior High Schools

YOUTH

A youth survey in the area revealed:

Youth become delinquent because of a lack of home discipline and lack of involvement in activities outside of school, usually at about age 12 or when a parent doesn't support their child. An educational program should be set up to help mothers and father become good parents.

Youth restrictions should be:

- a. Automobiles used by boys at age 17 - girls 16.
- b. Dating for girls at age 14 - for boys age 15.
- c. During school, there should be a definite bedtime. Movies and television controlled for certain shows.
- d. Matters of dress should be decided jointly between mother and daughter.

There is a need for informal probation officers having local laymen and women. These persons assume the full responsibility, i.e. reporting in, counseling, and other services in the link between the court and the youth.

The Mid-Coast Mental Health Clinic responded as follows:

Theoretical reasons for "delinquent behavior" abound, but it is difficult to gain empirical evidence to confirm or deny them. Moreover, it is our opinion that a single "reason" does not precipitate delinquent behavior; rather, it results from interacting negative forces in an individual's life.

The community in which a child lives and learns has a definite role in teaching behavior; the parents demonstrate, as well as discuss their values; peer groups constitute an important influence on the child as he grows; intellectual ability and the availability of avenues for acceptance and personal gratification are important.

Reasons for delinquent behavior:

- Acceptance by a peer group in which such anti-social behavior is approved.
- An act of hostility toward society in general.
- A way of gaining attention from parents, etc., even though the attention is negative.
- Behavior which will embarrass or humiliate the family, and is, therefore, an act of hostility directed toward them.
- A symbolic way of getting love.
- Identification with anti-social role models.

Conflicts and sources of deprivation such as those suggested above should be recognized and handled in settings where efforts are being made to prevent or to stop further delinquent behavior.

No set of rules can be equally applicable to all families or even to all individuals within a single family. Frantic, defensive people too often resort to establishing an arbitrary, rigid set of rules which are understandably resented by those so governed. Rebellion against such "unfair" and inflexible rules is then seen as "justified."

ROCKLAND COURT JULY 1, 1969 - JUNE 30, 1970

Offense	Average				Disposition*	Present with child in court.			Attorney	
	Numb. M	F	Age M	F		M	F	B	Yes	No
Illegal possession of liquor	6	-	15	-	1 BTC 5 Fine	4	1	1	2	4
Incorrigible	2	3	13	16	2 BTC 3 Probation	2	1	2	4	1
Taking m/v without permission	5	-	15	-	1 BTC 2 Filed 1 Fine 1 H&W	2	-	3	1	4
Larceny	11	-	15	-	8 Probation 2 BTC 1 Drop	5	4	2	6	5
Night Hunting	1	-	15	-	Dismissed	-	-	-	1	No record of parents
Illegal Transp. of Liquor	2	-	16	-	Suspend Lic.	-	1	1	-	2
Breaking, Entering & Larceny	9	2	15	14	6 Continued 5 Probation	3	1	7	6	5
Runaway	-	1	-	16	Dropped	1	-	-	1	-
Danger of Falling	-	5	-	15	4 Stevens 1 Dismissed	4	1	-	5	-
Truancy	5	-	14	-	2 BTC 2 Probation 1 Filed	4	-	1	1	4
Operating M/V while impaired	1	-	16	-	Fine and Lic. Susp.	1	-	-	-	1
Conspiring in Offense of Uttering False Instrument	1	-	16	-	Probation	-	1	-	1	-
Malicious Mischief	4	-	15	-	1 Fine 3 Filed	2	2	-	-	4
Discharging Fireworks	-	1	-	16	Probation	1	-	-	-	1
Intoxication	4	-	16	-	2 Fine 1 Continued 1 Probation	3	1	-	-	4
B&E w/intent to com.2 Larceny in nighttime	-	-	16	-	1 BTC 1 Continued	1	-	-	2	1Parent-no record
False Report of bomb in public place	2	-	15	-	BTC	1	-	1	2	-
Conspiring in False Bomb Report	3	-	15	-	BTC	-	3	-	3	-

Offense	Average Age				Disposition	Present in court w/child.			Yes	No
	M	F	M	F		M	F	B		
Larceny	2	-	14	-	1 Continued 1 Probation	-	-	2	-	2
B&E&L in Nighttime	1	-	15	-	Probation	1	-	-	-	1
Digging Clams in Closed Area	2	-	15	-	Fine	-	2	-	-	2
Illegal Possession of short lobsters	2	-	15	-	Fine	-	2	-	-	2
Illegal Possession of Intox. Liquor	8	-	15	-	7 Fine 1 Dismissed	2	3	2	5	3
Intoxication	4	-	15	-	2 Probation 1 Dropped 1 Continued	3	1	-	1	3
Leaving Scene of Accident	1	-	16	-	Fine	-	-	-	1	-
Illeg. Transp. of Intox. Liquor	3	-	16	-	Susp. Lic.	1	1	1	-	3
Breaking, Entering, and Larceny	3	-	13	-	2 Continued 1 Probation	2	1	-	1	2
Breaking, Entering w/intent to commit larceny	3	-	16	-	1 Dismissed 2 Probation	1	-	1	3	-
Taking m/v without consent	3	-	16	-	2 Continued 1 BTC	2	-	1	3	-
Operating m/v while impaired	1	-	16	-	Dropped	-	-	1	1	-
Runaway	-	1	-	14	Stevens	1	-	-	1	-
Unlawful Entry	1	-	16	-	Dismissed	-	-	-	-	-
Trespass	2	-	15	-	Continued	1	-	1	-	2
Malicious Mischief	3	-	16	-	2 Probation 1 Dismissed	1	1	-	2	1
Trespass	1	-	16	-	Probation	-	1	-	1	-

OXFORD COUNTY

SCHOOLS

Oxford County with a population of 44,000 has seven school systems with public high schools and one academy serving as a public high school. In addition, there are three other private academies in the County. There are 4,587 secondary students in the County. They are taught by 314 teachers- a ratio of 1-15. There are 7500 elementary students and 322 teachers; a ratio of 1 to 24.

Each high school in the area offers vocational courses in Business, Home Economics, and Industrial Arts. In addition, one offers Distributive Education. One offers the opportunities of trade and work experience in addition to the first three offerings.

Guidance services are provided in five of the schools in the County for secondary schools. Their services are available to students on a ratio of from 1-300 to 1-600. Only one school offers guidance services to the elementary students. The dropout rate in the area is low at about 2%. No school social workers or psychologists are available in the area. Students with serious problems are referred to the Mental Health Clinic.

Guidance is primarily individual in nature with some emphasis being placed on group counseling. Most guidance service is directed toward occupational and educational pursuits, more adequate placement in educational programs, and the development of more meaningful programs.

Dropouts are encouraged to enroll in evening courses; if eligible, to work with the Vocational Rehabilitation Division. All dropout students are referred to the Maine Employment Security Commission for placement.

Here, as in all schools, competitive sports are limited to those meeting the State Principals' Association regulations.

PROJECT SPEARHEAD-EDUCATION

A proposal for a summer program to explore the value of a concentrated program of visual, motor, and tactile perceptual skills for pupils with specified learning disabilities.

A. Description: This summer program will involve 25 to 30 pupils from grades one, two, and three who have exhibited, while in school during the past year specified or unspecified learning disabilities, perceptual in function, which would preclude - according to their abilities - satisfactory learning of vital skills, especially in the area of basic reading skills. This program is to be directed to those pupils who manifest perceptual dysfunctioning, especially in the perceptuo-motor area, but also to include visual and tactile disabilities. This program recognizes the fact that motor skills are usually considered to be something less than secondary in the teaching of basic reading skills in our present program. The program will concentrate on the following skills:

1. Visual/perception training
2. Motor/perception training
3. Sensory/motor training
4. Some audio/perception training as needed to reinforce the other skills.
5. Structured motor/skills activities.

B. Selection: Participants are to be selected from a list of pupils in grades one, two, and three submitted by primary level teachers who have used the following criteria:

1. Inability to master simple learning assignments in reading, and not necessarily due to low ability.
2. Inability to follow oral directions.
3. Signs of inadequate motor development

C. Objectives.

1. Major: To provide experimentation to discover the value of certain types of materials on pupils with basic learning disabilities.

To discover the impact such a program will have on the future course of reading instruction.

To provide remedial assistance for pupils with certain learning disabilities.

2. Minor: To focus staff attention on the needs of pupils with learning disabilities.

3. Needs of the participants:

- a. To function in a program that will give them success.
- b. To improve their self-concept.
- c. To improve their sensory-motor skills.
- d. To improve their visual-perception skills.
- e. To improve their motor-coordination skills.

D. Staff Needs

The program will require the services of two professional staff members, one to function as a coordinator and head teacher, and one to plan and direct the physical education aspects of the program. It is anticipated that two teacher aides will be required to assist the professional team.

E. Specific Objectives:

To develop the child's understanding of his body parts; specifically, how their heads, arms, torsos, and legs can be coordinated in movement.
To develop combinations of movements, involved in balance.
To develop peripheral awareness as well as visual memory.
To develop opportunities to use eyes and hands as a team.
To develop control and accuracy of eye movements.

F. Schedule and Arrangements:

1. Program would begin on July 6, 1970 and operate for a period of five weeks for the pupil participants, ending on August 7, 1970.
2. The professional staff and the teaching aides would be hired for six weeks, which would include a pre/post session for orientation and evaluation.
3. The Rumford Center School would be used as the program site because of the facilities available. This school has large classrooms that are well lighted, a spacious gym, and excellent playground area.
4. The daily schedule would be a variation on the following:

<u>TIME</u>	<u>GROUP I</u>	<u>GROUP II</u>
8:30-9:00	Dancing Exercises	Dancing Exercises
9:00-9:30	Vision Perception	Motor Perception
9:30-9:40	Rest Period	Rest Period
9:40-10:10	Motor Perception	Vision Perception
10:10-10:30	Lunch & Recess	Lunch & Recess
10:30-11:00	Reading Exercises	Motor Exercises
11:00-11:30	Motor Exercises	Reading Exercises
11:30-11:50	Ind. Problems	Ind. Problems

5. Parents of participants would be asked to meet with officials of the program during the course of the session for insights into the goals, experiences, progress, and evaluation of the program.

6. In-service Training for Staff Members:

- a. Overview of the program
- b. Planning the instructional lessons (consultants)
- c. Characteristics of developmental lags in pupils (consultants)
- d. Testing - pre/post
3. Familiarization of materials
- f. Progress of the program
- g. Review and evaluation of the program

G. Continuity:

Results of the summer program to be applied to present reading practices within our curriculum.

H. Testing:

1. Selection

- a. Teacher recommendations
- b. Parent recommendations
- c. Special teacher recommendations

2. Pre-testing

- a. Frostig Test
- b. Sensory-motor Test
- c. Coordination Test

3. Post-testing

Same as Item #2, above.

EMPLOYMENT

Employment Service Division of Maine Employment Security Commission has worked closely with the institutions, other social agencies and business organizations in an attempt to provide training and/or services to inmates and releasees of correctional institutions. Vocational Rehabilitation counselors working at the institutions refer inmates, who are candidates for training either under MDTA Programs or institutional-in-service training, to the Employment Service for testing and occupational counseling when needed. When an inmate is about to be released, the Employment Service in the area where he will be seeking employment is notified by the institution when he will be available and whether he is job ready or needs further training. Those who may not be ready for either employment or training but who do need further rehabilitation services may be referred to Vocational Rehabilitation facilities outside of the institution. Vocational Rehabilitation, in turn, will request testing services from the Employment Service as needed. Prior to being released, inmates are requested to write a letter giving their background and the type of work desired. The letter is forwarded by the institution to the Employment Office in the area in which the individual expects to seek work.

Traditionally, there has been a fine cooperative arrangement between Probation and Parole Officers and the personnel of the Employment Service. Developing employment for parolees and individuals on probation is a cooperative effort between the two agencies. Follow-up with employers and Probation and Parole Officers is an essential part of the program. It is most important that everyone involved with the individual be candid and ready to offer timely assistance.

Among the programs available to youth to assist them in getting a job are the Neighborhood Youth Corps (NYC) which offers part-time, summer and full-time jobs for youth. There are two types of projects in school NYC, which enables students to work after school and during the summer holidays, and out of school NYC which provides full-time programs of work and training. Manpower Development and Training Act (MDTA), which provides skills through classrooms or on-the-job training or both. Available to trainees are counseling, basic education, prevocational training, communications skills, work orientation, skill training and supportive service to prepare for a job. Job Corps offers skill training in a residential center setting for youth 16 to 21 years of age. Courses in basic and remedial education and skill training plus work experience, individual study, group discussion and social and recreational activities are part of a typical trainees stay in the center. It should be noted that a court record alone does not bar an applicant, rather the nature and frequency of the offenses and the applicant's capabilities to adapt to the program are the prime considerations.

Apprentice Training is also available for youth who show potential to learn a highly specialized trade. It should be noted that the Employment Service is precluded by law from providing employment to youth under 16. This being the case, the agency usually does not come in contact with young individuals 15 years of age or less, which is the defined span of the term "juvenile".

(The programs mentioned above are available primarily to youth from 16 to 21 years of age.)

This agency coordinates the Summer Youth Program activities. Young people are registered for summer employment by the Employment Service. Cooperating employers who have summer jobs available list them with the Agency. More community organizations are lending their support to the Program each year. Last summer approximately fifteen thousand (15,000) youths were employed in summer work in Maine.

Trainee programs are available to all disadvantaged. Many are for the disadvantaged exclusively. Delinquents are more apt to be screened into a program than screened out. Particular effort is made to include them in the training activities. Only those training programs for occupations with regulatory restrictions, such as licensing and bonding, are not open to delinquents or others with police records.

RELIGIOUS ORGANIZATION

The survey showed no "ministerial board" formally structured for this specific purpose. Of course, the several ministerial councils and fellowships i.e. the "Oxford County Minister's Association", do, through their monthly meetings, concern themselves with "human betterment" programs and needs. There seem to be no specific committees for the "atypical youth".

The various churches in the communities surveyed all have some traditional denominational or parish form of youth grouping and programs. There were instances of specific counseling with youth. Usually the program and groups were along the lines of fellowship and projects and topical meetings. Each group has held one or more meetings and discussions on the subjects of juvenile culture, delinquency, drug problems, etc. Efforts being made to bring "atypical youth" and their families into the church have been in the usual forms of invitation through pastoral calls to the homes, sometimes written invitations to the youth themselves, and general invitations and contacts via parish newsletters and/or weekly bulletins.

A suggestion: Perhaps, even though attempts have been made, there is need for more close contact between law-enforcement agencies and the church. Something of a "referral" approach might be tried as is in operation between clergy and mental health clinics. Certainly a visit by the parole officials to the clergy in the area of youth under their mutual care and concern would be helpful at the community level.

SOCIAL WORKERS AND PSYCHOLOGISTS

Poverty often results in a poor self-image. This lack of respect for one's self is frequently found in persons involved in anti-social behavior. The use of drugs and alcohol are more often a result rather than a cause of delinquency.

Adolescents are much in need of set limits and clear expectations from adults. It is only the exceptionally mature adolescent who can avoid acting out without clear structure set by adults.

Attitudes and values like the self-image are greatly effected by attitudes and themes found in movies and on television. There is an immediate effect on the youth, but more important is the lasting effect. In the immediate effect we see the impulsive act, while in the lasting effect we see personality change and value deterioration.

Children of a family reflect the attitudes and values of their parents. When parents are having trouble (eg. mental conflicts, alcoholism, poverty) the children of these families reflect these problems in their own behavior.

Broken families (either physically or emotionally) provide the worst type of rejection to the child. This results in increased anxiety and a lack of self respect. Youth will attempt to receive attention; even negative attention is better than none at all. Methods of anti-social behavior are, therefore, probably learned in the home.

Oxford County has a mental health center serving the people of the County from two centers, one in the Norway-South Paris area, the other in Rumford. Here evaluation services are available as well as counseling and psychotherapy - both from a Clinical Psychologist and a Psychiatrist.

LAW ENFORCEMENT

There are six police forces in the County. The largest, in Rumford, serves 10,000 people with a force of fourteen. As the populations are reduced, the police force numbers also reduce to the one and two man forces. Therefore, the bulk of the police work is under the direction of the State Police and the Sheriff.

There are no juvenile officers in the County nor are there police officers who have had specialized training to work with juveniles.

Sheriff's Department: All personnel of the Sheriff's Department are involved in juvenile cases. There is no juvenile officer as such.

Lack of manpower in the department is due to the fact that there are only ten (10) full-time deputies covering Oxford County. At one time, this department had a full-time juvenile officer, but due to the budget cut in the department by the County Commissioners, it became necessary to remove the juvenile officer. It was stated at that time, that it was believed to be an unnecessary position by the County Commissioners.

There is no formal recruitment and training for youth officers.

It has been the policy of this department to ask for assistance from clergymen, doctors, or mental health people to assist whenever possible in certain cases. Most of these people have volunteered to be of assistance.

In the future, we are going to need a juvenile officer on a full-time basis.

There are no records indicating the number of cases not forwarded to the juvenile court. Many cases are handled between the officer and the parents. In some cases the juveniles may be taken to court with the parent without a formal complaint.

There is no budgeted monies for juvenile cases. When a situation arises monies can be made available.

When a juvenile is arrested, the parent or guardian or next of kin are immediately notified.

Of approximately 600 arrests in 1969, thirty (30) were juvenile offenders.

There are no women in the department to work on juvenile cases. If a female juvenile offender is picked up, a female deputy is in attendance when she is brought in. All questioning is done in the presence of a female deputy. We usually have a registered nurse in attendance when questioning a juvenile female regarding sex offenses or activities.

POLICE DETENTION IN JAILS

Children are not held in jail while awaiting court. They are ordered to appear in court; a copy of the court juvenile petition has to be served on the parents or guardian at least 24-hours prior to scheduled court appearance. Under recent court decisions a juvenile offender has to be provided with an attorney at the State's expense if the parents or guardian cannot provide for same.

Our policy is to accept children for detention when ordered in writing by a judge or probation-parole officer only. The only exception to this policy is when the juvenile to be detained or confined is an escapee from an institution where he has been confined by order of a court. The youngest confined at this jail during the past five years was a 12 year old male. He was held overnight to be transported the following morning to the Boys Training Center. A juvenile is usually not held at this jail more than 24 to 48 hours.

When a juvenile (14-16 years old) is brought to our department for detention we follow this procedure:

1. By what authority to be held, a check of the committal order and any special instructions accompanying the same?
2. How long will we be holding the juvenile(s)?
3. Whether or not detained or confined prior to this commitment, whether minimum or maximum security required.
4. Whether juvenile has any mental or physical ailments that would be aggravated by confinement; if he or she has been ill or is under treatment and, if so, subject's doctor is called. If subject has been in a mental institution they are also contacted for any information that they might have.
5. Taking of all medications, sharp objects, etc., that subject could use to injure self with.
6. On the spot evaluation of juvenile's mental state at time of commitment.
7. Explanation is given to the juvenile on why he is there, how long he or she will be committed for and he is allowed to make a phone call to any person (adult) who might be concerned.

Whenever a juvenile is brought to this office, the parents are called by the juvenile and by an officer of this department. Unless committed by proper authority, juveniles are held in the office until parents arrive to take them in custody and return home. As above, first call is to parents. If the juvenile is to be held, we encourage parents to come to our office to be with them.

We hold juveniles in a side office until released to parents or to officers for transporting to the institution to which they are committed. If they are held under maximum security conditions, they are placed in a large self-contained cell. This cell is located away from the cell blocks. The person occupying this cell enjoys complete privacy, with his own shower and toilet facilities. No contact is made, visual or otherwise, with the other inmates.

Whenever any female juvenile is brought in, a matron is in attendance until she leaves our institution. If needed, a doctor, nurse or other personnel will be called to assist.

Interest in what happens to a juvenile offender left at the county jail has been a matter of concern to the local association of clergymen and to two or three service clubs. These groups have offered to assist within their capabilities, when possible.

OFFENSE	AVERAGE AGE				DISPOSITION	PRESENT w/CHILD IN CRT.					YES	NO	
	M	F	M	F		M	F	B					
Larceny	32	-	14	-	Cont. 10 Dism. 2, Filed 5 Prob. 15	9	10	10	6	24			No. age 2; No infor. on par. & lawy. - 2 No Par.
Petty Larceny	8	-	15	-	Prob. 4 Cont. 4	5	1	2	-	8			No age - 1
Disorderly Conduct	2	-	15	-	Filed 1 Fine 1	2	-	-	-	2			
Malicious Mischief	18	-	14	-	Prob. 9 Cont. 3; Dism. 5; Filed 1	5	1	8	3	13			No inf. on Par. & lawy. 2; No Par. but lawy. 2; Lawy. appt. 1
Using m/v w/o the consent of owner	7	-	14	-	Cont. 2 Dism. 5	2	2	-	-				No. inf. on par. & lawy. 1; No par. but lawy. 2.
Operating m/v while intoxicated	1	-	16	-	Prob. 1	-	1	-	1	-			
Illegal Possession of Intox. liquor in m/v	7	1	15	16	Dism. 2 Fine 6	1	4	-	1	6			No. inf. par. - lawy. 1; 1 lawy. no par. No par. no lawy. 1
Drinking liquor in m/v	2	-	15.5	-	Fine 2	1	-	1	-	2			
Illegal Transp. of beer (whiskey, intox. liq. etc)	4	1	16	16	Susp. Lic. 10 days 5	1	2	2	-	5			
Sunday sale of liquor	1	-	16	-	Fine 1	-	-	1	-	1			
Intoxication	6	-	15.5	-	Fine 4 Prob. 2	2	1	2	-	6			No par./no lawy. 1
Breaking, Entering & Larceny	16	-	15	-	Prob. 14 BTC 2	4	1	10	7	9			Lawy appt. 1; appt. lawy. no par.; 1 BTC; 1 BTC-no lawy.
Accessory to fact B.H.L. & Larceny	4	-	15.5	-	Prob. 2 Cont. 1 Filed 1	1	3	-	-	4			
Truancy	4	2	15.5	13	Prob. 4 Cont. 2	5	1	-	-	6			
Possession of Stolen Prop.	1	-	13	-	Filed	-	1	-	-	1			
Reckless oper. of snow mobile	1	-	14	-	Cont.	-	-	1	-	1			

OFFENSE	Average Age				DISPOSITION	Present w/child in court					YES	NO	
	M	F	M	F		M	F	B					
Taking snowmobile w/o authority	1	-	16	-	Filed	-	-	-	-	-			No. inf. par. & lawy.
Operating snowmobile in public way	2	-	15	-	Fine 2	1	1	-	-	2			
Trespass	2	-	16	-	Filed 1 Cont. 1	-	2	-	-	2			
Littering	2	-	15.5	-	Fine 1 Cont. 1	-	1	-	-	1			No. inf. on par. & lawy. 1
Throwing snowball on pub. highway	1	-	16	-	Dism.	-	-	-	-	-			No. inf. par. & lawy.
Willful Concealment	-	1	-	16	Cont.	1	-	-	-	1			
Assault	7	-	15	-	Dism. 2 BTC 1 Prob. 2 Cont. 2	4	-	1	2	4			BTC app. w lawy.; no par & lawy 1; no par. no lawy. 1
Curfew Violation	2	2	14.5	15.5	Dism. 3 Filed 1	1	1	2	2	2			
Negligently shooting a human being	1	-	15	-	BTC	-	-	1	-	1			
Hitchhiking	1	-	16	-	Fine	-	1	-	-	1			
Soliciting by false pretenses	2	-	14.5	-	Prob. 2	2	-	-	-	2			
False report to police officer	1	-	16	-	Prob.	-	-	1	-	1			
Threatening communication	1	-	16	-	Dism.	-	-	-	-	-			No. inf. on lawy & par. but state attor.
Manifest dangers of falling into habits of vice	-	1	-	15	Prob.	1	-	-	-	1			
Manifest dangers of falling into habits of vice & immorality (runaways)	-	2	-	15.5	Stevens 2	1	-	1	1	1			Lawyer appt. 1
Behaving in an incorrigible manner (runaways)	2	-	14.5	-	BTC 1 Cont. 1	-	2	-	-	2			
Living in circums. of manifest danger of falling into habits of vice & immorality	-	1	-	15	Prob.	-	-	1	1	-			
Inhalation of vapor	1	1	16	15	BTC-Prob.	1	-	1	-	2			Both Sniffed glue
Behaving in incorrigible, indecent, lascivious manner	-	1	-	16	Stevens	-	-	-	-	-			
Illegal possession of beer	18	9	15.5	15	Fine 13 Cont. 8 Filed 1 Dism. 5	8	10	4	3	20			A lawy. appt. 2; no par lawy 4; No par. but lawy. 1

OXFORD COUNTY

School System	Elementary		Secondary		Guidance		Drop Outs	Social Worker	Psychologist
	Stu.	Tea.	Stu.	Tea.	Elem.	Secun.			
S.A.D. 21	717	26	300	18	0	1	14	0	0
S.A.D. 17	2052	84	1560	102	0	4	63	0	0
S.A.D. 39	287	16	190	15	0	0	1	0	0
S.A.D. 43	935	38	492	29	1	1	15	0	0
S.A.D. 44	773	37	621	66	0	2	Less than 1%	0	0
S.A.D. 72	583	24	(Jr.H.) 123	5	0	0	-	0	0
U. 25	2190	98	1201	79	0	2	34	0	0

S, 21 - Dirigo High-Dixfield
 S, 17 - Oxford Hills High Paris
 S, 39 - Buckfield
 S, 43 - Mexico
 S, 44 - Telstar Regional High (Bethel)
 S, 72 - Fryeburg Academy
 U, 25 - Rumford

PENOBSCOT COUNTY

EMPLOYERS - EMPLOYMENT SERVICE

Replies were received from one employer only, from a counselor at Bangor High School, and from the Maine Employment Security Commission office in Bangor.

The one employer has no programs oriented towards the employment of juveniles.

The high school counselor helps the children of low income families through the Neighborhood Youth Corps Program.

The Maine Employment Security Commission, Bangor Office report they are actively engaged in trying to place juveniles in jobs. The success of their work with those on probation, entrustment, or parole depends on the receptivity of the employer and whether the youth is a first offender or a repeater. Youth who meet the criteria are referred to Neighborhood Youth Corps, Youth Opportunity Center, Rural Youth Corps, and Job Corps.

HEALTH - MENTAL AND PHYSICAL (see also Page 3)

The Department of Health of the City of Bangor answered in some detail. There is a concentration of State, city, and private facilities in Bangor, which are not generally available throughout the State. In Bangor, therefore, the problem of treatment is not a lack of agencies (which charge according to ability to pay) but frequently a problem of persuading parents to consent to treatment of their children, and possibly themselves. The public health nurses find potential delinquents in "multi-problem" families in the course of their routine work. The clinics provide both treatment and diagnosis. The courts do not appear to call on the clinics with any degree of frequency, for evaluations.

Outside of Bangor, referrals for mental diagnosis and/or treatment may be made to Bangor, Ellsworth, Millinocket, Dover and the University of Maine at Orono. The schools are usually the source of referrals of potential delinquents.

There are no statistics available between physical deformities and/or disabilities and juvenile delinquency. The Crippled Childrens Service will care for any condition where there is a prognosis of rehabilitation.

LAW ENFORCEMENT

The Sheriff's Department uses any (or all) their deputy sheriffs as juvenile officers. They have no personnel especially trained for work with juveniles and no training programs to that end. The department is short one full-time deputy and two full-time detectives - "trained men leave for other fields that pay more, and require shorter hours." About 10% of the arrests made involve juveniles and about half of these go to court. If at all possible, minor violations are handled outside the court. Juveniles are occasionally held in the Penobscot County Jail, usually only until the next court session. Volunteers are called when there are persons lost in the woods or in drowning cases.

The Bangor Police Department has one sergeant and two patrolmen (with no part-time personnel) in its Juvenile Division. A policewoman and at least two more patrolmen will be needed in the future. In contrast to the Sheriff's Department, the city police report that 20% of their arrests are of juveniles, and that five hundred cases are not forwarded to the courts. Both boys and girls are referred to juvenile officers. If a juvenile is picked up during the night, and parents refuse or are unable to pick up the child, the juvenile will be kept in jail overnight. The two cells used for juveniles and women are separate from the regular cell block and are "two doors from the juvenile office".

In Brewer, with a police department of fourteen men, each officer handles his own case - there is no one designated as a juvenile officer. In-service training is used to alert the department to juvenile problems. About 40% of the arrests made involve juveniles, with 51 cases in 1969 not going to the courts. Juveniles are released to their parents - being held in jail only by court order when waiting transportation to a training center.

The Dexter Police have a force of three, a chief and two officers. There is an expressed need for another officer. There is a reported need for another man. They report that about six cases involving juveniles were handled out of court last year. If a juvenile is arrested and his parents cannot be located, he is taken to the Penobscot County Jail in Bangor for overnight. Juveniles are routinely released to the custody of their parents. Citations are served on parents in the Dexter area for appearance in the court held at Newport. The police chief reports further that their facilities are very poor but that they have been passed legally to hold juveniles in detention, if necessary.

The East Millinocket police follow about the same routine as other departments and report that they average one case a week which they handle without going to court. They have new physical facilities, but feel their budget is small. There are no juvenile officers.

There are four men on the Lincoln Police Department with no juvenile officer designated as such. A "few" cases are handled by the police without going to court, and only about 5% of the arrests made involve juveniles. The department has a cell separated from the others which is used for women and juveniles. A juvenile is held there only until his parents can come for him. If a girl is brought to the police station, an officer's wife is called in to stay with the girl until her parent(s) come for her.

Chief Rideout of the Millinocket Police Department reported he had 177 juvenile cases in 1969 of which 38 went to court. He recommends that the department have a juvenile officer, but at present there is no budgeted money for one. In 1969, slightly less than 8% of the arrests involved juveniles. When juveniles are taken into custody, they are normally released to their parents. If they must be held, they are put into a regular cell. If it is a girl, a "matron" is hired by the hour to stay with the girl.

None of these departments organize or supervise recreation or other group activities for juveniles.

PARENTS OF YOUTH

Parents feel that broken homes, lack of parental concern, desire of parents for children to follow lines of activity not to the liking of the children, and poor environment lead youth into delinquency.

Youth may become a problem at any time between eleven and eighteen depending on the home and neighborhood environment.

Where there is a family, the family needs to work, play and pray together with realistic discipline from the parents. Where there is not a full family, there is a need for "more people who will care for what the kids are saying and build a program around it."

Delinquents need help in returning to society as contributing members, but mostly they need to feel needed.

Parents feel that discipline within a family is a joint responsibility of the mother and father and that older children should not be expected to discipline younger ones. To be effective, the parents must earn the respect of the children.

No differentiation is made between the means of disciplining boys and girls. An occasional spanking at an "early" age is recommended with the understanding that each child is an individual. Loss of privileges for older children is effective.

It is felt that dating may begin in high school, with the parents setting a time for the children to be home and knowing where they plan to go.

Two parents report their children would like to be able to see "good movies". Some parents feel movie viewing should be restricted but not television viewing. One reports that school homework and the completion of household chores should come first.

Parents tend to agree that most teenagers need little makeup, but that they may start using it in high school. Parents' thoughts on dress standards vary as much as do dresses.

The parents who answered agree that teenagers should use neither liquor nor drugs. As to the use of cigarettes and beer/wine, the answers vary from no usage to use at home and on educating youth on their harmful effects.

Parents are optimistic about youth solving their own problems when they know they have "someone who really cares in the background," but "if there is nothing for them to do, they will find something."

RELIGIOUS ORGANIZATIONS

The YMCA in Bangor reported an active on-going program aimed at helping the disadvantaged. Funds are available and are used to pay YMCA dues in full or in part and to pay for boys attending Camp Jordan and Camp Prentiss. Recreational services are offered not only to residents of Bangor, but also to both boys and girls living up to thirty miles from Bangor. "We have no way of knowing how many YMCA members are later adjudged delinquent. Some have, because we seek out boys who come from low income, drinking parents, separated parents, poorly supervised, and crowded-and-unwholesome-living-condition homes. The local juvenile officer states publicly that he has never found a boy in serious trouble who has been an active participant in YMCA programs.

Seven Protestant ministers responded to the questionnaire on what was being done in their churches to prevent and combat juvenile delinquency. There was expressed concern that it did not appear possible to do more to reach disadvantaged and delinquent-prone youth. There are the usual church programs for youth groups-without being oriented towards those outside the church community. All ministers do what amounts to counseling, whether formal or informal talk and advice on where professional help may be obtained. Ministerial boards do not direct their first attention toward youth - individual ministers recognize the need. One minister wrote: "The parents for the most part are uncooperative. The youth for the most part are more honest and open."

PROBATION AND PAROLE

Two reports were received from police chiefs. One reported a good working relationship with the probation officer in his community. Probation and parole are handled only by the probation and parole officer and consequently we have no statistics for this summary.

HEALTH-MENTAL AND PHYSICAL

There are hospitals in Bangor, Dexter, Lincoln and Millinocket for the treatment of general physical ailments and the Bangor State Hospital for mental patients.

This survey received a reply from the Bangor-Brewer Tuberculosis and Health Association, and the Bangor Regional Speech and Hearing Clinic. The report from the latter would indicate a complete program which does reach both the delinquent and the delinquent-prone youth through referrals from private physicians, the Maine Department of Health and Welfare, and various other agencies. This Clinic has seen a direct correlation between speech and/or hearing defects and behavior.

Both the Association and the Clinic have funds which can be used for the treatment of all juveniles, i.e. juveniles who are not able to pay any or all the usual fees will be able to receive treatment

SOCIAL WORKERS AND PSYCHOLOGISTS

Social workers, who see juvenile and family situations of all kinds, cooperated well with detailed answers.

Some are certain that poverty is a major factor in causing delinquency while others believe that delinquency stems from other factors and is equally prevalent in families of all levels of income.

The use of drugs and alcohol are of great concern, but, in general, are seen as symptoms rather than causes. Drug use has the side effect of increasing larceny as the users strive to obtain money to pay for more drugs.

Opinions on the effects of violence and sex as seen on television and at the movies also vary from little effect to being seen as a definite influence in breaking the law.

A number of other causes are listed as contributing to delinquency:

1. Lack of family status in the community.
2. Broken homes. (Family instability)
3. Unemployment of father in home.
4. Lack of consistent parental discipline.
5. Failure by parents to treat children as individuals.

There is agreement in the need for a stable family life where the "feelings of warmth and love outweigh the feelings of rejection and hostility."

If there is family rejection, there is likely to be an expectation built up in youth of meeting rejection from everyone. Peer influence is felt to be stronger in the later teen years than earlier in life.

Parental unconcern is very much a contributing cause for delinquency and the effects are probably felt not only during the juvenile years but later in life as well.

Children are believed to be able to see the weaknesses in their parents and may exploit them when the parents appear unable to cope with incipient delinquent behavior. Social workers may also find the parent(s) who have a symbiotic relationship with the delinquent-prone child in that they promote the deviant behavior at an unconscious level while making sounds of condemning the action at the conscious level.

A majority of cases referred to a social worker come from "families where there has been a history of delinquency in previous generations. Poverty and broken homes seem to tend to perpetuate themselves.

The social workers do not have figures available on the rates of delinquency in rural as compared to urban areas.

"Coffee Houses" and other groups are felt to have limited value in the prevention of delinquency. Delinquent youth do not expect and usually are not welcome.

Job placement helps delinquents on probation or parole only when there is a satisfactory relationship between the officer, the delinquent, and the employer.

Employment (job placement) for the school dropout is not felt to have much effect on whether or not he commits delinquent acts. If school guidance could be extended to dropouts it would be beneficial.

The use of foster homes is no guarantee to the prevention of delinquency. They are to be used only as a last resort and then only with close supervision.

Vocational training in a job meaningful to the youth involved is very beneficial.

Halfway houses should be able to fill a definite need.

When social worker supervision is on an individual basis and the caseload is nominal, good can result. Since social workers of the Department of Health and Welfare supervise "State wards", and the children are aware that they bear a social stigma, this is a sensitive area.

Social workers recommend that probation and parole officers have reduced caseloads and receive additional training. As they see it, this officer is the most important person in the delinquent's life with the effectiveness of present supervision being negligible.

Public Health work supervision can be of help as a referral agency when early symptoms of delinquency are observed.

Further formal education is of little interest to the average delinquent. Occasionally a motivated youth will return and/or complete the high school equivalency test and go on to further academic and/or vocational studies.

One social worker sees poverty as the stumbling block to the prevention of delinquency.

When a family receives ADC and other aid, the psychological effect on the children in the family depends on the attitude of the adult members of the family. It may be detrimental, by reducing the concept of self-worth; but one worker feels this need not be so.

Aid from service organizations is not felt to be as far-reaching in its consequences as routine State or local aid.

There are no known private philanthropic organizations which are aiding delinquents in Penobscot County.

SCHOOLS

Thirteen questionnaires were returned. The enrollment, guidance personnel data, etc. are on a separate page. There were a variety of answers. Numerous questions were unanswered on the returned form.

The dropout rate is decreasing. Pregnant girls, and boys who are wards of the State without concerned parents account for much of the present rate. Improved guidance programs have reduced the rate (as well as the legal age for attendance being increased.) Some schools report no programs specifically designed to reduce the dropout rate. Others report additions to vocational courses, better counseling, and more flexibility in programming courses of study as methods which help. Bangor has two special classes for "descriptive" students. As to the success of such programs, either the inquiries were not answered or the attitude was reported as excellent, except for one school which indicates they would like to do better. Generally, there is no contact with a student once he drops out of school. East Millinocket is an exception, reporting a follow-up through the guidance department.

School sports are about as extensive as the school population will allow. Most schools report intramural sports as well as interschool competition, stating that all students may participate. Some schools spell out how the children from poverty families are helped.

There are numerous extra-curricular activity clubs and a note from some schools that students are encouraged to participate. One school reported that such activities are dominated by students from families in the upper economic bracket.

High schools offer a home economics program for girls and an industrial arts program for boys. Larger schools have true vocational courses for boys.

Schools use the local Drug Council where established to help educate students and parents on drug abuse. Where no special programs are offered, the basic dangers of using drugs and alcohol are explained in the regular health courses.

Testing is not done to identify delinquent-prone youth per se. Tests which are given in the larger schools, however, may be and are used by the guidance personnel in evaluation both as to a student's conduct and to advise him in vocational fields.

Students who marry may remain in school, but whether or not they may participate in school activities is decided on a local level, usually by the school board. In some schools such students are "encouraged" to remain in school. The attitude toward pregnant girls varies from community to community. This runs from a desire to be of help to a policy of removing the girl from the school environment as quickly as possible. There are no reported programs aimed directly at the problem presented by marriage or pregnancy. Such work as is done is accomplished through individual counseling.

A school's disciplinary code will vary depending on the community and the school administration, from few if any written regulations to a complete code, printed for distribution to students. In any case, conferences are held with parents, if possible, before expulsion or when a student becomes a disciplinary problem for a teacher. On his return, school administrators describe themselves as "liberal", or "conservative" in this area.

PENOBSCOT COUNTY

School System	Elementary Stu.	Elementary Tea.	Secondary Stu.	Secondary Tea.	Guidance Elem.	Guidance Secon.	Drop Outs	Social Worker	Psychologist
Bangor	4161	149	2966	163	2 Full 1 Part	3 Jr.H. 3 Sr.H.	125 Sr.H.	2	
Brewer	1316	53	1583	81	0	3 Sr.H.	53	1	
Millinocket	1311	54	1062	65	0	1 Jr.H. 2 Sr.H.	13	0	
Old Town	1250	56	1293	62	1	1 Jr.H. 2 Sr.H.	41	0	
SAD 22	898	35	274	10	1	1-1/2Sr.	20	0	
SAD 23	382	17	166	9	0	0	0	0	
SAD 31	829	32	279	19	0	1	22	0	
SAD 38	248	11			0		0	0	
SAD 46	967	50	500	29	0	1	13	0	
SAD 48	1264	54	961	58	0	2	47	0	
SAD 63	687	31			0	0	0	0	
SAD 64	671	26	264	17	0	1	5	0	
SAD 67	1200	47	451	27	1	1	6	0	
SU 34	801	30	437	27	1	1	21	0	
SU 87	926	48	580	42	1	1	13	0	
SAD 90	871	37			1	0	1	0	
SAD 113	908	41	525	32	0	1	7	0	
Indian Res.	48	3							
SAD 30	318	13	111	4	0	1			1 CAP trained
Lee Academy			311	19					

Penobscot county court July 1, 1969 - June 30, 1970

OFFENSE	Average Age				DISPOSITION	Present w/child in court			YES NO		
	M	F	M	F		M	F	B	YES	NO	
Armed Robbery	1	-	17	-	Dismissed	-	-	-	1	-	Neither Par.
Accessory before fact o/assault w/i to com.larceny	1	-	16	-	Prob.	-	-	-	1	-	
Assault	5	1	14	13	4 Dism 1 Cont. 1 Cus.H&W	4	-	-	5	1	2-no Par. info.
Assault w/deadly weapon	1	-	16	-	BTC	1	1	-	1	-	
Assault w/i to Maim	1	-	15	-	Prob.	-	-	1	1	-	
Assault & Battery	14	-	13.7	-	4 Prob. 1BTC 5 Dis. 2 Filed 2 Cont.	7	1	4	8	6	2-no par. info. BTC-no lawyer
Assault & Battery high & aggravated	1	-	15	-	BTC	-	-	1	1	-	
Boarding a freight train	4	-	10.5	-	4-Dism.	1	2	1	-	4	
Br. & Entering	2	-	15	-	2 BTC	-	2	-	2	-	
B&E nighttime	2	-	15	-	Dism.request replaced by new complaint	-	2	-	2	-	
B&E w/i to commit larceny	6	-	12.8	-	4 Dism.for lack of pros. 2-Prob.	1	-	1	2	4	4-no par. info.
B&E larceny	20	-	13.6	-	4 Dis. 5 BTC 8 Prob. 1 Cont. 2 Filed	12	4	4	12	8	
B&E nighttime	30	-	15.2	-	17 Prob. 8BTC 1 Dis. 2 Cont. 2 Filed-making restitution.	12	7	10	15	15	1 no par; 3 BTC no lawyer; 1 refused ca attorney
Carrying concealed weapon	1	-	15	-	BTC	-	-	1	1	-	2 lawys. 1 hired 1 appointed
Incorrigible behavior	-	2	-	14	2 Stevens	-	1	-	2	-	1 neither par. State Ward.
Danger of falling	7	8	14.8	13.8	3 Cont. 2Stevens 4 Prob. 1BTC 4 Dis. 1 Filed	11	-	2	4	11	3 age unk.; 1 guard 1 no par. info, 1 ref CA att.; 1 St. no lawy.
Deserting home w/o just cause	-	1	-	15	Prob.	1	-	-	1	-	
Runaway	-	2	-	15	2 Prob. 1 comm. H&W	1	-	1	2	-	
Disorderly conduct	14	-	-	-	1 Fine 2 Prob. 7 Dis. 4 Cont.	5	2	2	4	10	5-no par. info.

Penobscot County Court con't.

OFFENSE	Average Age				DISPOSITION	Present w/child in court			YES NO		
	M	F	M	F		M	F	B	YES	NO	
False bomb report	-	2	-	12.5	1 Dis. 1 Prob.	-	1	1	2	-	
False Report to Police Officer	1	-	14	-	Con't.	1	-	-	-	1	
Failure to file written rep. on water craft accident	1	-	16	-	Filed	-	-	-	-	1	No par. info.
Illegal pos. of liq.	28	2	15.4	14.5	5 Fine 1 Not adjud. 8 Cont 6 Prob. 1 BTC 5 Dis. 4 Filed	15	8	4	7	23	3-no par. info. 1-ref. att. 1BTC- no lawyer.
Presenting false ID to procure liquor	1	-	16	-	Filed	-	-	1	-	1	
Intoxication	22	1	15.4	13	6-Cont. 2Filed 9-Prob. 1-Fine 1 BTC 1 not adjudicated	14	3	4	4	19	2-no par. info 5-ref. CA att. BTC-no lawy. 2-no par. info.
Intoxicated in motor vehicle	1	-	17	-	Cont.	-	-	1	-	1	
Possession of liq. in motor vehicle	2	1	16	16	1 Filed, 2Dism.	-	-	1	1	2	
Operating M/V while impaired	1	-	16	-	Fine	1	-	-	1	-	
Illegal transp. of liquor	1	-	16	-	Filed	-	-	-	1	-	No par. info.
Illegally fishing	4	-	16	-	4 Fine	1	-	3	-	4	
Illegal possession short trout	1	-	16	-	Prob.	-	1	-	-	1	
Illegal camping & fire building	1	-	15	-	Fine	-	-	1	1	-	
Kindling fire w/o permission	2	-	15.5	-	1 Prob. 1 BTC	2	-	-	2	-	
Larceny of automobile	3	-	13.6	-	1 Filed 1 Prob. 1 BTC	1	-	2	3	-	
Larceny	58	28	14.9	14.3	31-Prob. 12 Filed 8 Dis. 6 Cont. 7-BTC 22 Fine	37	17	26	31	55	1-age unkn.; 6-no par. info.; 9-ref. CA Att. 1-BTC no lawy; 1 age unkn.
Concealing merchandise	1	3	13	16	3 Fine 1 Prob.	2	1	1	2	2	
Littering	1	-	16	-	Dism.	1	-	-	1	-	
Malicious Mischief	23	2	14.1	12.5	6 Cont. 10 Prob 1BTC 3 Dism.	8	10	7	5	20	2-age unkn.
Defacing a building	1	-	12	-	Prob.	1	-	-	1	-	
Malicious damage to Penobscot County Property.	-	1	-	16	Dism.	-	-	-	-	1	No par. info on entrustment from Stevens.

Penobscot County Court Con't.

OFFENSE	Average # Age				DISPOSITION	Present w/child in court				YES NO	
	M	F	M	F		M	F	B			
Willfully damaging property	3	-	13.6	-	1BTC 1Filed 1 Prob.	3	-	-	2	1	Boy whose case was filed-sentencedBTC
Murder	1	-	16	-	BTC	1	-	-	1	-	
Operating snowmobile w/o lights	2	-	16	-	2 Fine	-	2	-	-	2	
Possession of drugs	4	-	15	-	1 Fine 2 Prob 1 Dism	2	-	2	4	-	
Dispensing drugs	1	-	15	-	Dism.	-	-	-	-	1	
Dispensing drugs w/o license	1	-	15	-	Filed	-	-	1	1	-	
Receiving stolen property	1	-	16	-	Filed	1	1	1	-	1	
Sexual Assault	1	-	15	-	BTC	1	-	-	-	1	
Sodomy	1	-	12	-	Prob.	1	-	-	1	-	
Threat by oral communication	1	-	15	-	Dism.	-	-	1	1	-	
Threat by written communication	1	-	14	-	Prob.	-	-	1	-	1	
Trespass	7	-	14.2	-	5 Cont. 1BTC 1 Dis.	1	3	3	-	7	2-age unkn. 1 ref. CA attny.
Truancy	22	17	14	14.8	20 Prob. 8 Cont. 14 Dis. 2 Stevens	14	5	10	10	29	8-no par. info; 2-guardians; 1 age unkn; 3 ref. CA attny. 2 St; 2BTC no lawy.
Unlawfully & maliciously giving false report of fire.	1	-	15	-	BTC	1	-	-	1	-	
Pulling false fire alarm	1	-	15	-	Dism. for insuf. evidence	-	-	-	-	1	No par. info; CA refused
Tampering w/m/v/	3	-	12.6	-	1 Prob. 1BTC 1 Dis.	2	-	-	2	1	1-No par. info.
Use of m/v w/o authority	28	-	14.5	-	9 Cont. 7BTC 11 Prob. 1 Dis.	10	4	8	8	20	1-age unkn; 1 no par. info; 1 no par; 3-ref. CA; 5BTC-no lawyer
Uttering & forgery	7	1	14.1	13	1 Cont. 3 Prob. 1 Filed 3BTC	7	-	-	7	1	1-No par.
Violation of curfew	2	-	15	-	2 Prob.	1	-	1	-	2	2-Ref. CA.

PISCATAQUIS COUNTY

SCHOOLS

School Guidance Services: Guidance services are formally organized only at the high school level primarily because of lack of finance and public relations in this area. At the secondary level, all students are interviewed, tested for abilities and counseling is available. There is referral service for the potential student needing the care of a psychologist or social worker.

In cases of students who seem to be atypical or show atypical behavior at the secondary level we further test, counsel and refer to other agencies for help for those found with conditions with which the present staff cannot cope.

At present the ratio of student to counselor is quite high at 400 to 1.

Basically we have found that referral of students by teachers is excellent throughout the whole system. At the elementary and junior high levels the teachers do a great deal of personal work with their students beyond the requirement of their teaching duties. A relatively systematic teacher-parent contact is available on an informal basis since this is a relatively rural community.

Dropouts: This has not been an extensive problem locally. The rate is very low and quite informally divided between boys and girls. The recent Maine law requiring that students remain in school until their 17th birthday has had an effect on this, causing a decrease. The primary cause of dropouts among the girls seems to be pregnancy and marriage although many make arrangements to complete their schooling as soon as possible. For the boys, it seems to be lack of interest in the school programs and the lure of work.

All personnel closely allied to the school programs are active and attempt to encourage students from all levels to stay in school even though we have no dropout prevention program as such.

Under the present staffing situation there is little done in the area of follow-up of dropouts. Most of this is being handled by other agencies.

School Programs: All extracurricular activities including interscholastic sports, clubs, dramatics, and musical organizations are available to all and everyone is encouraged to participate regardless of their home or financial status. Intramural sports are available to all at the junior high and high school levels.

Vocational courses at the high school level comprise approximately 40% of the student body. These courses include home economics, business education, forestry & agriculture, and industrial arts. These are not terminal courses in most cases.

School codes have become more lenient to keep pace with the changes in our culture and our times. As mentioned earlier in this report, the married girl is accepted and encouraged to complete her education. Discipline is quite strictly maintained for the protection of all individuals and seems throughout the system to be basically impartial.

Drugs, alcohol and tobacco are prevalent but not used in epidemic proportions in our area as yet. At all levels, we have attempted to present programs which will inform young people of the dangers involved in their use. Perhaps at times we have a tendency to close our eyes and hope the whole problem will go away or perhaps shift the responsibility in this area to the home. This does not seem to be a major problem at school functions or on the campuses at this time.

There are definitely some disadvantaged youth in our community but we are not burdened with the problems created by ghettos and minority group frictions. The juvenile delinquent in this community seems to come from all levels of income groups so this cannot be strictly poverty caused.

PISCATAQUIS COUNTY

School System	Elementary		Secondary		Guidance		Drop Outs	Social Worker	Psychologist
	Stu.	Tea.	Stu.	Tea.	Elem.	Secn.			
S.A.D. 41	844	32	421	26	0	0	19	0	0
S.A.D. 4	779	35	317	22	0	1	2.35%	0	0
S.A.D. 68	1178	47			0			0	0
S.A.D. 2	227	14	339	20	0	0	1	0	0
Higgins Classical Institute			136	12		0	7	0	0
Foxcroft Academy			401	24		1	9	0	0

S.A.D. 41 Penquis Valley High (Milo)
 S.A.D. 4 Piscataquis Comm. High (Guilford)
 S.A.D. 68 Dover Foxcroft
 S.A.D. 2 Greenville

MENTAL HEALTH FACILITY

The Dover-Foxcroft office of The Counseling Center, Bangor, known as The Community Counseling Center operates as a comprehensive community mental health clinic.

The area of service of the Dover-Foxcroft office is that of northwest Penobscot County and Piscataquis County. In addition to the office described below, our clinician has available, when needed, a room at the Charles A. Deane Memorial Hospital in Greenville. This has been used on three occasions to date.

At present, The Community Counseling Center is housed in three rooms provided by the Town of Dover-Foxcroft in The Warren Home.

Services have been sought by the families of the following number of clients, ages 8-18, those in the age bracket of juveniles: Closed-11, Active-30, Total cases-41 of the roughly 90 cases dealt with to date. This has been the result of the effective operation of this office since 11/69 - 3/70 on a part-time basis, 2 days per week, and 3/70 - 4/70 on a 4-1/2 day week schedule. As to a description of the types of cases (compare also General Answers to III, attached) that have been seen, it probably would be best to categorize them according to diagnoses:

Adolescence:

Adjustment Reaction of - C1, 2, 3, 4, 11, A14
 Overreaction of C6
 Delinquent Reaction of C10, A30
 Runaway Reaction of A9, 17
 Unsocialized Aggressive Reaction of A15, 16

Childhood:

Adjustment Reaction of A12,13,18,26
 Over anxious Reaction of A2
 Withdrawing Reaction of A1, 25
 Unsocialized Aggressive Reaction of A3, 7, 21, 22
 Behavior Disorder of C5

Miscellaneous:

Passive aggressive, aggressive personality disorder	A11
Transient Situation Disturbance Adjustment	C6
Hypertensive Neurosis	A19
Encopresis	A23
Transient Depression	A27
School Phobia	A23, 28
Homosexuality	A20
Borderline Mental Retardation	C8, 9, 11, A6, 10, 22, 29
Schizophrenia	A5, 6, 20, 28
Brain Damage (and/or Epilepsy)	C3, 5, A2, 6, 22, 25, 26

Finally, the interrelationship of this agency with other agencies may be seen in General Answers to III. Also, it should be noted it was the interest of the Area Director of this agency to initiate The Cooperative Services Luncheon- a quarterly luncheon for the dispensing of information relative to inter-agency workings. Three meetings have been held and many community leaders have also been involved.

The Little Red Schoolhouse Association

The Little Red Schoolhouse for the Retarded offers regular schoolwork as the ability of the child will allow, i.e. printing, learning letters, their sounds, numbers; making, counting and learning values, making change, reading regular school books, personal care, manners and "friendships".

We will soon have a workshop and homemaking unit. We will be able to offer our girls, and boys also if they wish, a chance to learn limited cooking, bed making, care of floors, care of appliances, etc. Hopefully, we may be able to teach simple sewing. The boys should be able to make bird houses, feeders, etc. Now the boys sand and finish bread boards, picture frames, wooden bowls, gun racks, and bird feeders, made for us by friends.

The boys get most of the money from articles as they are sold.

SOCIAL WORKERS AND PSYCHOLOGICAL SERVICES

From the brief experience in a social service agency in this area - observations are relative to the types of cases that have been seen in The Community Counseling Center - there follows an analysis of cases reflective of the entire northwest Penobscot County and Piscataquis County area.

Factors Contributing to Delinquency:

As seen in the light of the above, there doesn't seem to be any clearcut cause of juvenile "acting-out". The latter term, instead of "delinquency", is used due to the fact that no case of out-and-out, hardened forms of delinquency have been dealt with by this agency. However, certain delinquent behaviors have been seen- some stealing (seeming not to be chronic and only of minor significance at present), some sexual acting-out, some forms of "rule protest" relative to school problems, etc. In these cases, juveniles, ages 8-18, have evidenced the following causal factors:

A. Rejection:

- 1) In some cases by parents and siblings: mostly parental rejection due to immaturity of parents; this is sometimes quite open and aggressive; sometimes by the father only.
- 2) By peers - due to certain types of physical illness which may evidence itself in resultant behavior patterns.
- 3) By school, both teachers and administrators. This is an area which has not been questioned, cf. the form; but which should be examined. Certain types of individuals seem not to be able to cope with various forms of "anti-social", "rule protest", boyish obstinacy, overactive behavior, "mouthing-off", etc., behavior without suspending and/or expelling - or threatening this kind of reaction action repeatedly. Quite often, the juvenile's reaction is to "dare" them to do it and the authorities fall into the trap, thus alienating many young people.

B. Overprotection:

- 1) By family, one parent or the other, mostly mothers, trying to hold the "apron strings" tight. The resultant reactions may be to spite, or show of extreme dependence.
- 2) By family who are presently not mature enough to deal with physical handicaps in their progeny.

C. Family Instability:

- 1) Marital relations are strained, broken, divorced parents, etc. which means:
 - (a) No mother,; no case of this sort in this age group;
 - (b) No father usually, or the father is deceased;
 - (c) Continued custody problems;
 - (d) Divorced parents living together.
- 2) General Family Problems:
 - (a) An inability on part of divorced mother to discipline;
 - (b) Improper moral example;
 - (c) Split family with stepfather relations strained.
- 3) Poverty factors may be a contributing factor.
 - (a) Another, probably more subtle factor, is that in the poverty situation, a mother trying to maintain the family by working and/or a father who also works or "works when he feels like it," may lead to inadequate supervision of the children.
 - (b) Even still more subtle, and a factor that cannot necessarily be proven at this time, is that of resultant mental retardation due to improper dietary background, primarily due to the poverty level living of the parents themselves.

Job Placement:

From the experience of this office, we can only make cursory comment on the matter of job placement. It is to be noted that in Case A17 the 16 year old boy involved has tried to secure jobs to give him some independent income and also to occupy his free time. Knowing the guidance counselor in the local school, he has done everything feasible; but jobs are just not available in this rural setting. There are two or three programs available- Rural Youth Corps, Job Corps, Operation Mainstream, etc., but only one has a local representative; others originate out of Bangor. Their effectiveness in this area is unknown by this agency.

Public Officials:

- 1) Foster Homes - effective but extremely limited since there are too few available. A Voluntary Foster Placement Program exists on legislative record, but no funds are available.
- 2) Vocational training is very limited as this has to be done through Dexter Regional High School.
- 3) Halfway Houses, group homes, programs - None available.
- 4) Through this agency there are contacts, but as to actual involvement in placement this is beyond its scope. As a center, primarily for out-patient psychotherapy, we may see the client on a weekly basis or bi-weekly basis with the intent of giving him assistance, by building confidence, by helping him to be able to examine his character and see the need for change, etc. This has been accomplished to the extent that the client has been cooperative, and/or the parents have been cooperative.

Others would be better qualified to answer in regard to these aspects. However, to add just one point, this agency, The Community Counseling Center, has and will continue to make it a policy to cooperate and assist all legal authorities, health and welfare agencies, and school personnel in any way possible. To date, this cooperation has been effected and is becoming more effective as more time is available due to increased staff.

PARENTS' REACTIONS

It is the consensus of parental feelings that:

- 1) Youth become bored.
- 2) Parents show little interest in their children.
- 3) Energies of youth must be channeled in positive directions.
- 4) Home is not a refuge for children.
- 5) There is need for counseling services for youth.
- 6) Values must be taught at an early age.

Prevention of delinquency lies in the homes. Values must be taught before age eight; parents must take time to be with their children; courtesy and respect must be once again made part of our lives, and violent attitudes in recreation must be reduced.

To return delinquent children to society, parents suggested:

- 1) Big Brother - Big Sister Programs
- 2) Block parent program.
- 3) Give the youth respect and encouragement and help them make a new start.
- 4) Accept the youth.

It is the acclaimed attitude that father should be the head of the household, mother should be the peace maker. The home must be built on respect for each other. From this respect and inter-action comes discipline for the whole family. This discipline includes control of such things as the use of automobiles, television and movies, dress and makeup and the use of cigarettes, beer and drugs.

Young people must have respect for themselves and for others, and work for that goal. Youth must realize there will be times they will have to stand alone on issues and at that moment they are making decisions for future days and years.

We need a place for youth to meet and enjoy themselves without too much restriction put on them. Youth can have good, clean fun and they can enjoy themselves without getting into trouble if we trust them a little more.

COMPOSITE REPORT OF THE CHURCHES:

- 1) The purpose of the Christian Church is for the worship of God, the due administration of HIS WORD and Sacraments, the maintenance of the Christian fellowship and the up-building of the believers.
- 2) Each of these churches have both sanctuaries for worship, and educational and fellowship facilities.
- 3) There are 37 adult teachers, ministers, and advisors working with junior and senior high.
- 4) The programs include audio-visual presentations, discussions, role-playing, field trips, service projects, recreation and worship.
- 5) There are approximately 194 youths reached, with almost all being classified as typical. Did not seem to be able to identify any atypical youth in the church programs.
- 6) There is approximately \$825 spent annually for the various youth programs.
- 7) Interrelationship with other programs: basically, the Scouting programs are the most easily identifiable group where there is close connections between the church and other groups.

RELIGIOUS ORGANIZATIONS:

- A. There is no specific committee within the ministerial association. However, as a situation should develop, the individual minister, or ministers as they were aware of a problem seek to offer counseling and support.
- B. Generally, most of the clergy see a responsibility for counseling. Referral is a part of the responsibility where advice and direction is needed beyond what the clergy are capable of doing.

There have been cases where the clergy have worked closely with the medical and legal people in counseling.

In cases of the prevention of delinquency and also ministering to the delinquent, our Christian education programs and youth fellowship opportunities strive in a positive

direction that young people be guided in a way of life that leads to the fullest and most wholesome experience of life. Certainly, though our aim may not be explicitly directed toward the delinquent, we hope that the church's ministries might be making a significant contribution in this area in society.

RECREATION

There is no formal recreational program in the County. Such activities as Pee Wee basketball, Pee Wee and Little League baseball, and school dance activities make up the organized portion of recreation. In addition, there are such sports as skiing, snowmobiling, and water sports available for individual recreation. Obviously there is little available for recreation for poverty children.

SOCIAL WORKER

There are so many conditions related to poverty--poor housing, poor diets, poor medical care, family breakdown--all of these things are so closely related to poverty and definitely have an effect on the youth. I have observed that many of our children on AFDC seem to do fairly well through the very young years and even through grammar school, but many of them begin to have rather serious difficulty when they reach the early teen and mid-teen years. This may not involve delinquency serious enough to require court action, but it is serious enough for one to realize that their attitude and pattern of living will be carried over into their adult years. It is very difficult for a child to live with all of the difficulties involved because of poverty and not be damaged by it.

I feel that one-parent families have much greater difficulty in bringing up their children than a two-parent family, and this fact of being brought up by one parent seems to have a definite effect on a child, and very often there are difficulties with these children in the teen years also. Very frequently I have observed that the boys have no male image, that there is no closeness with their father even though he might be living in the State or even in the area, and very often the mother is constantly speaking against the father, and leaving the child very little to respect for him. Many times I find the mothers are over-burdened with too large a family for their capabilities and have very little time to spend on any individual child.

I believe that with a very young child, rejection by the family is most detrimental; in fact, detrimental to the point that so much damage is often done that it never can be corrected. However, if this question refers to teen-agers, I would say that rejection by their peers is even more detrimental at that age. It is so very important for teen-agers to be accepted by those of their own age, and this acceptance is necessary to their growth and maturity. A young person who is not accepted by a group or even by one or two other young people will have great difficulty in setting up healthy relationships later on in life. Also, if they are not accepted by their peers, they often will search until they find some group that will accept them for one reason or another.

Frankly, within my caseload, there does not seem to be a great deal of delinquency -- by that I mean situations serious enough to require court action. However, if one is defining delinquency in the sense of truancy, school dropouts, illegitimate pregnancies, immoral behavior, runaways, petty thieves, etc., then I must honestly say that I have seen this in at least two generations. Generally, I have not known a third generation of these families. There is one family that I do have that I have had four generations of the family on welfare and all four generations have been serious problems for one reason or another. I do have many where there are two generations that have serious problems. The problems of the children seem to be pretty much those of the parents.

I cannot truthfully say that I have very many families where there is real parental unconcern. It may appear to the community that these parents are unconcerned but when one works with them and builds up a good relationship with them, and helps them see the problems that their children are having, then they are rarely unconcerned.

I do find a great many parents who lack the ability to cope with the situations which arise. I also find that many parents do not seem to sense the seriousness of their children's behavior and do not seem to realize where this behavior is going to lead them. I have found that most parents are very appreciative of the concern of a teacher, social worker, or police officer, for their children, providing that this concern is shown in a way that these parents know that someone wants to help. The unfortunate thing is that help is not given these parents before the children reach the teen-age years. Many have "lost them" by this time. Communication has broken down; many parents think that a teen-ager of 14 or 15 has reached adulthood when they have not, and extensive work is necessary in order to help at this point.

CONTINUED

3 OF 8

I would also like to say that I feel, that generally speaking, these problem youth are not reached by groups. Generally, they have been rejected by groups throughout their life, and thus do not voluntarily enter into this type of situation.

I think that job placement is quite helpful in preventing the school dropout from becoming delinquent, providing the job placement is followed up with counseling. Simply placing a school dropout in a job and then dropping him, or leaving him, is rarely successful. The school dropout often has poor work habits and has trouble in relating to people, and does need the support of a counselor of some sort.

I have not worked in probation or parole but have observed a number of young people who are on probation or parole. I have found that, generally speaking, the parole or probation officer has an excellent relationship with these young people. They keep in close enough with him. The officer are well aware of what is going on all of the time, on the job and at home. I have been quite pleased and surprised at the success of those probation and parole officers.

In this County there is no guidance whatever for school dropouts unless they happen to be on probation or parole. I feel that this is a great need.

FOSTER HOMES

It is difficult to place a teen-ager in a foster home and have any amount of success. This sounds like an ideal situation but many, many times the teen-ager is attached to his own home despite the difficulties that they have had there. Many of them find it difficult to conform to the so-called "normal" home; and the general run of foster homes find it difficult to cope with teen-agers who have a tendency towards delinquency.

VOCATIONAL TRAINING

I have observed this in a few situations in the Piscataquis area where they have been attending the Vocational School in Dexter. I have found these young people enthusiastic about school for the first time in their life. I have not had an opportunity to visit this school, but from what I have heard from the few young people that I know going there, it is certainly motivating them.

MY OWN SUPERVISION

I have a very large caseload in Piscataquis County, about 140 to 150 families on AFDC most of the time. We are urged in our work to choose 20 of the families to work with extensively. However, one can imagine that choosing only 20 out of 150 is really not realistic and demand for service from the other 130 families is constant. Therefore, I have found it very difficult to counsel with individuals, especially young people, due to the time element. However, I do plan most of the time to carry two of these young people who are having difficulties and see them at least once a week. These consultations with them consist of talking over their problems, acting as a go-between, between them and their parents, or them and the school, assisting with finding summer or part-time jobs. I have found this quite successful if this can be carried on consistently. I have already commented on the apparent success of the parole officer supervision.

PUBLIC HEALTH SUPERVISION

Most of our public health workers are involved in this sort of problem. However, I do think that the school nurses take on a good deal of this type of work.

The effect on youth when their families receive ADC and other Public Assistance services is difficult to answer. The attitude of the youth is usually the attitude of their parents toward welfare. We have some who seem to think that the world owes them a living and expect all services and the faster the better. These fortunately seem to be definitely in the minority. We have some who are very much ashamed of being on welfare and go to great lengths to keep this a secret. I think that during the past year with the great emphasis that there has been on poverty programs, on underprivileged families, and culturally deprived people, that few of these youths want to fall into this category. I think that some of those who have been on welfare for two or three generations do not seem to feel the stigma of it as much as those that have had to go on for the first time. Those who are receiving AFCD because of medical disability have quite a different attitude than those who go on because of broken families or inadequate employment.

LAW ENFORCEMENT

Only two municipalities in the County have police forces. Because of the sparsity of population, these departments are necessarily small. There are no juvenile officers in the County. The vast amount of law enforcement in the County is under the direction of the Sheriff.

Twenty-seven deputy sheriffs work with juveniles in Piscataquis County. Deputy sheriffs handling juvenile cases are familiar with the laws according to the Maine Statutes in reference to juveniles and act accordingly. Parents of juveniles are always notified as soon as they can be reached. Volunteers are not as a rule used.

There is very little turnover of personnel. When one does occur, it is usually because the officer has accepted a better paying job.

More working capital is needed to provide further education to officers and to help maintain a program to provide the public with up-to-date information that they should have on law enforcement, especially in the drug abuse program.

Approximately 35% of all juvenile cases are not forwarded to the courts formally but can be disposed of frequently with talks with the parents and juveniles concerned. Often times talks between the judge with parents of juveniles and the juveniles themselves have been sufficient.

There are three women deputies in Piscataquis with experience in working with juveniles. They have the same authority and status as the male deputy. Their duties would be much the same as a male deputy but usually confined to female offenders. Very often the male police officer will refer girls to a woman for questioning and to oversee her personal welfare.

The greatest problem experienced in the County is a lack of money to adequately do the work with juveniles and their families. A juvenile officer is needed in the County to work specifically with the needs of youth.

PISCATAQUIS COUNTY COURT

JULY 1, 1969 - JUNE 30, 1970

OFFENSE	Average Age				DISPOSITION	Present w/child in court				YES	NO	
	#	M	F			M	F	B				
B&E w/i to commit larceny	15	-	15	-	Prob-8 Dism.-1 Cont. 2 Filed-4	5	6	3	1	13	No info, on 1 par. & lawyer	
B&E&Larceny	6	-	15	-	Prob-2BTC-1 Files-2 Cont.1	1	2	2	-	5	No info. on par. & Lawy.-BTC no lawy.	
Larceny	11	-	14	-	Prob.3 Cont.-8	-	2	9	2	9		
Illegal Tr. of intox. liquor	2	-	15	-	Dism.-1 Filed 1 w/lic. susp.	1	-	-	-	1	No info. on par. & lawy.-1	
Illegal poss. of intox. liquor	3	-	16	-	Fine-1 Prob-1 Cont.-1	1	2	-	1	2		
Driving while impaired	1	-	16	-	Prob.1	1	-	-	-	1		
Intoxication	1	-	15	-	Fine	1	-	-	-	1		
Disorderly Conduct	2	-	15.5	-	Dis.1 Cont.1	1	-	-	1	1	No par. but a lawy.	
Malicious Mischief	6	-	16	-	Prob.2 BTC 1 Filed 2 Dis. 1	-	6	-	-	6	1 Ward of State	
Trespassing	3	-	12	-	Prob. 1 Filed 1 Dis. 1	-	-	2	-	2	1 no inf. on par. and lawyer	
Fishing w/o license	1	-	16	-	Fine	-	-	1	-	1		
Receiving & aiding in concealing stolen goods	1	-	15	-	Prob.	-	-	1	-	1		
Concealing stolen goods	1	-	16	-	Prob.	1	-	-	-	1		
Aid in concealing of stolen goods	1	-	16	-	Prob.	1	-	-	-	1		
Using m/v w/o authority	2	-	15.5	-	Cont.1 BTC 1	-	2	-	-	2	BTC-No lawyer	
Danger of falling into habits of vice & immorality	-	1	-	16	Prob.	1	-	-	-	1		

INTRODUCTION

A farce of adult wisdom by those who oversee adolescents was hopefully avoided in this study by interviewing several groups of teenagers. Their views on delinquency are presented in sections III & IV.

Committee members presented a variety of thoughts about the reasons why youngsters come afool of the law. Some gave emphasis to the call to disobedience by black power agitators and the underground press. Poor parental control was alleged. Others claimed that American society cruelly discriminates against teenagers as it does against blacks and Indians. Blame for juvenile delinquency was tossed in all directions including reading difficulty in school.

Some prominent social scientists express a belief that the current wave of student protest is but the beginning of a teenage revolt. They point to the increasing number of school years required, automation making jobs for teenagers scarcer, and the earlier age of physical maturity as contributing factors. Quite unlike the general public, they express little concern about the small numbers of teenagers who use heroin or get arrested. They express great concern about conformist, quiet, and obedient products of what they call a sterile education system who may attempt to continue yesterday's solutions for today's problems.

The majority of Somerset County's 39,749 people are Somerset born, English speaking, Caucasians, descendants of woods, farm and mill semi-skilled workers of limited education and income. There are approximately 7,000 teenagers (17 per cent of the population) concentrated in six southern and central towns of this large but sparsely populated County. Many, if not most, leave the County after quitting school or graduating to find employment elsewhere.

E. Recreation

There seems to be an increasing awareness of the need for more and better recreation programs and facilities. Fairfield has a well established Police Activities League that involves approximately seven hundred boys and girls in various activities. Skowhegan has a town-supported recreation program. Madison, Anson, and Starks cooperate in a football and skiing program. The town of Harmony is now building a recreation area with a combination of privately raised and federal matching funds. Apparently there is a lack of recreation and intra-mural sports program within the school systems.

F. Employment Services

While the Maine Employment and Security Office in Skowhegan has an intensive program for adult offenders on probation or parole, there is nothing for juveniles in trouble with the law. This office does have a testing and counseling service for the Rural Youth Corps program. There is an in-school Neighborhood Youth Corps in the high schools.

G. Legal, Police, and Probation Services

While the Sheriff's Department and police state that they frequently have to deal with many teenagers and children, the arrest rate of total arrests is only about three to five percent. Youngsters under twelve years of age seldom appear in court, are not declared officially delinquent, and probation is unofficial. There are no officers concerned only with juvenile offenders. The Sheriff believes that we do not have a serious drug abuse problem yet. The Fairfield police chief, however, expresses concern about drugs coming into his area in the southern part of the County adjacent to Waterville.

The Sheriff's Department holds children in jail only if they feel that the parents have no control. Children are held in separate cells, and there are matrons for girl prisoners. Parents of juveniles are notified immediately when an arrest is made. Reportedly, the relationship between law enforcement agencies and the courts is excellent.

The State probation officer for boys describes his efforts as seeking the causes of juvenile crime for an individual youngster and then counseling him or referring to those who can help. A considerable portion of his time is spent investigating. He is hampered by having to handle substantial numbers of both juveniles and adults and travel many miles in our very rural County. He is not involved with any paroles from correctional centers for boys. These are the responsibility of an entrustment officer from the institution involved. The probation officer reports good working relationships with other agencies and industries within the county. He notes that his recommendations to H&W* when necessary, for foster home placement are given careful attention. (*H&W=Health & Welfare)

H. Miscellaneous Services

There are the State services of Health and Welfare and the Department of Education: Child Health, Crippled Children, Foster Home, Vocational Rehabilitation. The Pine Tree Legal Society has services for civil offenders, and the Kennebec Mental Health Center in Waterville accepts referrals from Somerset County. Individual clergymen who have strong social interests also help.

II. Committee Evaluation

Lack of parental concern, both parents working, broken homes, lack of understanding and, in general, poor home life were considered the primary causes for juveniles getting into trouble in our area. Put another way, the basic cause is poor relationships with adults. Also thought important by some members of the committee were the presently pronounced generational gaps in attitudes with a tendency for polarization and dehumanization where teenagers and older adults become automatic enemies. The difference in valuing money and employment, perhaps due to our time of affluence in contrast to the depression of the thirties, were singled out.

The poor relationships with adults included teachers as well as parents. The frustration of an educational system grown so bureaucratic that it sometimes forgets it was conceived to serve youth received considerable comment. The combination of a deprived home environment and a school that does not consider or offer meaningful experiences was thought to lead children to adopt attitudes of hopelessness. This situation is worsened by poor communication between parents and teachers.

III. Teenagers' Evaluation

The six teenage boys and six teenage girls interviewed as a group also emphasized poor relationships with adults--parents and especially teachers. Such statements as, "Everything we do is wrong", "We don't learn anything in high school for a job", and "School is learning to take orders and keep quiet", reveal their frustrations with adults.

Also frequently mentioned was nothing to do to "burn off" energy, and that the recreation projects were for "little kids."

Generally, they felt that their problems about drugs, school, and sex were ignored or treated unrealistically by adults.

IV. Recommendations

Committee consultants and teenagers agreed that one-to-one relationships between adults and teenagers where genuine concern is given to teenage problems were much needed. These relationships could well be extended between police, parents, and teachers.

Several specific recommendations follow: Give a judge more alternatives than either institutionalizing a child or sending him back to an unaltered environment. It was suggested that a volunteer adult who is a respected member of the community go to court with a child whose parents don't care, or for some reason cannot help their child. This adult could take the responsibility to help the child in trouble. One such way could be the providing of temporary foster home placement of "instant parents" as it is sometimes called. It was agreed that children's problems should be everybody's problems. It was also agreed that a person not associated with law enforcement or education be hired to organize and run a volunteer program.

Providing a 24 hour telephone number that a youngster in trouble could call for adult help was suggested by the committee and eagerly endorsed by the teenagers. We think that this could be done on a rotational basis by volunteer adults familiar with current concerns of youth and willing to get out of bed in the middle of the night.

Some members of the committee and all the teenagers wanted "coffee houses" or teen centers established. Adult help is needed, but that the teenagers play a major role in decision making and control of their behavior was considered crucial.

The idea of a so-called halfway house where teenagers in trouble with their parents or the community could live received support in both groups. This could be a dormitory type facility with some responsible adult supervision.

Miss Ward Murphy felt that the success of her two halfway houses in Skowhegan for sixteen and seventeen year old girls was due to the girls' realization that they are listened to by adults who want to help, that they receive more than average adult attention, and community support is good.

The need for more social and psychological services in the community were admitted by all. While more police do not seem needed, the probation officer might well be relieved by a secretary of such duties as "minding an office" when he could be working with youth.

SOMERSET COURT
Date: July 1, 1969-June 30, 1970

OFFENSE	Average # Age				DISPOSITION	Present w/child in court **			YES NO ATTORNEY		
	M	F	M	F		M	F	B			
Illegal possession of intoxicants	9	-	16	-	2Dism; 3 filed 2Probation; 1Continued; 1Fine	4	4	1	-	9	
Illegal transp. of malt liquor	1	1	16	17	1 Dism. 1 Susp. Lic.	-	2	-	-	2	
Unlawful possession of deer killed in night	2	-	16	-	Dismissed	-	1	1	-	2	
B&E&L in Night	3	-	16	-	2Probation 1Dismissed	-	-	1	-	3	2Parents Attendance Unknown
Rec. Stolen Goods	3	-	14	-	Dismissed	1	1	1	1	2	
B&E&L	17	-	12.4	-	6BTC; 1 Sus. 8 Prob; 1Dism. 1Filed	11	4	2	6	11	4Lawyers appointed by crt. 4-w/o law. sent BTC
Danger of falling into vice	-	1	-	14	Probation	-	-	1	-	1	
Malicious Mischief	10	1	13.9	16	5Dis; 1Cont. 1Filed; 4 Prob.	5	3	3	10	1	1 Law. apptd. by court.
Furnishing Patent Medicinal Subst.	1	-	16	-	Probation	-	-	1	1	-	
Larceny	8	2	-	14	2Stevens BTC 3Dism. 3Cont. 1 Filed; 1 Prob.	4	2	3	2	8	1Parent-No rec; 2 w/o law. sent to inst; 1 Law. appt. by crt.
Incorrigible	-	7	-	14	3 Stevens 4 Probation	6	-	1	3	4	3 w/o lawyer sent to Stevens
Truant	7	2	15	15	5Cont; 3Prob; 1 Stevens	3	2	3	2	7	1 w/o Lawyer sent to Stevens; 1 Par. no record.
Assault & Battery	2	-	13.5	-	1Continued 1 Filed	-	-	2	1	1	
Larceny of Automobile	4	-	15	-	Dismissed	-	-	-	-	4	No record of par.
Disorderly Conduct	3	-	15	-	1Filed; 1BTC 1 Prob.	1	-	2	-	3	1 Sent to BTC w/o lawyer.
Intoxication	1	-	16	-	Cont. Day to Day	-	1	-	-	2	
Oper. m/v while impaired	2	-	16	-	1Cont; 1Prob. Not to operate m/v	-	2	-	-	2	
Inhalation of vapors	5	-	13.2	-	4 Cont; 1Prob	2	-	3	-	5	
Assault, Use of drugs; Disorderly conduct	1	-	14	-	Probation	-	-	1	-	1	
Using m/v w/o consent of owner	5	-	15	-	4Probation 1 Filed	2	2	1	-	5	
Tampering with m/v	1	-	16	-	Continued	-	-	1	-	1	

SOMERSET COUNTY COURT CONT.

OFFENSE	Average # Age				DISPOSITION	Present w/child in court			YES NO ATTORNEY		
	M	F	M	F		M	F	B			
Larceny & Forging Endorsement	2	-	15	-	1Probation 1 BTC	2	-	-	1	1	1 With Lawyer sent BTC
Camp Trespass	1	-	16	-	Continued	-	-	1	-	1	
Running away from Home w/o reason	1	-	15	-	BTC suspended Probation	-	-	2Fos.-	-	1	
Assault	1	-	16	-	Probation	-	-	2	1	-	

** F=Father only
M=Mother only
B=Both Parents
G=Guardian from Health & Welfare

SOMERSET COUNTY SCHOOL SYSTEMS

School System	Elementary Stu.	Tea.	Secondary Stu.	Tea.	Guidance Elem Sec.	Drop Outs	Social Worker	Psychologists
S 13	329	20	276	18	0	0	2	0
S49	1738	61	1160	65	0	3	30	0
S53	886	42	643	46	0	0	5	1
S54	1867	76	1352	74	0	2	40	0
S59	849	38	445	26	0	1	20	0
S74	712	31	220	15	0	0	5% est.	0
Harmony	116	4			0		0	0

S 13 Upper Kennebec Valley High Bingham
S49 Fairfield
S53 Warsaw High - Pittsfield
S54 Skowhegan Area High School
S59 Madison High
S74 Carrabec High-Anson

I. Summary of Existing Resources Concerned with Youth

A. Eight School Administrative Districts.

Five high schools have trained guidance counselors. The other three must depend on what time the principal has available for this service. There are no school psychologists or social workers.

Dropping out of high school ranges from one to ten per cent. No school has a specific program to work with drop-outs. Some schools have preventive programs such as COPE curriculum, basic studies, remedial reading, low ability structuring grouping, and the Neighborhood Youth Corp work program. As is known, the amount of dropping out has been decreasing since the turn of the century when it was approximately eighty per cent in the United States.

Most of the schools have been presenting programs on drug abuse. Of late there has been noticeable conflict about discipline techniques between some students, their parents, and school administrative officials. A matter of common concern is the dress code. Considerable newspaper coverage has been given these matters in the Bingham and Madison areas. Farber's article, "The Student as Nigger" was circulated by some students in the Madison High School.

The Extension Office in Skowhegan recently conducted a survey of high school juniors and seniors about their interest in further education. Approximately 80% of students expressed an interest in education beyond high school. Approximately half said they would be interested in attending an area commuter college. Strong interest was shown in vocational training courses such as business, mechanics, and nursing.

B. Upward Bound

Nine boys and girls from Somerset are enrolled in Bowdoin College Upward Bound. This program is for low income, low achieving high school youngsters who have potential for further training or education after high school. Academic, cultural, and recreational experiences are offered along with counseling and health services. These students are encouraged to seek admission to high training or education.

C. 4-H

There are 450 girls and boys between the ages of nine and seventeen enrolled in twenty-nine 4-H clubs throughout Somerset. The objectives of 4-H are social development, citizenship, and the acquiring of science skills.

D. Scouts

Boys between the ages of eight to eighteen and girls between the ages of seven and seventeen participate in Somerset's scouting program. The services are: character building, citizenship development, physical fitness, and summer camping.

WALDO COUNTY

DELINQUENCY - AS SEEN BY PARENTS

A variety of fourteen reasons were given as to why youth become delinquent. The first six reasons are listed below in the descending order of the number ascribing to the reason:

1. Lack of supervision by parents, which was closely followed by
2. Lack of interest by parents in their children.
3. Children have too much free time.
4. Children need encouragement in setting goals.
5. There is poor communication between adults and youth.
6. Lack of community activities.

Parents give the rather broad span of from 13 to 17 years of age as the time a child becomes a problem, with the reason of too much free time, as a majority of answers. The second most common feeling is that the critical age is 11 to 12 years, when the peer group begins to have more influence. Some also felt that 13 is a critical age because children should be given responsibilities at this age and generally are not.

Many parents believe that youth activities including recreation are the greatest need for the prevention of delinquency. Other parents state that: 1. Youth need to be given more responsibilities; 2. There should be more family activities; 3. Adults should show more interest in youth, and 4. Adults need to set a better example.

Following the same vein, in reply to "What are your recommendations for returning delinquents to society?", a large number of parents want socially acceptable activities. Secondly, they should be treated the same as those who have not been delinquent. Parents also say:

1. An attempt needs to be made to give them a better home environment and
2. The juvenile needs to return to school or needs to work.

Parents were asked for recommendations for better discipline within the family setting. Twenty-three out of forty replied that the mother and father should have equal roles. Nine replies set the father as being the disciplinarian of the family. These recommendations were listed as being of value:

1. Begin corrective discipline early.
2. Set up guidelines of conduct.
3. Have a relationship which will foster mutual respect.
4. Explanations are to be given with any punishment.
5. Physical punishment is O.K. for younger children.
6. Loss of privileges should be used as punishment for older children.

Parents, half of those who replied, agree in the general statement that boys and girls may be allowed a car of their own, or the use of the family car, when they reach the proper level of maturity.

Parents were asked for their opinions on the age at which boys and girls could begin dating. Sixteen, the largest number, out of fifty-seven agreed on 16 years for single dating. Eighteen replies agreed that group dating could begin at 13-14 years.

Eighty percent of the parents agreed that there should be some restriction on movies and T.V. watching. It was felt that:

1. Restricted-rated movies are to be avoided
2. T.V. watching should not "be to excess."

Dress for girls, the parents feel, should be "modest but fashionable" with the style depending on the maturity of the girl. The replies on age when girls may use makeup varied, 15-13-14, in that order in the descending order of number of replies.

A table follows to give an analysis of the replies received to the question of: "What restrictions should be placed on the use of cigarettes, beer/wine, liquor and drugs?"

<u>ANSWER OF</u>	<u>Cigarettes</u>	<u>Beer/Wine</u>	<u>Liquor</u>	<u>Drugs</u>
Never use	31%	40%	51%	70%
Educate on danger	25	24	30	17
Use at maturity	22	14	10	10
Other	22	22	8	3

Analysis based on a questionnaire designed and circulated by and among high school students.

1. How does your guidance program help you in your vocational goals?
22% Not of help or question not answered
16% Explains some opportunities such as college
9% Tells courses for the future
7% Helps with manuals and pamphlets describing jobs.
46% Varied answers such as "Get a social security card" to "Never had need to use it"

2. Do you feel your school should have access to a psychologist?

55% Yes
38% No
5% Maybe
2% Not answered

3. What do you feel is the major reason for students dropping out of school?
- 44% Lack of interest in subjects
 - 19% Too many school restrictions.
 - 13% Not doing well academically
 - 12% Desire for a job and the money it brings.
 - 6% To get married
 - 4% Home problems
 - 2% Other
4. What new programs do you feel would lower the dropout rate?
- 50% Wider selection of subjects-more job-oriented courses.
 - 32% Question not answered
 - 18% Various answers such as "Sex Education" to "More Sports."
5. Are your sports programs and extracurricular activities open to all students?
- 80% Yes
 - 10% No
 - 6% Yes if grades are satisfactory
 - 4% Other
6. Is there any special effort made to insure that students from low income families take part in activities?
- 50% No
 - 37% Yes
 - 12% Question not answered or student did not know.
 - 1% "Depends on the individual".
7. How do you feel about the action your school takes with users of drugs and alcohol?
- 42% Good
 - 19% Have never seen any action
 - 15% Disagree
 - 10% "Up to the individual"
 - 5% No incidents on which to judge.
 - 9% Other such as need of a program and more strict action
8. How do you feel about your school's attitude toward married students?
- 50% In agreement
 - 17% In disagreement
 - 10% Feel they should be treated the same.
 - 7% Feel they should be allowed to be in activities
 - 6% Question not answered
 - 4% School has no jurisdiction.
 - 6% Other
9. How do you feel about your school's attitude toward unmarried girls who get pregnant?
- 42% Good
 - 18% Question not answered
 - 15% Disagree
 - 7% Should be equal
 - 18% Other including "equal division of those who think such girls should not go to school and those who think it should be outside the school's concern."
10. How do you feel about school disciplinary code?
- 54% Good
 - 36% Disagree
 - 10% Question not answered
11. How do you feel about leisure time activities in your community?
- 53% They are poor
 - 23% There are no activities.
 - 12% Activities are good
 - 12% Question not answered.

12. Does the adult attitude in the community toward teen-agers contribute toward juvenile delinquency?
- 54% Yes
 - 31% No
 - 15% Question not answered
- The reasons for a "yes" answer:
- 41% Adults don't try to understand youth.
 - 29% Adults want to control teenagers.
 - 19% Parents pay no attention to their children.
 - 11% "Kids do not want adult help".
13. What community facilities and/or programs do you think would help combat juvenile problems?
- 54% Recreational Center
 - 17% Question not answered
 - 13% More recreational sports teams.
 - 8% More weekend activities
 - 5% More jobs
 - 2% More qualified counselors as welfare workers.
 - 1% Stronger laws to curb delinquency.

CLERGY

There was an average of ten responses to the questionnaire for the clergy. All clergy do counseling. There is emphasis on premarital and domestic counseling with visits in homes. There is evidence of difficulty in reaching youth, after the age of 13, through the usual church programs. Programs which appear to indicate a desire to reach the delinquent and potential delinquent, are pastor visiting and visiting by families.

PUBLIC RECREATION

Twenty returns made on the recreation questionnaire. Ten communities report no community recreation facilities or programs (outside the school system). The City of Belfast has a comprehensive summer program using work-study college students, and playground supervisors as supplied by the Neighborhood Youth Corps at no charge to the city.

Where the Neighborhood Youth Corps operated, a program is in operation to reach the disadvantaged, without regard to any history of delinquent behavior.

Softball is reported to be the most popular recreational sport followed by swimming, hunting, fishing, and basketball.

In reply to the inquiry, "How many youth, who have subsequently been adjudged delinquent, have participated in recreational programs?" seven of the twenty returns had no answer, eleven reported the number is unknown, one reported two or three, while another reported one.

EMPLOYERS

Two employers answered the questionnaire in full, and two others answered one question only. Three employers claim they do not discriminate against youth with a delinquent record, but their experience is too small to make any analysis of County-wide policy, or effectiveness of returning delinquents to society as a self-sustaining citizen.

EDUCATION-SCHOOL GUIDANCE

Two of the three high schools to whom the questionnaire were sent responded with answers. The Searsport High School is fortunate in having its guidance director also certified as a school psychologist.

In the Mt. View High School, the ratio of students to guidance personnel is 1 to 465, and at Searsport High School, it is 1 to 330.

To help with potential delinquents those two guidance systems do individual counseling, work with the nearest mental health center, and with the State Department of Health and Welfare. At Searsport an effort is made to guide such students into doing vocational planning for their future benefit.

Administration - Two high schools and one junior high school completed questionnaires in the three school districts and one school union in Waldo County.

Intramural sports are on the programs of the three schools.

At one school, the insurance is partially paid and expensive items of equipment for any sport are furnished free (except football shoes) to those who cannot afford them.

All schools have programs to discourage the use of alcohol and drugs. None of the schools have sex education per se.

Continuing education is available for unmarried girls who become pregnant and for students who marry.

The three schools have extracurricular activities for their students in a variety of fields with Belfast Regional High School offering the greatest variety.

SOCIAL WORKERS

Cultural deprivation, meaning poverty, and parents who cannot cope with the push of their children to use alcohol and drugs and have the free use of a car underlies juvenile delinquency in Waldo County. Poverty, and the lack of motivation which attends it, is very real in that area of Maine.

Social workers have found that a breakup within the family structure may lead to delinquency in the children. It is always a bad experience for them and in their eyes such action indicates a lack of a desire to communicate or to care for the children. Children left without a father and with a weak mother usually experience a change in outlook and behavior.

It is thought that family rejection is more damaging than peer rejection but in the frequent (with delinquents) situation where there is already the former, it is easier to find a substitute home than to find a substitute desirable peer group.

Parental unconcern is the biggest problem of the social worker in their work with youth.

Social workers feel there definitely is a correlation of delinquency from one generation to another. There is, however, a difference of opinion on the rate of delinquency (in what in Waldo County is relative) between rural and urban areas.

Waldo County has little to offer in the way of "coffee houses", YWCA, YMCA, religious youth groups, etc. operating throughout the County. Where they are operated by interested people on a structural basis, they are felt to be of value but not to be a substitute for a good home. They may be a deterrent, but do not prevent delinquency.

Job placement is a recognized need for the school dropout and for a delinquent on probation or parole. One social worker commented that counseling was also usually needed for probationers along with a job.

In rehabilitation, it is felt that vocational training, the use of halfway houses and parole officer supervision are all helpful but that a "sensitive" foster home is the most important. A change in home environment is usually needed to effect a change in youth.

Any damaging effects to children of families on one or more forms of relief comes from the attitudes of the adults who disburse it and the peer group with whom they associate.

One social worker, of the four who contributed information, knows of a private philanthropy which assists with education beyond high school.

Children are placed in foster homes largely through the agents of the Department of Health and Welfare. Some few are placed by the Home for Little Wanderers and by parents. The adjustment of a child to a foster home environment varies greatly and obviously depends both upon the individual child and the foster parents.

One social worker reported that 5% of the children seen in foster homes have been adjudged delinquent. The others reported none.

The social workers agree that there are problems in adjusting to foster homes life. One was frank in writing that there are few foster homes interested in a delinquent or "probably-delinquent" child. There appear to be no youth in foster homes in Waldo County who are on entrustment from Stevens School or the Boys Training Center.

WALDO COUNTY

School System	Elementary Stu.	Tea.	Secondary Stu.	Tea.	Guidance Elem.	Secun.	Drop Outs	Social Worker	Psychologists
#3	1874	43	736	33	0	1	12	0	0
#34	1392	57	810	53	0	2	2.3%	0	0
#56	603	31	503	27	0	1	3%	0	0
Union 69	510	21	26	2	0	0	0	0	0
Winterport	489	20	-	-	0	-	-	0	0

S.A.D. #3 Mount View High (Thorndike)
 S.A.D. #34 Belfast Area High
 S.A.D. #56 District High (Searsport)
 U. 69 Isleboro

WALDO COUNTY COURT

OFFENSE	Average #				DISPOSITION	Present w/child in court			ATTORNEY		
	M	F	M	F		M	F	B	YES	NO	
Larceny	4	1	15	16	Prob.1; Prob.no aduj.1; Filed 3	2	-	3	4	1	Lawyer Appt.1
B&E&L	5	4	15	15	Prob 7;BTC 2	6	2	1	3	6	BTC-No lawyer Lawyer appt.1
Taking m/v w/o auth.	5	-	16	-	Cont.2; Fine-1 Filed 1; Prob.1	3	2	-	1	4	
Incorrigible	1	2	16	14	Prob.1; Stevens 1; Com. to st.1	2	-	1	1	2	Lawyer appt.1 Stevens-no lawyer
Hauling lobster traps in closed season	1	-	14	-	Filed-	-	-	-	-	-	No info.onpar. or lawyer
Intoxication	1	-	16	-	Dismissed	-	-	-	1	-	No par. info. but a lawyer
Cheating by false pretense	1	-	16	-	Probation	1	-	-	1	-	
Illegal trans.of intox. liquors	1	-	16	-	10 days Lic.susp.	-	-	1	-	1	
Truancy	1	1	16	16	Prob.1; Filed 1	1	-	1	1	1	
Assault & Battery	2	-	16	-	FineFiled	-	1	1	2	-	High and Aggravated 1
Sale of marijuana	1	-	14	-	Continued	-	-	1	1	-	
Possession of marijuana	1	-	14	-	Filed	-	-	1	1	-	Filed because before court on sale of it.
Placing injurious substance on highway	1	-	15	-	Probation	-	-	1	-	1	
Illegal possession of Firecrackers	1	-	15	-	Filed	1	-	-	1	-	

WASHINGTON COUNTY

PRIVATE AND PUBLIC RECREATION

1. What recreational facilities, activities, and programs do you have in your community?
18 replies.
Boating and swimming are the most prevalent forms of recreation. This is followed by Little League baseball, activities of the Rural Youth Corps, the Grange, Boy Scouts and 4-H Clubs, in that order. It is estimated that there are 1,950 youth in these programs. In reply to how many of these youth were from low income families, four replies gave 20%, four-25%, one-50% and three-90%.
2. What community efforts are made to involve youth in wholesome recreation, especially youth from "disadvantaged" families?
Eleven replied that their recreation was open to all. Seven replied that there were no efforts.
3. How many youth, who have subsequently been adjudged delinquent, have participated in recreation programs?
Two replies gave no answer. Four replied "some", five "nine", and seven "few".
4. In what types of recreation do the youth in your community seem to engage (public or private)?
Sixteen replies gave various types of sports and dancing, with much of the sports "not organized". One reply listed "basketball and ping pong," and one did not answer.

FOSTER HOMES

1. How many children are in foster homes? 40 boys and 40 girls (one reply)
2. Who placed them there? The court via the Department of Health & Welfare
3. How do they adjust to their - environment? Depends on the individual.
4. Who selects the foster home for the child? Social worker.
On what criteria? The social worker tries to fit the personality of the child to the strength and weakness of the foster parents.
5. How many foster home children have been adjudged delinquent? Estimate 2%.
6. What problems are there in the placement of juveniles in foster homes?
Many foster home parents are afraid to take on the responsibility of rearing teen-agers, while others feel they do not have the stamina or skill to cope with present-day problems. (Quoting from the reply: "Perhaps higher board rates would be conducive to better foster applicants.")
7. How many youth are in foster homes or entrustment from the Boys Training Center and Stevens School? Two.

LAW ENFORCEMENT

The Washington County Sheriff's Department and two police Departments make up the three replies. The sheriff has five personnel who work with juveniles. One police department lists six and the other one.

The sheriff reports no shortage of manpower, but both police departments are limited because of low funding of the department.

There are no active recruitment and training programs for juvenile cases.

The sheriff requires experienced investigators to work on juvenile cases. The others do not require any special training.

No volunteers are used in this work.

The sheriff's department is not bothered with turnover of personnel. The others need more money to keep their officers.

Looking to the future one police department foresees the need for more training, more equipment and higher pay for its juvenile officers.

One police department reported an average of twenty-five cases involving juveniles which were not forwarded to the courts. The other gave a three-year breakdown: 1967-51, 1968-47, and 1969-28, cases. The sheriff forwards all his cases to the courts.

There are no specific funds earmarked for juvenile delinquency control in the budgets of the reporting departments.

Parents are notified immediately when their children are arrested.

The percentage of arrests of juveniles to adults vary from 1 to 3.

Relationships with the courts vary from fair to very good. All agree that it is advantageous to have communication with the court but the police (not the sheriff) feel it is of no advantage to them in the handling of casual and minor violations.

One police department is active in having members work with a recreation team in organizing and supervising sports, dancing, and a food stand at the Labor Day Fair.

The sheriff reports that if a juvenile is arrested by a regular deputy the case is turned over to a juvenile officer. The police departments do not follow this procedure. Neither do the police have police women on their forces; while the sheriff reports they are available, their usual duty being that of matrons at the jail. However, in no cases are the girls referred to police women for questioning. The chief's wife is available in one department.

Juveniles are never held in jail unless so ordered by the court or temporarily by the Chief of Police (in one department). The usual procedure is to place them in the custody of the parents. If they are wards of the State, the Department of Health and Welfare is notified. If the juvenile is on probation, parole, or entrustment, the appropriate officer is notified. The telephone, or a police officer, is used to notify parents. One police department prefers to send an officer.

Juveniles are never refused the right to talk to parents.

If the sheriff's department is ordered to hold a juvenile, he would be held in a cell 21' x 8' with a bathtub, flush and lavatory as a part of the unit, but this has never been required in the last 17-1/2 years.

RELIGIOUS ORGANIZATIONS

It was reported that there is a ministerial board in Eastport and in Calais, none in Lubec itself but the Quoddy Ministerial Association serves a large area.

Five churches report they have religious instruction and counseling for adolescents while two reported they had no specific programs for atypical youth.

Two churches put special emphasis on the counseling done by the pastors.

One church reported that referrals were made to professional counselors, as necessary, beyond the work done by the pastor.

The churches sponsor such activities as Boy Scouts, badminton, pingpong, and junior basketball. The Congregational Church in Machias reported, "Our entire church program is oriented toward prevention of delinquency- but particularly so in the Youth Fellowships- grades 6-12."

Only one church, the Center Street Congregational Church in Machias, answered the question: "What efforts are made to bring atypical youth and their families into the church?" The members there encourage the youth fellowship organization and the pastor and members to work with individual youths.

PARENTS OF YOUTH

1. Why do you feel youth become delinquent?

Answer: "Lack of parental interest" followed by "Lack of parental supervision" made up half of the answers. Other reasons were: "Too much free time", "Lack of recreational activities". "Poor associates", "Lack of communication with an elder", and "Problems at home."

2. At what age does a child become a problem? Why?

There were ten different answers in the nineteen replies-showing a lack in agreement or pointing up the complexity of the problem. The answers run from birth to 16 years, with the largest number of answers, five, being 12 years - when children begin to notice the world around them. One answer gave no specific age; only: "When mother has to work!"

3. Recommendations for Prevention of Delinquency.
There were twenty-three recommendations, as follows:
- 9-More youth activities and recreation
 - 5-Adults should take greater interest in youth.
 - 3-Give teen-agers responsibility
 - 3-Stronger discipline at home and in the courts.
 - 2-Adults should earn more respect
 - 1-Adults should respect views of youth.
4. Recommendations for Returning Delinquents to Society as Contributing Members.
There were eighteen answers, as follows:
- 4-Return to school and get good jobs
 - 4-Activities to draw them to good groups
 - 3-Drop stigma attached to jail
 - 2-Attempt to give better home environment
 - 1-Treat them the same as others
 - 1-Train them to respect society
 - 1-Return them to new schools and towns
 - 1-More probation
 - 1-Have someone for youth to confide in
5. What part do you think the (1) father, (2) mother, and (3) children take in family discipline? There were nineteen answers.
- 12-Mother and father have equal share.
 - 3-Father all the discipline
 - 2-Mother all the discipline
 - 2-Older children help with discipline of younger.
6. How should boys and girls be made to obey their parents?
- 7-Explanation to be given with punishment
 - 6-Begin corrective measures early in the child's life.
 - 5-Mutual respect is necessary between parents and children
 - 1-Have set rules to go by.
 - 1-The type of punishment should depend on the child's age.
7. What different methods of discipline do you have for different ages?
- 8-Loss of privileges
 - 4-Physical for younger
 - 3-Different rules for different ages.
 - 2-Importance of a family love needs to be emphasized.
 - 2-Give responsibility to children
 - 1-Establish rules and stick to them
 - 1-Parents and children discuss difficulties.
8. When should parents allow boys and girls to have their own car or their parent's car?
- 10-Depends on maturity of child
 - 5-When able to afford it fully
 - 3-17 Years old.
 - 2-When necessary for job, or to run errands.
 - 2-After high school.
9. When should parents allow dating for boys and girls?
- 7-16 years old
 - 5-14
 - 3-17
 - 3-Depends on level of maturity
 - 2-Groups first, then single dating
 - 1-13

10. What restrictions should be placed on movies and T.V. viewing?
- 6 -Avoid shows of violence and sex
 - 4- Set priorities to come before T.V. and movies
 - 3- No restrictions
 - 3- Not to watch T.V. to excess
 - 2- Use movie guides
 - 2- Know about and allow children occasionally to watch favorite shows
 - 1- Encourage education and nature shows
 - 1- Depends on age
11. Do you think there should be any restrictions on movie and T.V. viewing?
- 10- Yes
 - 4- No
12. What restrictions should be placed on a girl as to dress and when she may start wearing make-up?
- 10- Modest but fashionable dress
 - 3- Dress depends on maturity
 - 3- Dress conservatively
 - 1- Dress for the occasion.
 - 1- Dress attractively
 - 7- Start using make-up at 14 years
 - 3- Start using make-up at 15 years
 - 5- Start using make-up depending on maturity
 - 2- Start using make-up at 13 years
 - 1- Start using make-up at 18 years
13. What restrictions should be placed on the use of cigarettes, beer/wine, liquor and drugs.

	<u>Cigarettes</u>	<u>Beer/Wine</u>	<u>Liquor</u>	<u>Drugs</u>
Never Use	4	5	5	12
Educate on danger of use	8	3	3	4
Use at maturity	7	3	4	2
Use at home	1	2	3	0
Use when 21 years old	0	7	5	3
Use when able to afford	1	0	0	0

14. Other information felt to be of importance in dealing with juvenile delinquency. Eight forms were returned with no answer to this question. There were twenty-three suggestions submitted as listed below:

- 4- Parents pay more attention to their children
- 4- Have more activities and recreation for youth.
- 3- Better communication between parent and child.
- 3- "More qualified"
- 3- "More physical and correctional force"
- 2- Elders set better example for youth
- 2- Curb permissiveness
- 2- Offer different types of schooling, especially vocational

SCHOOLS

Four schools returned the school questionnaire.

There is guidance service in two of the schools. In one, the principal acts as the guidance counselor and in the fourth there is no service due to lack of funds.

The students receive individual (and in one school group) counseling to help them in their vocational goals. In the school without a counselor, this work is done by the principal and teachers.

Individual counseling is used by guidance counselors in an attempt to prevent delinquency.

These schools do not have a school psychologist. Narraguagus High School makes referrals to the counseling center in Ellsworth.

These schools do not have social workers as such within the school system. Machias high school reported the use of agents of the Department of Health and Welfare and the health nurse for social work functions.

In the two schools with guidance counselors the student/counselor ratios are 250/1 and 260/1.

Contact between teachers and guidance personnel is maintained through verbal communication and in one school by conferences after classroom hours.

Teachers make contact with parents through the mails, and in one school through the guidance office, for conferences.

Dropout rates: Two schools reported year to date (i.e. September 1969 - March 1970). One school had had none. The other has 4% of its girls and .7% of its boys. It was noted that "many" of the girls would return to school following their period of pregnancy.

Average dropout rates, as reported by the four schools:

Boys from .7% to 6%
Girls from .8% to 4%

School administrators feel that the dropout rate is decreasing because of improved curricula. In the one school where there is little change in the rate, there is the feeling that pregnancy and marriage for the girls; and indifference, marriage, need to work, and delinquency for the boys are the principle reasons for leaving school. This school, with the static dropout rate, gives a program aimed at reducing their rate. Basic skills program, industrial arts, and American School correspondence courses for pregnant girls and young mothers are available this year. In addition, student-parent-teacher conferences and cooperation with social workers, local police, and school board members are a part of the program. Home visits by the guidance counselor, individual scheduling of classes and career exploration will be used in other schools. It is possible to give individual attention to potential dropouts, often the slow and reluctant learners- which is felt to be an advantage possible in the small schools reporting.

The Machias High School conducted a survey of average ability seniors with average economic (for the area) family backgrounds. On the survey, 72% felt the school was providing a sufficient number of courses and interests, while 25% felt there should be a shorter school day, fewer study halls, fewer rules, more electives and more activities.

The schools have a wide variety of sports programs, with three reporting on intramural sports. Help is given in whole or in part towards uniforms for those students who cannot afford to buy them.

Two of the schools have clubs and extracurricular activities. One school has none and one reported that clubs are formed on the basis of student interest.

Home economics courses for the girls are offered in all four reporting schools. Industrial arts courses are offered in two schools and vocational shop courses in one where about a fourth of the boys take the courses. The percentage of girls in the home economics courses runs from 20% to 45%.

One school reported conference dialogue to discourage the use of alcohol and drugs. Another school does not know of any drug users in the school. Three schools have used films and guest speakers on the drug problem. The same three schools report that their disciplinary code has specific coverage for the use of alcohol at school or at school functions.

No testing is done per se for the identification of atypical youth. It is felt, at Machias High School, that testing for academic purposes helps in this effort.

Students who marry may remain in school to continue their education.

Girls who become pregnant are handled on an individual basis. When girls leave for this reason, they may continue their studies outside of school and may return to school after delivery of the baby.

Three schools reported use of a demerit system as basic to their disciplinary code. The fourth school reported that all instances were treated individually, with no code published at the school. Two of the schools have the line of action of teacher referral to principal and then if necessary to the superintendent.

SOCIAL WORKERS AND PSYCHOLOGISTS

1. In your opinion what part do the following contribute to causing delinquency in youth?
 - a. Poverty- 15% - 20%
 - b. Drug Abuse- 10%
 - c. Alcohol abuse- 20% - 30%
 - d. Free use of a car- 10% - 20%
 - e. Themes found in movies and television of sex and violence- 10%
 - f. Others- 20% - 25%
2. In what way is family make-up important in causing delinquency in youth? Both parents are necessary to build strength in a child, with a strong father figure. Without this structure, the child may feel he is different within his peer group and rebels against the home situation in the form of delinquency.
3. What type of rejection is more detrimental to the youth-family or peer? Why? One answer gives equal importance to the two factors, the other gives prime importance to the peer group, the reason for the latter opinion being that the peer group is larger and is "much more far reaching."
4. Within your experience, evaluate the effect of:
 - a. Parental Unconcern - Encouragement not to obey rules and encouragement to delinquent acts to get attention.
 - b. Parental lack of ability to cope- Both answers stress the need for the availability of agencies to help such parents. One believes the schools are not properly fulfilling their function in this respect.
5. Within your experience is there any correlation of 1st, 2nd, and/or 3rd generation cases of delinquency in families? Both answered: to "some" degree. One believes it can be prevented through community interest.
6. Is there any significant differences in the rate of delinquency in the rural areas and in the more urban areas? More drug abuse in the urban areas. Except for the "border" towns, there does not appear to be a difference in acts of immorality, use of alcohol or truancy. Delinquency is thought to be higher, although statistics are not available, along the border due to a lack of parental control over youngsters who cross the river. For the overall picture, it is thought there is a lack of interest on the part of both school officials and parents.
7. Comment on the value of "coffee houses", YWCA, YMCA, Community Houses, religious youth groups, public and private recreation, etc. in the prevention of delinquency. Recommended as most helpful. Youth want to operate their own places "with little parental help except advising them on problems when presented to the adult."
8. Does job placement help the delinquent on probation and parole? Yes, definitely.
9. Does job placement prevent the school dropout from becoming delinquent? Yes.
10. Comment on any lack of, and the benefit of, guidance for school dropouts. Effective guidance is lacking in the areas covered by the two reports.
11. In rehabilitation, besides job placement, evaluate the use of:
 - a. Foster homes -- Very effective when the foster parents give love and concern and the child wants to have a better life.
 - b. Vocational training- Effective and important when the training can be used in actual jobs available in Washington County.
 - c. Halfway Houses - Could be a help.
 - d. Your supervision - Can be meaningful and important. One observed that a social worker must be willing to let another person take over a case when that worker is not meeting with success.
 - e. Parole officer supervision - Similar to d, above, except a parole officer can be more forceful because of his authority.
 - f. Public health work supervision - Necessary, and especially effective with younger children.
 - g. Further formal education- Could be very helpful. Students need to have the will, the ability and advice on the availability of loans and scholarships. The emphasis, however, should be on vocational training, during and after high school for many youngsters.

Public and Private Welfare:

- a. Evaluate the effect on youth when their families receive ADC, surplus food, medical-clinical-dental services, etc.
There is some discrimination against youngsters of such families. There is also the detrimental psychological effect of juveniles accepting welfare as a way of life.
- b. Evaluate the effect on youth when their families receive aid from fraternal organizations and service clubs.
Appears to have no ill effects and to be well handled in areas covered.
- c. Do you know of any private philanthropy which is helping any youth.
No.

PROBATION AND PAROLE

1. How many juveniles are on probation in the area?
15 as of 4-1-70
2. How many on parole?
9 on entrustment from the Boy's Training Center.
3. What is done to help the juvenile on probation?
An attempt is made to treat each one as an individual.
All have supervision and counseling. Psychological and psychiatric help may be obtained if it is felt necessary. All to assist him to adjust to his environment.
4. What is the approximate case load per parole officer? Comment.
Washington County as of 4-1-70: 10 Parolees. This is lower than is generally found in the State. In District III the average load (4-1-70) was 12 parolees.
5. What is the approximate case load per probation officer?
Washington County as of 4-1-70: 52
Average case load in District III(4-1-70): 75
6. What training have the probation and parole officers had?
"Graduate from a four year college or university or an acceptable equivalent combination of experience and training."
7. What problems do probation and parole officers face in getting community support and understanding of their work?
Lack of interest. There is a general feeling that this is solely the problem of the courts and the correctional authorities.

YOUTH

1. Why do you feel youth become delinquent?
50% Parental neglect and/or unconcern
9% Lack of recreational facilities
8% To impress peers
8% No interests
8% Questionnaire returned with no answers
7.5% Poor environment
5% Adult Pressures
4% Lack of responsibilities
1/2% No religion is taught
2. At approximately what age does a child become a problem? Why?
24% 13 Years: Begin high school and see world
18% 12 Years: Begins to notice difference between self and peer.
14% Depends on home
14% 14 years: Wants to go out.
12% 15 Years: Becomes independent and mature.
6% 16 Years: Doesn't know right from wrong.
5% When they learn to talk.
3% 7 Years: This is the age of reason
2% Questionnaire returned with no answer
1% 17 Years: Tries to act grown-up but can't.
1/2% 18 Years: Old enough to have new problems
1/2% 19 Years: Time to leave home.
3. Recommendations for prevention of delinquency.
38% Parents need to take more interest in their children.
18% More recreation centers
17% Have no recommendations
13% More recreation programs
5% Youth need more jobs, to keep busy.
4% Need stricter laws
3% Put them in a training school
2% There is no way.

4. Recommendations for returning delinquents to society as contributing members.

- 31% Return is unanswered or answer is "none"
- 15% Give youth responsibilities
- 11.5% Drop social stigma
- 10.5% Let them feel needed
- 9% Better family counselors
- 8% Have place they can go
- 7% Continue to enforce discipline
- 6% Vocational Training
- 1% Must be done by themselves
- 1% Military Service

5. How should boys and girls be made to obey their parents?

- 30% Restrict privileges
- 22% Physically punish younger, restrict older.
- 21% Show respect for parents
- 10% Begin training children when they are young
- 7% By mutual discussion
- 4% Questionnaire returned with no answer.
- 3% Parents give children responsibilities
- 2% Make and keep definite home rules.
- 1% The family should be home often.

6. What part do you think the (1) father, (2) mother, and (3) children should take in family discipline?

- 34% Parents work together
- 30% Father in charge
- 16% Questionnaire returned with no answer
- 15% Mutual discussion by the family
- 2% Mothers should discipline daughters
- 1.5% Children discipline themselves
- 1.5% "No one let them go"

7. When should you allow boys and girls to have a car?

- 40% When mature enough
- 25% When old enough to drive
- 10% 16 Years
- 9% 17 Years
- 5% When they can pay for it.
- 3% 15 Years
- 3% 12 Years
- 3% On special occasion
- 2% Questionnaire returned with no answer.

8. When should you allow boys and girls to date?

- 25% At maturity
- 20% 15 Years
- 20% 16 Years
- 15% 14 Years
- 7% 13 Years
- 6% Questionnaire returned with no answer
- 4% 17 Years
- 3% Mixed parties early - single dates later.

9. What restrictions should be placed on movie and television viewing?

- 47% None
- 20% "Movie Guide" should be followed
- 14% Viewing time should be restricted
- 12% Viewing time of young children should be restricted.
- 7% Some TV shows should be banned.

10. What restrictions should be placed on girls as to dress?

- 31% Depends on maturity
- 30% Dress according to style
- 22% No restrictions
- 17% Should dress conservatively.

11. When may girls start wearing make-up?

- 26% 13 Year
- 21% 14 Years
- 17% Questionnaire returned with no answer
- 11% 15 Years
- 11% 16 Years
- 9.5% Girls should not wear make-up
- 4% 12 Years
- 1/2% When able to buy their own

12. What restrictions should be placed on the use of cigarettes, beer/wine, liquor and drugs.

Answers	Cigarettes	Beer/Wine	Liquor	Drugs
Never	34	33	34	72
No restrictions	15	8	8	7
Educate on dangers	15	13	13	12
Use at age of maturity	13	21	23	4
In moderation	10	12	11	3
Able to afford	9	3	3	1
Use at home	4	10	8	1
	100	100	100	100

YOUTH AT UNIVERSITY OF MAINE AT MACHIAS

1. Why do you feel that youth become delinquent?

- 26% Poor family life (Lack of parental interest)
- 21% No one to communicate with (Parents, teachers, etc.)
- 19% To gain attention
- 16% Too much free time
- 9% Bad environment
- 5% No recreational facilities
- 2% Pressures from parents and peers
- 2% Lack of goals or incentive.

2. At approximately what age does a child become delinquent?

- 45% 13 Years - Tensions of adolescence
- 30% 15 Years - "Age of rebellion" against parental discipline
- 18% 13-18 Years Depends on environment
- 7% 17 Years - "Knows it all" at this age.

3. Recommendations for the prevention of delinquency.

- 23% Better home life
- 19% Offer more recreation
- 15% Parents listen to their children
- 15% Keep children busy
- 10% Less permissiveness on part of parents
- 8% More professional help should be available
- 4% Upgrade life for the poor person
- 4% Less punishment for some crimes
- 2% Make juvenile feel needed.

4. Recommendations for returning delinquents to society as contributing members.

- 24% Try to accept them
- 20% Show interest in them
- 19% Make them feel necessary
- 10% Teach them skills
- 8% Organize rehabilitation centers
- 8% Questionnaire returned with no answer
- 8% Help them find better opportunities
- 3% Get them to join various clubs.

5. What part do you feel that (1) father, (2) mother, and (3) children should take in discipline within the family?

- 45% Father and mother share equally
- 24% Father responsible
- 16% Problems should be discussed
- 5% Questionnaire returned with no answer
- 3% Mother responsible
- 3% Begin discipline when children are young
- 2% Father discipline the sons
- 2% Older children help with discipline of younger children.

6. How should boys and girls be made to obey their parents? What different methods do you have for different ages?

- 30% Instill respect
- 20% Loss of privileges
- 14% Discuss problems
- 12% Spank young - discuss with older
- 12% Explain right and wrong early
- 12% Questionnaire returned with no answer

7. When should you allow boys and girls to have a car?

- 50% Depends on maturity
- 17% When financially able
- 11% When of legal age and when insured
- 9% 18 years old
- 6% When necessary
- 3% 15 years old
- 3% 16 years old
- 1% Questionnaire returned with no answer.

8. When should you allow dating to begin for boys and girls?

- 28% 13-14 years for dating parties and 15-16 for single dating
- 23% When mature enough
- 14% 14 years
- 11% 15 years
- 8% 16 years
- 6% 13 years
- 5% Questionnaire blank
- 3% 17 years
- 2% 18 years.

9. What restrictions should be placed on TV and movie viewing?

- 20% No restrictions after priorities (such as homework) done
- 15% No viewing of "restricted" movies
- 13% Restrict viewing low quality shows
- 12% "People will see what they want to see"
- 10% Educational TV should be encouraged
- 9% Explain right and wrongs of movies
- 7% No restrictions on T.V.-use judgement on movies
- 7% Restrict amount of time for T.V. viewing
- 5% Restrict younger children. Partial restriction older children
- 2% Questionnaire blank

10. Do you think there should be any restriction on T.V. and movies?

- 60% Yes
- 40% No

11. What restrictions should be placed on girls as to dress?

- 34% Depends on maturity
- 32% Girls should dress in fashion
- 20% Girls should dress conservatively
- 14% Questionnaire returned blank.

12. When should girls start wearing make-up?

30%	14 years
24%	Mature enough
15%	13 years
14%	15 years
10%	12 years
5%	17 years
2%	16 years

13. What other information is important for dealing with juvenile delinquency?

33%	Better home environment
23%	Better communication within the family
15%	More professional help
15%	Give a delinquent someone to associate with
10%	A delinquent needs activities
4%	Vocational education

14. What restrictions should be placed on the use of cigarettes, beer/wine, liquor and drugs?

Answers	Cigarettes	Beer/Wine	Liquor	Drugs
Educate on dangers	23	17	17	20
Forcefully restrict	15	13	14	28
Restrict until mature	7	7	8	4
Begin in home	7	10	10	3
Use in moderation	3	8	6	0
No answer on questionnaire	3	3	3	3
	<u>58</u>	<u>58</u>	<u>58</u>	<u>58</u>

The following table shows the preceding information as percentages:

Answers	Cigarettes	Beer/Wine	Liquor	Drugs
Educate on dangers	40	29	29	34
Forcefully restrict	26	23	24	49
Restrict until mature	12	12	13	7
Begin at home	12	17	17	5
Use in moderation	5	14	12	0
No answer on questionnaire	5	5	5	5
	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>

WASHINGTON COUNTY SCHOOL SYSTEMS:

School System	Elementary Stu.	Secondary Tea.	Guidance Elem	Drop Outs	Social Worker	Psychologist
S 19	382	19	174	10	0	0
S 37	678	30	253	20	0	1
S 69	298	12	98	6	0	0
U 102	1080	55	392	30	0	2
U 103	180	10			0	0
U 106	1173	43	754	44	0	1
U 107	240	10			0	0
Eastport	300	14	220	12	0	0

WASHINGTON COUNTY COURT

OFFENSE	Average # Age				DISPOSITION	Present w/child in court			ATTORNEY	
	M	F	M	F		M	F	B	YES	NO
Assault & Battery	2	-	13	-	1 Filed 1 Fine	1	1	-	-	2
B&E	1	-	16	-	Prob.	-	1	-	1	-
B&E&L	5	1	14.2	16	2 Prob. 2 Dism. 1 BTC 1 H&W	2	3	-	6	-
B&E&L in night	9	-	14.7	-	3 Prob. 1BTC 4 Filed 1 Dism.	6	3	-	5	4
Broke arrest and fled custody of police officer	1	-	16	-	Dismissed	-	1	-	-	1
Danger of falling	-	4	-	14.2	3 Stevens 1 Cont.	2	-	1	2	2
Incorrigible	1	-	15	-	Continued	-	-	-	-	1
Disorderly Conduct	4	-	15.5	-	1 Prob. 3 Filed	3	1	-	1	3
Intoxication	2	1	15.5	16	1 Filed-Adju. 1 Prob. 1 Fine	2	1	-	1	2
Illegal possession of liquor	6	1	15	16	4 Dism 2 Fine 1 Prob.	-	4	1	2	5
Supplying liquor to juvenile	1	-	16	-	Cont.	1	-	-	1	-
Larceny	4	-	14	-	3 Prob. 1 Dism.	1	3	-	-	4
Littering	2	-	14.5	-	1 Prob. 1 Dism.	2	-	-	-	2
Malicious Mischief	2	3	10.5	14	2 Dism. 2 Cont. 1 Stevens	1	2	-	2	3
Negligently shooting a human being	1	-	16	-	Prob.	1	-	-	-	1
Operating a snowmobile on public way	4	-	12.7	-	4 Fine	-	4	-	-	4
Using m/v without authority	2	-	14.5	-	1 Cont. 1 Filed	2	-	-	1	1

YORK COUNTY

EMPLOYMENT

The private employers who have participated in our study make no effort specifically to hire those persons adjudged delinquent. If a delinquent person applies, meets all the requirements and is capable, he is given the job. Social background generally isn't important.

Some financial help is given for community projects, such as Girls' State. Employees participate in civic activities at their own discretion.

The Maine Employment Security Commission has its main office for York County in Biddeford.

FOSTER HOMES

In the York County area there are 19 boys and 18 girls in foster homes. They were placed by the Department of Health and Welfare after an investigation by the area social worker.

The adjustment of these juveniles is reported as usually good. Personality and the needs of the child are considered when placing them in a foster home.

Foster homes don't want teenagers or children who act-out.

None of the juveniles in foster homes in the area are delinquent, nor are there any youth in foster homes on entrustment from Boys Training Center or Stevens School.

HEALTH-MENTAL AND PHYSICAL

There is no reported effort made to identify potential delinquents except to watch for excessive absences from school.

Minimum treatment facilities appear to be available to those labeled as potential delinquents. In rare instances a professional counselor or Family Guidance Center is available to serve a community.

Regardless of economic background, all children are eligible for any treatment available. Assistance may be obtained from such organizations as the Salvation Army, Lions Club, and Kiwanis Club. A sliding scale is used at the Child and Family Guidance Clinic.

Parental consent for treatment is not always obtained. Those services which do obtain permission for treatment do so through personal contact or permission forms.

It is believed that there is a higher correlation between mental and emotional maladjustments and delinquency than there is between physical handicaps and juvenile delinquency, although both may contribute.

Community action to help physically and mentally handicapped:

- a) Camp Waban
- b) Mental Health Clinics
- c) School district may pay tuition for the use of neighboring facilities.
- d) Referrals to other agencies.
- e) Child and Family Guidance Clinic
- f) S and S Association for Retarded Children
- g) Social Workers and public health officials

Physical, psychological and psychiatric examinations are done by the Mental Health Clinics, Sanford's Family Planning Agency or the Child and Family Guidance Clinic. Camp Waban does some psychological testing. Most communities seem to have some type of service available to them. Clinics generally do diagnostic work and not continuing treatment for the child.

The Child and Family Guidance Clinic serves school age and pre-school children through the school. Most of the work done with this age group by other agencies is on a referral basis only. Referral is the only known connection between clinics and the court.

LAW ENFORCEMENT

Police and sheriff departments do not have separate juvenile divisions nor are there juvenile officers. Population size and area patrolled are part of the reason for needed manpower increases. Additional help is also needed for the narcotics problem- not only for the police but for rehabilitation work.

There is no indication of any full-time policewomen. Usually a matron is on call but she has not received training for juvenile work.

Low budgets and lack of space are reasons for the lack of manpower.

Volunteers are never used. No recruitment or training programs for juvenile cases are ever used. Also, there is no part of any of the budgets specifically set aside for juvenile work.

The Sheriff's office reported 29 out of 1045 arrests involved juveniles- two arrests seem proportionate. Large portions of juvenile cases are not carried to the courts.

Parents and courts are always notified of a juvenile arrest.

Good working relationships with the court make it possible for towns to handle some juvenile cases on their own - those for petty offenses.

One police department sponsors a Bowling League but, other than that, the police do nothing in the way of providing recreational activities. The police department in Wells will be associated with the recreational committee being formed there.

Children over 10 may be held in jail. They can be held on the authority of the police, court, or probation officer. Most departments are reluctant to place juveniles in jail. Parents are notified right away by telephone or personal contact and there is usually no restriction on visiting rights for juveniles.

There appears to be a lack of concern by the communities for children being held in jail. People do not understand the problems and the parents of the kids being held do not always care.

There is one probation and parole officer in York County. He has an M.S. degree and 12 years experience. There is good school cooperation with the probation and parole officer but communication with the State Department of Health and Welfare is not as open as it could be.

PARENTS OF YOUTH

Parental opinion is that delinquency starts in the home. It is something that begins when the child is very young, not something that suddenly happens when the child reaches his teen years.

Problems develop from parents not caring enough. Children need to be shown they are loved and accepted, given security, need to be listened to, should have some spiritual values, and a relationship with the family which is something other than materialistic.

To prevent delinquency parents need to spend time with their children, show their concern for what happens, be able to give them proper discipline, give them moral codes to live by, and develop a spiritual belief.

The community also needs to be involved. There should be supervised activities for young people. Parents also feel the need for some type of professional service where parents and children can go for counseling.

Parents believe that rehabilitation can only come about if the community is made aware of the problems. The delinquent must be made to feel he is important and not that he is different. It should come in some form other than through an institution. It is still important to have love and discipline.

Discipline was cited as one of the most important factors affecting a child. All the parents agreed that loving discipline was needed, discipline should be consistent, and the parents should back each other on the discipline given.

Parents agree that dating and use of the car should not occur before the age of 16, but the responsibility and maturity of the individual child should help determine the age limits. Also they believe that this age group needs some guidance in selection of movies and television viewing.

Girls need guidance in dress and makeup. Restrictions should be made on an individual basis.

Parents try to convince children not to use cigarettes, drugs, or liquor. They will try to restrict usage until after high school and hope that their training will help the child get through temptations. A couple of parents would like to see their children drink at home first rather than with a group of their peers.

RECREATION

The towns of York, Wells, Kittery, and Eliot have no organized recreation. Wells is planning organized recreation but as yet nothing has developed. Saco has a civic association, swimming lessons, Little League and Scouting.

The police department in Berwick sponsors dances at the Town Hall every other week - all youth may attend. There is also a private recreation center for billiards. Public beaches and recreational programs for swimming exist in some towns. Little League teams are also present.

No special effort is made to involve "disadvantaged" youth but all available facilities are open to them. Recreation includes such things as the movies, bowling, private parties at someone's home, the beach, and "riding around".

Camp Waban, the YMCA Camp in Sanford, and Beaver Dam Campground are also available as sites for recreational activities like camping, fishing, and hiking.

There were no reported organized or supervised activities such as baseball, basketball, football or skating for teenage groups.

RELIGION

Every church which returned a questionnaire indicated there is a ministerial board which meets regularly to discuss community matters. All ministers are available for counseling. The Roman Catholic Church in York has a youth center for the York area and surrounding communities.

All the churches have church youth groups. These are not aimed at preventing delinquency per se, or aiding delinquent persons. The feeling is that bringing youth into the church will help curb delinquency. Programs of recreation and entertainment as well as programs aimed at the problems of youth (drugs, alcohol, etc.) are conducted by many of the churches. These activities are open to all.

Counseling is not limited to the youth. Work is done with the parents, local officials, school personnel, and others that are involved with a particular child.

SCHOOLS

The schools in York have a guidance service for grades 7-12. Only one elementary counselor is available.

Some schools have a part-time and some a full-time counselor. Others have two counselors which are shared with Junior High School. Junior High counseling is mostly with school problems and course selection; they are not involved in giving vocational direction at this time.

Using individual and group counseling, testing, and vocational information from films, booklets, and speakers are ways of presenting occupational information to the students in senior high schools.

Two of the schools offer some placement services for full and part-time jobs or summer employment.

To aid potential delinquents there are referrals to the Clinics, aid in choosing academic studies, part-time jobs in a field of interest, and conferences with parents and officials. One school is developing a program for disadvantaged persons to find and develop their interests and potential.

Most schools make referrals of students to psychologists. Some social workers from Sweetser Children's Home and the Family Guidance Service are on referral but more are needed.

High school guidance personnel are responsible for an average of about 300 students each. The junior high averages more than 500 students per counselor.

Contact can be made through the student, through the parents, on request from the principal or teachers for guidance referrals. The guidance office generally makes referrals to agencies after talking with parents and is usually the instrument for contacting homes.

The school dropout rate seems to remain fairly stable at about 4%. Consolidation of one school brought a decrease of over 10%. This problem is almost non-existent in Junior High-occurs when students reach the legal age to leave school.

A portion of the schools did not indicate any program for preventing dropouts. Most of the programs use counseling and conferences, encourage participation in school activities and some vocational experience. Most school personnel seem satisfied with the results.

One junior high has a program aimed at helping the student with low motivation. It can be adapted to their abilities. Feelings about it are mixed.

There is little direct contact with dropouts. Talking to friends, relatives, and employers if placed through a school employment service are the methods used to find out how dropouts are doing.

Most school counseling services are available to dropouts and they are free to return at any time to make use of them.

Most schools offer a wide sports program open to all. Participation restrictions are generally placed for insufficient grade requirements. Transportation and after school jobs often prevent student from joining the activities. Junior high and elementary programs are more limited but available.

Only one school seems to have activities restricted to the better students.

A full vocational spectrum is usually available at the high school level. Drug information at the junior high and elementary level is presented in health and science classes. Assemblies, conferences, and small groups for discussion are the high school's approaches. Attempts are also made to present the problem to adults. The policy established by the State Board of Education is usually the basis for action taken against the users of drugs and alcohol.

Testing to identify atypical youth seems to be done in elementary and junior high schools. Only two of the seven high schools indicate that any testing is done.

All these schools give IQ, interest and achievement tests to be used in counseling and curriculum planning.

Married students are allowed to continue in school. If the girl is pregnant, she may remain until her pregnancy is obvious. Participation in school activities is restricted for married students.

Only one of the seven high schools does not require that an unmarried girl who is pregnant leave school. They may return following the birth of the baby.

One school offers home study and one provides programs for seniors to complete diploma requirements at home. Other schools have no programs.

Elementary school discipline is left up to individual teachers as is junior high. Severe cases are sent to the principal for action. Parents are notified when necessary. The same type of discipline holds true in the high school. Suspension and expulsion are last resorts.

YORK COUNTY--

School System	ELEMENTARY STU.	SECONDARY TEA.	GUIDANCE STU.	TEA.	GUIDANCE ELEM.	SEC.	DROP OUTS	SOCIAL WORKER	PSYCHOLOGISTS
S.A.D. 6	1359	53	1086	52	0	3	29	0	0
S.A.D. 35	1114	44	814	50	1/2	2-1/2	Not Available	0	0
S.A.D. 57	772	34	547	34	0	1-1/2	9	0	0
S.A.D. 60	1152	46	768	40	0	2	17	0	0
S.A.D. 71	1258	53	836	44	0	2	4.2%	0	0
Union 2	683	27	384	28	0	1-2/3	4.8%	0	0
Union 4	1626	55	1658	94	0	3	60	0	0
Union 7 Thornton Academy	2943	100	325	22	0	1	8	0	0
York	756	30	549	54	0	3	7	0	0
Sanford	1664	68	1160	616	0	5	.0062	1	0
Kittery	1249	53	559	41	1	2		0	0

SOCIAL WORKERS AND PSYCHOLOGISTS

It is felt that poverty contributes to delinquency.

Alcohol abuse by parents may lead to the type of environment that fosters delinquency - broken homes, poverty, etc.

Drug abuse is a result of delinquency not a cause.

The sex and violence in movies and television may contribute, as children do not have the maturity and emotional growth to handle the material presented.

The inability of many juveniles to read and make use of their education brings about a feeling of inferiority and being ill-prepared for life.

Parental disrespect of law and order also contribute to delinquency.

The family is needed to provide guidance and to satisfy the child's need for love and to make him feel wanted.

Family rejection is more important than peer rejection to the younger child. Peer acceptance increases in importance as a child approaches adolescence and is most important to teenagers.

Lack of parental concern and the ability of parents to cope with delinquency situations lead to guilt feelings in both parents and children and create feelings of worthlessness and inadequacy in the child.

Delinquent patterns tend to run in families.

It is not known if the urban delinquency rate is higher, lower, or equal to the rural delinquency rate in York County.

Recreation and group activities are thought to be beneficial as it provides a place for young people to associate with each other and provides a group to which they can belong.

Head Start is thought to be a good preventative program.

Job placement for dropouts and for delinquents on parole or probation is believed to be beneficial. It is also felt that the money may help support delinquent behavior (money for gas, drugs, etc.)

A need for guidance services is definitely felt.

Foster homes, vocational training, halfway houses, and the supervision of the social worker, parole officer, and public health worker are all important to rehabilitation.

Further formal education is not especially necessary to rehabilitation.

Welfare programs can be very helpful. Parental attitude and how well the agency preserves self-worth, dignity, and pride within the family will determine how youth are affected by these programs.

The Lions Club and Kiwanis Club are helpful to young people as they can often provide the dental and visual care needed.

YOUTH

Poor family relationship and environment cause delinquency. (Bad home life and peer influence).

The problem age is well before the teens - generally by age 10 the child is a problem.

To prevent delinquency you need good family relationships and attention from the parents; also school and community programs to help children use their free time constructively.

Better communication and understanding are important when returning a delinquent to society. Also there is a need for a vocational program to teach them a trade that is of interest to them.

The youth either feel that discipline is an equal responsibility between the father and mother or that the father should establish the rules and the mother should enforce them.

Parents have to earn a child's respect before they will obey. Spanking for younger children and restriction for all grades are acceptable means of punishment. There should also be discussion and reasoning as the child becomes older.

All youth agree that responsibility needs to be demonstrated before car usage or ownership is allowed.

Fifteen or sixteen is the acceptable age for dating to start.

Restricting and monitoring movies and television is advisable.

Make-up is acceptable for junior high school age girls, but is more appropriate for the high school level.

Drugs should not be used. Cigarettes should be discouraged but 16 is an acceptable age for smoking to start. The use of liquor and beer is acceptable at age 18.

Juveniles need more activities, a good home life and adult examples, and relationships within the family, school, and church to help prevent delinquency. Programs to deal effectively with and meet the needs of delinquents are also needed.

YOUTH VIEWPOINTS

Youth Number One: I was caught for breaking, entering and later for running away with my girl. I was sent to the Training Center for a year. This "gave me a chance to meet criminals my own age from all over the State." Most of the kids who come out of there get worse.

It was very boring there - there's nothing to do. School is in the morning and in the afternoon you are supposed to work. I used to finish my job in half an hour so I'd have the rest of the day off.

You always have to fight when you first come in. If you prove yourself, then you're left alone.

The discipline isn't bad because usually they will give you some extra work to do as a punishment but they don't check up to see if you ever did it!

The thing that keeps kids in line is that they're afraid to get sent to Windham - because they'll have a record.

Parole is a pain when you get out. I can't get a license to drive yet. It really depends on your parents though. According to parole I'm supposed to be in at 9:00 p.m. My father lets me stay out as late as I want.

They need to handle things differently. "There should be some other place for kids to go." I don't know where but you should be taken away from your home for awhile. Otherwise, there's no punishment.

Youth Number Two: Been in trouble for drinking and breaking and entering. Decided to break into the house to steal but really "just for something to do." Someone heard us break the window and called the police. One of the others stole a gun but I didn't go in the house.

I was sober then but was drinking later that night when we got picked up. We went to the police station and were finger printed and our parents came to get us.

About a week later we went to Juvenile Court and I was placed on probation for two months. A probation officer from Rochester came to see me every two weeks. After two months I went back to court and was taken off probation.

Wouldn't do it again because I didn't like probation - didn't like being in early at night and weekends. I do still drink but am careful not to get caught. Usually just drink while walking at night.

I didn't know about probation then but I probably would still have done it cause you don't find out until it happens to you. Knowing about the punishment beforehand wouldn't have stopped me but now that I've been on probation I wouldn't do it again.

We might not have done it if there were more things to do in our town. There's nothing to do.

I'd like to have at least a basketball court - I like basketball - play every morning before school.

Youth Number three: The closest I came to getting in trouble was when I stole a car. When I was going by a garage the lights were on but nobody was around. The keys were in the ignition so I got in and took the car for a ride. When I came back the man was there so I parked down the rode and got away.

It was scary. I'd never try it again - wouldn't want to get caught.

I think it's alright for 15 year olds to start driving with a permit. I don't know if I will, though, because my mother says I'll have to pay for it myself. I learned to drive from driving with my grandfather.

SANFORD COURT JULY 1, 1969 - JUNE 30, 1970

OFFENSE	Average #				DISPOSITION*	Present w/child in court (xx) Attorney					
	M	F	M	F		M	F	B	YES	NO	
Assault & Battery	6	-	14	-	C-4; B-2	1	1	-	-	6	
B.E.&L.	11	-	14	-	C-5; BTC-5; D-1	2	5	3	6	5	3-BTC with lawyers one of whom was court app't.
Larceny	9	-	15	-	D-6; C-2; BTC-1	-	2	6	6	3	1-BTC with court app't. lawyer
B.E. & L. in night	2	-	14	-	C-2	-	-	-	2	-	
B&E w/i to commit larceny	3	-	15	-	C-3	1	1	1	2	1	
Using or taking a m/v w/o authority	6	-	15	-	C-4; ?-1	1	1	1	-	6	
Malicious Mischief	6	-	11.5	-	C-6	-	1	3	-	6	
Disorderly Conduct	4	-	13	-	C-3; B-1	-	-	1	2	2	1BTC with lawyer
Intoxication	2	-	15.5	-	C-2	1	-	-	-	2	
Illegal Possession of liquor	1	-	11	-	C-1	-	-	1	-	1	
Incorrigible	2	1	15.5	15	B-2; S-1	2	1	-	1	2	1 BTC had lawyer
Street Affray	1	-	16	-	C-1	-	-	-	1	-	
Truancy	13	2	15	14	C-10; A-2; B-3	4	5	1	3	12	
Rec. stolen property	1	-	16	-	F-1	-	-	-	1	-	
Runaway	2	-	15.5	-	B-1; C-1	-	-	1	-	1	
Danger of falling	-	1	-	15	D-1	-	-	-	-	1	
Trespass	1	-	15	-	B-1	-	-	-	1	-	BTC w/lawyer

* P = Probation alone
 S = Sentenced then probation
 C = Continued Day to Day
 F = Fine
 TC Committed to Training Center
 D = Case Dismissed
 HW Committed to Custody of Health & Welfare

xx F = Father only
 M = Mother only
 B = Both parents
 G = Guardian from H & W

OFFENSE	Average #				DISPOSITION	Present w/child in crt.			Attorney		
	M	F	M	F		M	F	B	YES	NO	
Illegal Possession of liquor	4	-	16	-	C-4	1	-	1	-	4	
Assault & Battery	3	-	16	-	C-2; D-1	-	-	-	-	3	
Operating a m/v while impaired	1	-	16	-	C-1	-	-	-	-	1	
Using or taking a m/v w/o authority	4	2	15	16	C-3; D-3	-	1	1	2	4	
Larceny	5	3	14	15	C-5; B-1; F-1; R-1	3	-	1	1	7	1-BTC unknown if lawyer
Assault w/i to kill	1	-	16	-	C-1	-	-	-	1	-	
Incorrigible	8	4	14.5	15	X-1; B-2; C-6; S-2; A-1	3	1	3	4	8	1-BTC waived law; 1-BTC & 1 Stevens Unkn. if lawyer; 1 Stevens-lawyer
Violation of Curfew	6	-	15	-	C-3; B-1; D-2	1	1	2	2	4	1 BTC-Court app't. lawyer
Runaway	1	1	14	15	S-1; C-1	-	1	1	1	1	1-Stevens-Unkn. if lawyer
Malicious Mischief	7	-	14	-	C-7	1	1	-	4	3	
B.E.&L	2	2	14	14.5	C-3; B-1	2	1	1	-	4	1-BTC-Unkn. if law.
B.E. & L in night	1	-	15	-	C-1	-	-	1	-	1	
Disorderly Conduct	1	-	16	-	B-1	1	-	-	1	-	Did have lawyer
Truancy	7	3	15	15	C-9; S-1	3	2	1	2	8	1 Stevent-Court app't. lawyer
B.& E. in night	1	-	15	-	C-1	1	-	-	1	-	
Larceny of m/v	3	-	16	-	C-2; D-1	-	-	-	3	-	
Intoxication	-	1	-	16	C-1	-	-	-	-	1	
B.& E.	2	-	14.5	-	C-2	-	-	-	1	1	
Incomplete records	-	1	-	?	C-1	-	-	-	-	-	

APPENDIX E

COUNTY PLAN RECOMMENDATIONS

MAINE PLANNING COMMITTEE FOR THE PREVENTION AND CONTROL OF JUVENILE DELINQUENCY
 UNIVERSITY OF MAINE ORONO, MAINE

ANDROSCOGGIN COUNTY

1. Establish State Police Liaison Officers in the rural school systems
 - a. Such officers to work on a twelve month basis with students and school staff in dealing with juvenile problems in the schools and discussing police work in general. Officers appointed should have 3-5 years experience and be 25-30 years of age.
2. Establish counsellors in the elementary schools of the county if and when funds become available to establish such counsellors in the secondary schools.
 - a. Purpose of counsellors is to help students deal with their problems regardless of the source of the problems.
3. Establish a Family Court in Androscoggin County.
 - a. This is a court for the family as well as the juvenile. A judge should be assigned on a permanent basis. He should be skilled in this field of work. Juvenile Officers, Social Workers, Probation Officers, etc. should be available to the court. Counselling families and therapy for individuals and families would be possible on a mandatory basis.
4. Halfway-out - Halfway-in House.
 - a. This is a facility for the juvenile who has problems with the family, community or with the law. It would help the juvenile and the community to deal with problems.

In addition to the above proposals the committee made the following recommendations.

1. A comprehensive and evaluation of all laws relating to juveniles. That consideration be given to giving courts the option of treating persons up to age 20 as juveniles - especially when these 17-20 year olds are involved with juveniles.
2. It is recognized that the outreach workers of the University of Maine Cooperative Extension Service and the O.E.O. Task Force are doing excellent work in the field in contacting families and helping to solve problems. These efforts should be strongly supported.
3. It is recommended that the Governor establish an evaluation committee to establish the effectiveness of various programs with the target populations in relationship to youth.
4. Initial response to Project Youth is quite favorable. It is recommended that this project be closely watched and evaluated with the view toward expanding its programs to all parts of the county.
5. The probation and parole system and the court systems - those that deal with the delinquent are in need of study and reform. The practices and policies of Police Department in investigation and arrests and the jail and detention systems should be reviewed and possibly revised.

AROOSTOOK COUNTY

PROPOSAL FOR A PILOT RESIDENTIAL TREATMENT FACILITY FOR DELINQUENT AND PRE-DELINQUENT CHILDREN IN AROOSTOOK COUNTY, MAINE

BACKGROUND

A child who is adjudged delinquent or who is in danger of becoming delinquent is very often an emotionally disturbed person who feels himself threatened in some way by some members of society and reacts by acting out in an anti-social manner. Often, too, his behavioral difficulties are symptomatic of parental or family dysfunctioning. Some of these children, because of their hostile behavior and emotional difficulties, are presently not able to live with their families or in a foster home. At present the only alternative open to such children in Aroostook County is commitment to Boys Training Center or Stevens School, where lack of staff, remoteness from home, over-crowded facilities and exposure to more sophisticated delinquents hamper the process of rehabilitative therapy.

These children, whether formally adjudged delinquent or not, are in need of residential placement where they will be able to find reasonably explained firm and consistent controls which will assist them to develop their own self-controlled behavior,

as well as the opportunity to experience the guidance of mature, supportive adults while they are given the opportunity to find, face, and work through the underlying emotional basis of their disturbed behavior with the help of a trained therapist.

In a residential center as proposed here, treatment of the emotional disorder is not divorced from the rest of the life situation, for every facet of the situation is carried out as a part of the total treatment plan. Each member of the staff, from the psychiatric consultant to cottage staff, is a full and active member of the treatment team. These children need a stable source of affection, limit-setting, individual recognition, and security in order to achieve normal maturation.

In addition to the provision of residential services for such children, the center's staff will be available to cooperate with existing agencies in planning for comprehensive prevention and treatment services to pre-delinquent and delinquent youth in the area served by the center.

The program will be administered by a Director who will be responsible to an incorporated Board of Directors.

An established independent social service agency in the central Aroostook area will be responsible for the coordination of preliminary planning of the program and establishment of the Board of Directors, and will be the parent agency through which funds are channeled and additional resources are available.

PURPOSE OF PROGRAM

It is a pilot program to demonstrate a coordinated, multi-discipline, multi-agency approach to the prevention and treatment of juvenile delinquency in a rural area through the provision of locality based residential therapeutic services.

POPULATION SERVED

Children, aged 10 to 17, residents of (central) Aroostook county who, whether or not formally adjudged as delinquent, are for a variety of reasons temporarily unable to cope with the demands of a family or foster home living situation because of underlying emotional disturbance, would be eligible for residential treatment. Psychotic, severe character disordered and retarded children would not be eligible for this program.

TERM OF TREATMENT

The length of residence will depend upon therapeutic considerations arrived at through staff conferences on each individual child.

CRITERIA FOR ADMISSION TO THE PROGRAM

- (a) Referral from court, probation or parole officer, social agency, or parent.
- (b) Medical Diagnosis to ascertain that there are no gross physical defects which would curtail the child's ability to live and function in a group setting.
- (c) Psycho-social Diagnosis to ascertain the child's background, type of disturbance and its severity, and scholastic aptitude and achievement. This will also assist in determining whether group home treatment is indicated in each case.
- (d) Psychotic, severely character disordered, or retarded children will not be accepted for treatment, as these types of children require specialized custody and treatment which cannot be offered in an open setting group treatment center.
- (e) Boys and girls, aged 10-17, residents of (central) Aroostook county, temporarily unable to cope with the demands of family living, and in need of therapy to deal with problems of adjustment and development would be eligible if delinquent or pre-delinquent.
- (f) A maximum of twelve children could be served at any one time.

GOALS OF THE PROGRAM

(a) Provide shelter and care, educational services (through local schools and on-site tutorial programs), rehabilitative counselling and therapy (to be done by the staff social worker and consultant professional staff), and work and recreation programs. Each component of the program would be a part of the total therapy, provided on an individualized basis to a maximum of twelve delinquent and pre-delinquent children who meet the intake requirement.

(b) Provide an on-going evaluation of both the progress of each individual child and the total program and its components.

(c) Provide for community education and the development of new community resources, as well as coordination with existing resources.

PERSONNEL

I) DIRECTOR (Full-Time): He should possess an M.S.W., M.Ps., or similar graduate degree with training and experience in working with pre-adolescent and adolescent children.

Job Description: The Director

- 1- is responsible, in collaboration with administrative personnel of cooperating agencies and under the direction of the Board of Directors, for the over-all development and administration of the center and its resident programs.
- 2- is responsible for involving the families of resident children in the treatment process when this is possible.
- 3- is responsible for the coordination of all services offered by the various cooperating agencies to residents of the center.
- 4- is responsible for assuring adequate services, including follow-up social services, educational, and other services, to integrate the child into his community after termination of residential treatment.
- 5- is responsible for supervision and in-service training of resident staff and volunteers.
- 6- is responsible for administration of the monies budgeted.
- 7- is responsible for interpretation of services of the center to the population of the area served, and the development of community support and resources.
- 8- is to provide for and chair periodic staff conferences.
- 9- is to provide for and chair periodic case conferences on each resident child, including an intake evaluation, on-going evaluations of progress, and pre-termination conferences.

II) SOCIAL WORKER (Part-Time): He should possess an M.S.W. and experience in working with youth of this age.

Job Description: Social Worker

He is to provide the basic program of therapy for each resident child, including both individual and group therapy. He will be available for consultations by the cottage parents and other staff. He will involve professionals from cooperating agencies when needed.

III) COTTAGE PARENTS: They should be a married couple with some experience in dealing with youth in this age range. They should have an interest in children, and the ability to work with the professional staff as members of a multi-disciplinary team. They should have the ability to plan and carry out the listed duties: the wife will preferably have some experience in teaching or some field of youth work, the husband should have the ability to plan and direct work and recreation programs. They are to undergo a period of training before beginning work in the program.

Job Description: They are to

- 1- provide for and supervise the day-to-day living arrangements of the residents, including:
 - Performing minor repairs, upkeep of the house and grounds.
 - Regulating the daily schedule of the children.
 - Assigning and supervising chores in the house and on the grounds on a rotating basis, taking into account the skills and needs of each child.
 - Assisting with and supervising study periods.
 - Planning, in collaboration with the professional staff, and directing work and recreational activity.
 - Arranging details of day-to-day transportation needs.

- 2- confer with the professional staff re:
 Carrying out on a day-to-day basis the indicated therapy as it applies to group life, work, study and recreational programs.
 Observing and recording daily behavior, inter-action of children for periodic discussion and evaluation with professional staff.
 Participate in periodic staff meetings.
 Participate in periodic evaluations of each child with total staff.

IV) SUBSTITUTE COTTAGE PERSONNEL: to substitute for cottage parents when needed, filling their role with the assistance of the Director.

V) COOK-LAUNDRESS: She is to purchase and prepare food, and care for clothing, including laundry.

VI) SECRETARY: To provide basic secretarial services on a part-time basis.

VII) CONSULTANT PROFESSIONAL PERSONNEL: They are to collaborate, as needed, in diagnosis, treatment plan, termination, and post termination placement and services. A psychiatrist and psychologist would be available through the Aroostook Mental Health Clinic. Health and Welfare workers would be assigned before referral to state wards who would be residents at the center. Additional social services would be provided through the Bureau of Human Relations Services.

VIII) VOLUNTEER WORKERS: It is envisioned that carefully screened volunteers could be used in certain program areas on a regular, structured basis. (e.g., tutoring, remedial educational work, recreation and special activities).

Volunteers will undergo an orientation period under the direction of the Director to acquaint them with the philosophy, regulations, and operating procedures of the center.

Volunteers could be obtained through the University of Maine at Presque Isle, the local communities (e.g., housewives, professional people), Loring Air Force Base personnel, etc.

IX) BOARD OF DIRECTORS: The Board will consist of representatives of:

(a) The community-at-large served by the center.

(b) The boards or staff members of the cooperating agencies (including law enforcement agencies) who will represent these agencies in policy formation.

CAPITAL OUTLAY: This would consist of:

- 1- Purchase or lease of house and land sufficient to provide:
 - Sleeping accommodations for up to twelve children, two cottage parents, and relief cottage parents.
 - Dining area, living room and study area
 - Kitchen
 - Recreational area indoors
 - Laundry area
 - Office for therapists
 - Recreation area outdoors
- 2- Minimum remodeling to meet State fire and health regulations necessary for licensing.
- 3- Furniture, appliances, vehicle.

EXPENSES:

- 1- Salaries and fringe benefits:
 - Director - \$12-15,000/year
 - Social Worker (p.t.) - \$4,500/year
 - Consultants - ?
 - Cottage parents and Relief Cottage personnel - \$15,000/year
 - Cook-laundress - \$ 4,000/year
 - Secretary (p.t.) - ?
- 2- Insurance on house and vehicle
- 3- Clothing, food, medical and dental care

- 4- Fuel (house and car)
- 5- Travel expenses
- 6- Utilities, telephone
- 7- Office expenses

FUNDING SOURCES: (In-kind contributions and cash)

Comprehensive Law Enforcement Planning
 OJD Programs
 Title I, ESEA
 Aroostook Mental Health Clinic
 Bureau of Human Relations Services
 Department of Health and Welfare
 Cooperative Extension Services
 Home for Little Wanderers
 Private Donations
 Fees
 Central Aroostook Action Program.

THESE ARE POSSIBLE
 SOURCES, ONLY, AND
 HAVE NOT BEEN FULLY
 EXPLORED.

TWENTY-FOUR HOUR LIFE-TIME TELEPHONE SERVICE FOR YOUTH NEEDING ASSISTANCE

PURPOSE

Provide youth who may be troubled and yet have no way of expressing their problems to anyone but in an "impersonal yet understanding" manner over the telephone. Many youth are troubled and unless an outlet is found, this may lead to delinquent behavior. Often the youth will approach an impartial "third party" before adults whom they recognize as maybe biased. The proposed answering service on a 24 hour basis would conceivably fulfill the third part role and give the youth reassuring, corrective and understanding assistance.

OBJECTIVES

To give assistance to any and all youth at any time on any problem or subject a youth may wish to express when needed.

FINANCIAL

Cost of maintaining telephone service within the immediate dialing area. Staffed by capable and compassionate people who will receive partial and nominal payment for their services. Suggested mechanics.

PUBLICITY

Telephone number will reflect a word call.

Ongoing publicity campaign in support of the project.

Review board composed of a minister, social worker, psychologist, doctor and other lay people to select telephone staffers.

Four-hour shifts for staffers. Three shifts per week for staffers.

JUVENILE OFFICER

The need was expressed for a trained, full time, juvenile officer for the Town of Houlton - to work in schools with parents and juveniles and on special programs - along with conventional juvenile duties. Since completion of last year's report, juvenile cases have about doubled. No real decent place to detain juveniles - most detained at County jail. Most image problems appear to be with the 13-16 year old age group.

GROUP HOME

The group home concept is being suggested as a more workable future solution for treatment of some problem juveniles - some foster homes won't take teenagers, and some

are over crowded. There is an apparent need for temporary housing for some juveniles awaiting trial, and for half-way homes for juveniles returning from training centers where a return to their original environment is deemed inadvisable, and for an alternative to sending youngsters to a training center because there is nowhere else they can live. These substitute homes might or might not be the same facility; live-in, substitute parents would need to present a strong, positive image.

RECREATION

Youth - oriented activities at the Houlton Recreation Center. It was pointed out that there are only two full-time program personnel at the center, and that recent programs have been conducted with volunteers serving as leaders for those programs requested by youth.

PILOT PROJECT FOR PROVIDING PAID LIAISONS FOR YOUTH AND COMMUNITIES IN CENTRAL AROOSTOOK COUNTY

BACKGROUND

The quality of education has improved immensely in recent years and its impact on youth has been tremendous. The open desire by youth to utilize this education has been recognized in some instances with the cautious release of responsibilities to the youth. One notable example is the 18 year old vote in Federal elections with the distinct possibility of state and local voting rights to be given soon. Present responsibilities, such as military service, have affected the youth strongly.

It may be argued that the mounting unrest and dissatisfaction in many youth in many school systems is due partly to the inability of present institutions to effectively reconcile the energies, abilities and education the youth now possess with the increased responsibilities they have or will have.

In many instances, there is a lack of meaningful dialogue between youth and adults and the present systems now in use are often too limited, inefficient, or inadequate to satisfy anyone and often lead to general misunderstandings by all. This generation gap, which few would deny exists, often leads to frustration and anger in energetic youth that may often lead to delinquent acts or behavior.

The generation gap also hinders adults who seek to be fair and reasonable in setting policy for youth. This lack of information will often generate inaccurate information or result in guesswork on policy derivation which affect youth. Conversely, youth state this same situation as adult inability to understand their positions on various matters which deeply concern them. Depending on the youth, this might lead him to indifference and soon to acts of delinquency known as the "turned off" syndrome.

In summary, with the new awareness in youth, an exchange of accurate information with adults should lead to fewer disillusioned and frustrated youth and a more enlightened public. Meaningful and accurate exchanges of information between youth and adults should restore the youth credibility in the American system and our way of life and serve as a deterrent to the increasing number of juvenile delinquents and the crime they cause.

This proposed pilot project is intended to make known to adults the accurate mood, temper, concerns and thinking of the youth in the seven high schools and two colleges in Central Aroostook County. It is an attempt to establish a meaningful dialogue between youth and adults to help bridge the generation gap that now exists.

The project is also intended to involve the newest voting bloc into the community - high school seniors and college students. The information this project generates may well lead to a better informed public concerning youth and youths problems, ambitions and goals.

PURPOSE OF THE PROGRAM

A pilot project to establish and maintain effective lines of communication for purpose of meaningful dialogue between adults and youth and to provide continuous factual information about youth for youth and adults in the communities.

PROPOSED AREA

Fort Fairfield, Presque Isle, Ashland, Mars Hill, Limestone, Caribou and Easton communities would be involved.

JOB SPECIFICATIONS OF THE YOUTH REPRESENTATIVE

1. Regular polling of youth on community, legal, academic, and any other situation, topic, or affairs that youth are or should be polled about.
2. Meet regularly with other likewise employed youth representatives from the colleges and high schools to discuss, determine, coordinate, and prepare polls, courses of action, people to contact, etc.
3. Meet regularly with employer who will assist, suggest, discuss and help guide these school representatives, in polls, courses of action, people to contact on any situation or problem youth have and to help direct these youth to the proper agencies, institutions, or other that may be of assistance, etc.
4. Serve as youth's representative at community affairs.
 - (a) to form representative committees
 - (b) to meet regularly with class presidents, officials and others.
5. Report to the youth and adults by letter, word of mouth, assemblies, newspapers, radio or TV all that has been discussed, worked on, expressed, etc. in his work.
6. Pursue to a conclusion any course of action determined as necessary by the youth or employer, such as establishing multi-phased youth committees within existing institutions, such as combating drug abuse in the youth population.
7. Assist any agency, institution, or other when youth are asked to be represented.
8. Attend any special conferences, or meetings in the state that would benefit the youth population being represented.

POPULATION SERVED

All institutions, agencies, municipal departments, such as the police and other that would receive or could use assistance, information from youth representatives. All youth would be represented in each school system in Central Aroostook.

MECHANICS

The youth representative would be elected by the student body. Each school system would be free to select the method of obtaining the best representative of youth to perform the aforementioned job specifications and tasks. Herein are proposed two systems.

1. Representative by direct popular vote. Here, youths would make application for the position with the employer and school officials. By direct voting, all students would participate in the selection of the youth representative for their school.
2. Student Council Selection. The student council would:
 - (a) select 5 or 6 potential candidates and present these names for selection of the representative for voting by the students.
 - (b) select one of their own members to fill the position by voting amongst themselves.
 - (c) delegate the position to the student council president who has already been elected by the student body.

The salary would be \$1000.00 for the youth representative selected with \$200.00 traveling expenses for a 12 month term. He or she would be paid on a monthly basis. Each student council would receive \$300.00 for use in active support of the youth representative's activities. The \$300.00 would be granted only if the students in the council assisted the youth representative in his duties. This sum would be allocated to the council at the end of each monthly period on a nine month basis at a rate of \$33.33 per month on recommendation by the youth representative, his employer, and school officials who will have judged the performance and assistance level of the student council throughout the year.

Any youth representative not performing the tasks nor fulfilling the job specifications provided for in this paper could be removed from the position by:

- (a) the employer

(b) student council

(c) jointly by the employer - student council

It would be preferred that step C would be used in this event.

The position would then be filled by any of the aforementioned methods proposed in this paper for youth representative selection.

PERSONNEL

Part-time secretary
Part - time employer (s)
Suggested employer (s)
(a) Youth Agent from the Cooperative Extension Service
(b) Other agents from agencies concerned with youth
(c) other

The employer would be from an already existing agency or other local department and would assume the employer's responsibilities without pay. The employer could be several interested people.

CAPITAL NEEDS

Some secretarial machines and materials -

1. Thermofac stencil maker
2. Typewriter (electric)
3. Copier (small desk)
4. Collater
5. Envelope Stuffer

PROPOSED TOTAL CASH OUTLAY FOR THE FIRST YEAR

9 Youth representatives	-	\$ 9,000.00
9 - \$200 expense accounts	-	1,800.00
9 - \$300 pay for each student council	-	2,700.00
1 part-time secretary (2 day a week @ \$1.60 per hour for 50 weeks)	-	1,230.00
Approximate total for materials	-	400.00
Approximate total for secretarial machines	-	2,035.00
Total cost for the first year		<u>\$17,165.00</u>

CUMBERLAND COUNTY

Parents of Atypical youth

1. Better counseling services must be made available to these people.
 - a. These children and their parents must have opportunities to express themselves.
2. More school social workers should be employed.
 - a. This is one area where the present educational system is lacking.
3. Stronger local ordinances such as curfew laws.
4. Increased number of probation officers, reforms within the department.

Probation

1. Larger probationary staff.
2. Coordinate existing agencies into one unit which would bring about closer supervision and a continuing unified focus.

Judiciary

1. Need for proper placement of emotionally or mentally involved juveniles.

FRANKLIN COUNTY

This agency sees as the most urgent and obvious need at this point is to:

- a. Coordinate the many and varied attempts in this area to identify and define the drug abuse problem.
- b. To develop an educational program on the dangers of drug abuse, aimed at the total family, but with particular emphasis on the vulnerable young people in the lower grades. This might best be done through the local school systems, particularly to reach the juveniles.
- c. To take any other specific action that efforts under (a) above might indicate would be needed.

HANCOCK COUNTY

1. Volunteer program for Parole-Probation officers for youth.
2. Develop better cooperation between State agencies and the probation department.
3. Youth authority at the State level combining all youth serving agencies.
4. Intern program for probation officers.
5. Juvenile Probation System.
6. Juvenile police officer training.
7. Clerical help for probation officers.
8. For lack of proper supervision 8-10 are returned to institution annually. The money can better be used to increase and improve supervision of youth on probation or parole.
9. One day each month held free for all agencies to allow representatives in counties to get together to know each other and exchange ideas.
10. Juvenile defense system available at no cost to the juvenile or his family.
11. Need higher selection criteria for local police and training for all local police.
12. Juvenile trained State Police Officers in rural areas. One could cover Hancock County.
13. Program for the removal of keys from autos.
14. Need for Vocational school both high school and post high school. Re institute the work experience program that has been dropped. Development of apprenticeship program with subsidy.
15. Reinstitution of the maternal and infant care program - Hancock and Washington Counties.

KENNEBEC COUNTY

Opinions and Subjects Needing Further Discussion As Reviewed at this Meeting.

1. Youth programs need to start at an early age.
2. Legal counsel needs to be available for every youth who is taken by any law enforcement officer to a police station or who appears before a judge. It should be mandatory without regard to any other factors.
3. Several adults should be available at any time, day or night, to talk with any youth.
4. Family recreational activities are necessary in the home to set-up a good intra-family understanding and to minimize TV and other outside influences.

5. Work projects are needed, to make employment available for low income boys and girls.
6. Youth appear to want a place where they can go and think of as their own. They will think of a place as their own when they are responsible for getting the equipment they need, and insofar as possible the building itself which need not be any more than an old barn.
7. Public buildings should be made available to the community at no cost. (Youth leaders are often accused of not doing things for youth when such leaders are not allowed the use of such buildings to effect their programs.)
8. We should use our influence to involve youth leaders in every community to promote programs for kids, where the kids want it. The programs are to be varied enough to include all types of activities.

KNOX COUNTY

1. Provide learning opportunities for parents in child development, family relationships, adolescent psychology. "How to live with your teen-ager" through a series of perhaps five sessions to be held successively in at least four widely separated areas in the two-county region with a special effort to involve the less educated and informed parents. The purpose is to up-date family life in the home.
2. Through close cooperation with the local police, county sheriff and probation officers provide a responsible adult to talk and socialize somewhat with a boy or girl, aged 15 or under, when it appears that they may be headed for trouble. The purpose is to reach youth. To provide a listening point before they get to court.
3. Provide more opportunities and facilities for youth to become involved in self-selected constructive activities to occupy their leisure time through summer Day Camp programs, and local youth centers in churches, Grange Halls, Public schools or recreational facilities on week-ends and holidays.
4. Develop activities to help young people living on the islands to broaden their horizons through tours of industries, businesses and recreation areas, including museums, on the mainland. Many of these youngsters have never travelled to the mainland and lack the social and educational advantages of other youths. This would involve paying fares on the ferries and use of bus and overnight facilities for two or three-day trips. Similar programs are needed for young people in out-lying rural areas.
5. Develop Big-Brother, Big-Sister concept (if not the actual program) in Knox-Lincoln County area to have responsible adults work with disadvantaged youths on a one-to-one basis. Funds would be needed here to provide occasional meals for the pairs and participation together in occasional recreational experiences (movies, athletic events, short trips, etc.).
6. Provide opportunities for youths to visit Police Department, County Jail, and State Prison. Expand the present idea of County Government day. Provide youth "take-over day in municipal and county government.
7. Encourage and provide teen-age leadership training to involve constructive youth in working with others. Part of this program might involve paid leadership in order to provide extra jobs and incentive.
8. Provide opportunities for youths to develop vocational skills in subject areas where there may be part or full-time employment possibilities locally: i.e. carpentry, plumbing, landscaping, operation of special equipment such as tractors, back-hoes, front-loaders. This would have to be done on an apprentice basis, and might be done in small groups.
9. Provide leadership and meeting-place for such programs as "Teen-age Music for Adults". This probably could also be set up as a radio broadcast. Encourage also some original youth programs for broadcast on local radio; e.g., "Idea Theater" or discussion of current news in such programs as "The Way It Looks To Us."

A rough estimate of cost for above programs (leadership, assistants, equipment, space, publicity, postage, telephone etc) would be \$15,000 - \$20,000.

OXFORD COUNTY

1. CLERGY

Close contact by parole and probation officers with clergy whenever possible.
2. PROBATION AND PAROLE
 - a. Have been sending people to workshops, seminars, in recent months - selected courses - at state expense and on state time.
 - b. Cannot attend full-time studies in summer.
 - c. Recommend probation/parole officers be allowed time and expense to obtain certain courses not available through C. E. D. of University of Maine.
 - d. Additional probation/parole officers to reduce caseload.
 - e. One parole/probation system instead of the existing (3).
3. LAW ENFORCEMENT

Need a well-trained juvenile officer who would also serve as liaison officer with school systems.
4.

Recommend a half-way house for juveniles at the county level with a full range of services as an alternative to sending a juvenile to the Boys Training Center or Girls Training Center. This half-way house would also be utilized in returning youth to society from BTC and/or GTC.
5. EDUCATION

Education systems are not meeting needs of juveniles. The general feeling is that schools do not offer meaningful programs for many juveniles, especially at junior high and high school levels. The youngster who is not going on to college or other higher education seems to be left out, with nothing in particular to equip him with skills necessary for his own self-support.
6. SUMMER EXPERIENCE

Recommend meaningful Youth Conservation Projects (CCC type) with adequate supervision and counseling for each group. This would be necessarily coordinated with the Maine and U. S. Forest Services.
7. EMPLOYMENT

Employment will continue to be a problem due to closing of the shoe factory in Norway and large lay-offs at Oxford Paper Company in Rumford. Unsteady employment is disconcerting in families and communities.

SOMERSET COUNTY

The committee agreed to submit the following proposal to the state planning committee:

A. That funding be provided to help establish a countywide Youth Services Bureau to help juveniles deal constructively with social and emotional problem situations which, if ignored, could lead toward delinquent behavior socially and economically damaging to the individual, his family, his community, and succeeding generations.

B. That a well qualified person - from the standpoint of education, experience, maturity and concern- be employed full time to select, screen, train, coordinate and support volunteers who would be available in strategic geographical areas of Somerset County where juveniles could contact them personally, or via a WAT line, for counsel and guidance, to help them deal constructively with social, physical, emotional, economic and legal problems.

C. Budget

	Estimated Range
One professional resource person & coordinator	\$11000 - \$14000
Secretary	5000 - 7000
Office Space	1200 - 1800
Office Equipment	1000 - 1500
Supplies	1000 - 1500
Postage	200 - 400
Telephone	1000 - 2500
Travel - professional, est. 30,000	3000 - 3600
volunteers, ets. 20,000	2000 - 2400
Training Expenses	3000 - 5000
	\$28,400 - \$39,700

D. That an advisory committee of local people similar to the present study committee continue to function to guide police and development of the Youth Services Bureau and promote support and understanding in the communities.

WASHINGTON COUNTY

1. Youth Worker Program

A group of high school and college youth especially trained to work with individual young persons and groups of young persons in towns within the county. These youth workers would work on almost a "big brother" or "big sister" concept and their work would be organized and directed by the Extension Service.

2. Camp Scholarships for Young Persons

Every child should have the opportunity to enjoy a camp experience. These scholarships would make this opportunity available. The scholarships would be directed particularly toward young persons who are defined by school and community officials as pre-delinquent. The scholarships should include funds for the special educational, medical and social services which these students may need.

3. Youth Centers

Recreation centers are needed in the county where young persons may get together, dance and participate in sports and other recreation under adult supervision. Such centers should be operated jointly by a youth council and sponsoring adult organization. In towns such as Cherryfield and Dennysville, where recreation centers already exist, funds should be made available for them to strengthen and broaden their programs.

4. Youth Diagnostic Services Center

There is a need for a diagnostic service center in the county which would provide testing, counseling, guidance and other diagnostic services for young persons in trouble. Such a center should be available to the schools, to the courts and to the parole officer in their work with young persons. The counseling center would be the natural place to develop such a center by upgrading their staff and resources.

5. Youth Educational Services Center

There is a need for a youth educational services center in the county which would provide remedial work in reading, writing, mathematics and other subjects to young persons in trouble. Such service centers would offer the following services:

1. Educational and occupational diagnosis: A profile of a student's education strengths, deficiencies and occupational interests and talents.
2. Educational guidance and counseling.
3. Remedial programs for youth in the county directed toward overcoming educational deficiencies.
4. A student tutorial program. College students can be trained to tutor secondary students on a one-to-one basis. I would see such a youth educational services center as a joint function of the University of Maine at Machias and the Vocational Technical Institute at Calais.

6. Washington County Juvenile Workers Co-ordinating Committee

The various professional persons working with juveniles in the county should be encouraged to meet with one another regularly (once a month, perhaps) to co-ordinate their work and examine case histories. This would facilitate the proper use of the two service centers described above and allow a constant evaluation of their programs.

7. Foster Home Care and Early Release Program

There is a recognized need to, at times, legally remove a child from a disastrous home environment in order to preserve a young person's self-esteem and sense of personal growth. There is also a recognized need to release a delinquent youth from a training school to a half-way program prior to his return to his initial environment. These two needs can be jointly met either through a special halfway house institution or through a special foster care program. The former alternative, institutionalized care, has a number of disadvantages: 1) the cost of an institution; 2) the segregation of two types of juveniles; 3) stigmatism of juveniles; 4) the impersonality of institutionalized care.

I would argue for a foster care program operated directly by the Department of Health and Welfare and the Department of Parole and Correction. Based on evaluations' and services available through the two service centers described above, a boy would be placed in a home which would be desirable from an occupational, educational and emotional point of view. To put the matter another way, foster home placements should not be "dead time" but rather a time in which a young person grows educationally, occupationally and emotionally. A placement should be place of living in which the young person can learn and grow by working at a job he desires, or going to school or a combination of both.

8. Juvenile Officer Program

The juvenile officer program, as described in the state plan, sounds excellent. Certainly a juvenile officer should be attached to the sheriff's office and, if possible, in a number of the other police departments in the county.

9. Educational Seminars and Programs for Professionals and Citizens

There are a number of programs described in the state plan which would involve the creation of special educational seminars for professionals and citizens in the county interested in juvenile delinquency. If these programs seem worthwhile to the committee, I would be glad to discuss with the administration of the college the feasibility of offering these seminars at the University of Maine at Machias. The seminars I am referring to are the following:

- A. Special seminars for teachers to help them become cognizant of the delinquency prone child.
- B. Special seminars for juvenile court personnel.
- C. Special seminars for parents.
- D. Training program for volunteers for parole work. (as described in the state plan)

Concluding Note

There will obviously be a problem in co-ordinating these and other programs which the committee chooses to develop. A county-wide, private, non-profit corporation should be established to apply for, administrate and co-ordinate funds and programs under this plan. Such a corporation would not only allow for co-ordination, but it would in addition grant the county the flexibility it will need to seek other funds, public and private, and thus to be able to continue its programs once the federal funds run out in a few years.

YORK COUNTY

1. A Family Court System which would include trained juvenile officers and utilize a social work component. This should include an adequate probation facility.
2. Establishment of a county half way house, perhaps run in conjunction with York County Counseling, Inc., which would offer support and housing for children in difficulty. It should also offer good diagnostic service. It must allow children to refer themselves in.
3. Education for police officers at state expense designed to sensitize them to youth, needs, and better ways of dealing with youth.

APPENDIX F

BOYS TRAINING CENTER

MAINE PLANNING COMMITTEE FOR THE PREVENTION AND CONTROL OF JUVENILE DELINQUENCY

UNIVERSITY OF MAINE ORONO, MAINE

I. PURPOSE OF THE BOYS TRAINING CENTER¹

It must be initially concluded that when a Court commits a juvenile to the Boys Training Center, the Court, in effect, is saying, "It has been determined that the community cannot give this boy the proper care without help. All resources in the community have been utilized and the community has failed. We wish the boy rehabilitated and are committing him to the Center where program, staff, and plant facilities required to the rehabilitation processes are available.

In accordance with the Juvenile Offender Law, Public Law 342, Chapter 152A, Section 27, the long range purpose of the Boys Training Center is established:

"The State shall establish and maintain training centers to rehabilitate children committed thereto as juvenile offenders by the Courts of the State. Toward this end, the disciplines of education, casework, group work, psychology, psychiatry, medicine, nursing, vocational training and religion related to human relations and personality development shall be employed. The training center for boys shall be known as the Boys Training Center."

Further Section 31 of the same law:

It is, therefore, determined that the long range purpose of a Training Center for the male juvenile offender in Maine is - Rehabilitation - to provide residential care, treatment, training, and discipline for male juveniles adjudged offenders by the Courts and so committed.

II. ORGANIZATIONAL STRUCTURE

Adequate management of institutions demands good organization. The Boys Training Center is well organized with Superintendent William H. Hughes responsible for overall operations, policy, and administration. He has three assistants whose specific appointments are:

1. Ralph T. Kilgore - Assistant superintendent responsible for the Department of Rehabilitation Services.
2. Donald L. Allen - Assistant superintendent in charge of the Department of Care, Custody, and Security.
3. Kenneth T. Northrup - Business service manager responsible for Business Services and Plant Operations.

Through these three assistant superintendents all services and operations are coordinated.

III. REHABILITATIVE SERVICES

This department is comprised of the following divisions: Psychiatry, Psychology, Social Services, Education, Infirmary, Vocational Rehabilitation, and In-Service Staff Training.

A. Psychiatric Staff:

1. Professional Staff:

William F. Nieuwkirk M. D., a fully qualified psychiatrist is available two half days weekly.

2. Services Provided:

With such a time limitation, Dr. Nieuwkirk is able to accomplish little more than to provide diagnosis and treatment for some of the more severely disturbed. He also provides direction to the staff involved with group and individual counseling and he takes part in staff training.

3. Facilities:

Dr. Nieuwkirk is provided with offices in the administration building and in the infirmary and with such secretarial assistance as is necessary from the secretarial pool.

¹Hughes, William H. State of Maine Report to Governor Curtis unpublished, September 15, 1969.

Section III-A Cont'd

4. Limitations of Service:

With a population of 250 children, many of whom are emotionally disturbed, it is obvious that the psychiatric services are far from adequate. Over the past ten years there has been a shift in the type of boy who has been committed. Today, many are described as having anti-social personalities. The facilities required for their rehabilitation are not available in this institution which, of necessity, is educationally oriented. A psychiatric unit is necessary to provide the type of services these boys need. Such a unit should be self-contained, have regular psychiatric services as well as the services of medical, psychological, educational and recreational specialists. Such a service, while within the confines of the Boys Training Center should be a separate unit whose function is to treat the child to get him back into the institutional society where treatment may continue along the lines of present rehabilitation preparatory to his release.

B. Psychological Services

1. Professional Staff

At the Boys Training Center two psychologists' positions have been classified. They are:

a. Psychologist III

Mr. John P. Ferriter holds this position. He was educated at the University of New Hampshire where he earned his AB and MA degrees in Psychology. He has completed some work toward a PhD. Degree. Mr. Ferriter is head of the psychology department.

b. Psychologist II

This position is presently vacant.

2. Services Provided

a. Testing Program

Each boy is tested individually upon admission. For intelligence, either Wechsler Intelligence Scale for Children or the Wechsler Adult Intelligence Scale is used. Emotional adjustment is evaluated with the Rorschach, Thematic Apperception Test, or Children's Apperception Test. Perceptual motor function is evaluated with the Bender-Gestalt test. Finally, each child is tested with the Draw a Person Test. These tests are an essential part of the planning process for each child. Information relative to the child's interrelationships in the school and community are determined. The psychologist relates these findings to the school and cottage faculty at weekly staff meetings. Boys presenting acute problems are tested at frequent intervals.

b. Counseling

Psychological counseling of seriously disturbed boys is part of the services of the psychology department. Presently it is felt that at least ten percent of the population is in need of counseling on an individual basis. Because of a lack of qualified staff, only two or three boys are receiving such specialized service. Group counseling has been established to fill the gap. Group counseling is now available within all living units and the security area. The group sessions are made up of a psychologist, social worker, one of the cottage people and a group of about ten boys. Currently, about forty boys receive this assistance in making adjustment to our society.

c. Psychological growth of the child

Closely related to evaluation and counseling is a program of psychological growth. This is an on-going process involving discussions with the boy and the staff relative to the boy's psychological strength and weakness and the methodologies which may be employed to achieve his rehabilitation.

Section III-B Cont'd.

3. Facilities

The psychologists are provided with adequate office space in the administration building. Secretarial service is provided from the secretarial pool. Space for group counseling is provided at the cottages.

4. Limitations of Services

a. Staff

The chief limitation of psychological services can be expressed in one word, personnel. This department is hopelessly understaffed. The testing alone would require one person full-time, with no consideration given to counseling individually or in groups. It would appear that to adequately serve this population a department of psychological services should be established. Such a department should be headed by a fully certified psychologist. He should have on his staff a minimum of two other certified psychologists and at least one psychometrist. This department should be closely allied to the psychiatric department. Records and information should flow easily and rapidly between the two, and the psychiatric supervision must be available at all times.

b. Testing

All testing should be under the direction of the Department of Psychological Services. This includes all psychodiagnostic techniques as well as all educational evaluation. A standardized testing schedule must be followed for each child with specialized techniques to meet specific needs. In addition, a standardized report outline must be used in recording test results. To accomplish these goals, a fully competent psychometrist, whose only function is the testing of the boys, must be employed. With a population of the number and type found in the training center, this is certainly a full-time position for one person.

c. Counseling

The committed population has demonstrated its inability to adjust to our society. Considerable and consistent individual and group counseling is essential if adequate social adjustment and psychological growth are to be achieved. To this end, two additional psychologists are necessary. Currently, only two or three boys are receiving consistent psychological counseling to help them reach a point of social adjustment. The remainder of the boys "receive no help of this kind and return to the community in about the same painfully twisted and disturbed emotional state that they were in when they were committed."² Adequate counseling service at any given time must be made available to a minimum of ten percent of the total population and probably should be available to at least twenty-five percent. Additionally, better than one half of the boys are desperately in need of group counseling. Presently, however, only forty boys are receiving this service. This situation can only be remedied with the employment of a group counseling specialist. Provision must be made to provide family counseling either at the Center or in the local community. Families must be assisted in meeting the needs of the child upon his return. They must also be assisted in adjusting to his return and in continuing to help him develop positive social attitudes.

d. Psychological Growth

The program as outlined within the institution is, in theory, excellent. It begins to break down, however, when we see how few boys receive this type of concentrated analysis and treatment. This service must be extended to all boys who are placed here if the intent of the law establishing the Boy's Training Center is to be realized.

²Hughes, op. cit., p. 5

C. Social Services

1. Social Worker

The division of Social Services is supervised by Frances Northgraves, MSS, who supervises all casework at the Center and the two field supervisors. The division is lacking a psychiatric social worker II, which brings the number under Miss Northgraves' direction to eleven.

a. Residential Social Service

Three workers, Mr. Carter, Mr. Irwin, and Miss Legere, work full-time at the Center and have no responsibilities for boys on entrustment. They have part-time help from a caseworker, Mr. Cameron, whose area outside the Center is Greater Portland. All social workers have a bachelor's degree with varying amounts of experience. The three workers assigned to the Center interview all boys at least once and more often as necessary. They, and the part-time worker, also participate in the cottage group therapy sessions. Other information is contained in the attached personnel chart. Appendix A.

b. Community Social Service (Entrustment Program)

The two district supervisors are Mr. Lush with an office at the Center and Mr. Thomas with an office at Lincoln. Mr. Lush supervises Mr. Adams, Mr. Parlin, and Mr. Porter. Mr. Thomas supervises Mr. McLaughlin, Miss Mutty, and Mr. Cameron. Each of the community workers has a bachelor's degree with varying amounts of sociological training and experience. Mr. Lush has a master's degree in education. The community social workers are responsible, as the Superintendent's representative, for the boys on entrustment within their geographical areas. In addition, they interview once a month as a realistic optimum (in view of their work load figure) each boy who lives at the Center and who is from the worker's area. Thus all the boys at the Center are interviewed by two workers, one assigned to the Center and the one to whom the boy will be assigned. The following chart gives a breakdown of area and load:

The Distribution of Aftercare and Case Load

District No.	Name	Location	Entrustment Load	Center Load
1	Earl Lush	BTC	19	21
2	Albert Thomas	Lincoln	30	14
1	Frank Adams	Lewiston	51	40
2	Francis Cameron	BTC	33	20
2	Lowell McLaughlin	Houlton	32	23
2	Josephine Mutty	Bangor	44	34
1	Michael Porter	BTC	41	24
1	Clarence Parlin	Winthrop	43	24

These figures vary with releases and commitments.

The fact that almost every training center in the United States is understaffed should not act as a sop to our conscience here in Maine. The child's social worker is the connecting link between the reality of the world outside and the make-believe world of the institution. In general, the boys consider the social workers to be their friends, a feeling not likely to extend to officers, teachers, and administrators. The extended use of professional social workers should result in boys who remain better adjusted to society, thereby reducing recidivism.

Section
III-C Cont'd.

2. Social Services

a. Residential Treatment

The psychologist and the psychiatrist, because of the limitations of time, must confine their interviewing and counseling to those boys who are most disturbed. The day to day work of evaluating at the Center is done largely by the social workers. The chaplains assist to some degree. It falls to the social workers to do the bulk of the individual and group counseling. As a focal point for such work, a meeting is held for a half hour each morning in Mr. Kilgore's office. The social workers meet with representatives from Cottage Life and review the cases of boys with special problems. Any aftercare workers who are at the Center attend the staff meeting, that their work may be better integrated. Recent innovations are counseling for the boys in Security, held in the Security Wing, and counseling with the boys' parents. The latter is on a limited scale, but it is definitely to be recommended.

b. Aftercare

(1) Counseling

The social workers for community contacts start a file on each boy as soon as he is committed. They are responsible for providing material on the boy's background to the case history which is maintained in accordance with the outline to be found under Business Services. The background information is followed by a personal interview with the boy, which is intended to be the beginning of a relationship to benefit the boy when he goes on entrustment. Continuing contact is maintained with the boy and with his family. When the boy returns to the community, the frequency of the contact depends on the boy's adjustment. The better the boy is integrated into his society, the less the social worker sees him. Also, to be realistic, the case load is so heavy that personal contacts are reduced; those who adjust poorly receive a disproportionate amount of attention. An attempt is made to check with all those who are concerned with a boy on entrustment: school, an employer if the boy is out of school, his peers, his family, and community leaders concerned with youth. It would appear that only rarely does a boy continue the religious features of his life that touched him at the Center. Hence, the clergy is seldom on the list of a social worker.

(2) Foster Homes

The use of foster homes is minimal for two reasons. The money available for such care is small, and desirable foster homes are not readily available. At present only two boys are in foster homes. If more suitable homes could be found, they would be used. Some boys indicate they do prefer life at the Center to life at home. These boys need a home where they will find warmth of human relations within the framework of an ordered life, and such homes apparently are not available.

(3) Halfway Houses

This feature of rehabilitation is not available. The desirability of such a facility is recognized.

c. Case History

As mentioned elsewhere in this study, a case history is prepared on each committed boy. The case history covers a review of the family, whether one or both parents are the natural parents of the boy, how many siblings he has, the emotional stability of all members of the family, and the social relationship between them. Some analysis is made of the economic status of the family and their standing in the community. School administrators, teachers, coaches and peers are interviewed in an attempt to evaluate the boy's delinquency in terms of school success (failure) and peer group type and assimilation. Every initial community report contains a plan of action for consideration at the first staff conference on the boy.

Section III-D

Education

There are two directors in education at the Boys Training Center. The first is oriented toward academic education while the second is related to vocational education. Each area has an assistant director of education responsible to the director of education.

1. Academic

a. Curriculum

- (1) Academic courses available--for Detail see Appendix B. English, mathematics, science, social studies, arts and crafts, and special education,
- (2) Placement in grades and tracks
Students are placed homogeneously by ability as determined by reading level, IQ, teacher interviews, and transcript from public school record.
- (3) Grades and tracks
Students are provided education from grade five to grade eleven. These grades are broken into tracks where necessary to meet the child's needs. Track 1 is the highest level of ability and track 4 is the lowest.

Number of students differentiated by grade and track:

<u>Number in class</u>	<u>Grade</u>	<u>Track</u>
17	11	1
11	10	1
11	10	2
6	10	3
2	10	4
15	9	1
14	9	2
13	9	3
12	9	4
14	8	1
4	8	2
8	8	3
7	8	4
8	7	1
7	7	2
-	6	1) Combined Grade
5	5	1

Section III-D Cont'd

b. Professional teaching staff

In addition to the director and assistant director of academic education there are sixteen faculty members. Each faculty member is a college graduate and is properly certified by the State Department of Education. The amount of teaching experience varies from a beginning teacher to one with forty-three years of experience. Complete data on the teaching faculty is found in Appendix C. Student teacher ratio varies with commitment and discharges. At present the ratio is 1:15.

c. Educational testing

The test battery administered for educational purposes include the Wechsler tests of intelligence, reading achievement test, mathematics achievement test, science achievement test and an English achievement test. The results of these tests are used to help place the boys in appropriate classes. They help explain what a boy can and cannot be expected to accomplish, and give guidance to the staff in understanding the problems and frustrations experienced by these boys in learning.

d. Physical plant

The only academic school building is the Arthur R. Gould Academic Building.

(1) The academic building

Originally the building had four rooms. Three of these have now been subdivided and five classrooms have been set up in the basement to make a total of eleven. These rooms are small and inadequate. The smallest of these classrooms is 13'9" by 19'9" and the largest is 21'0" by 25'3". They are designed for an average of fifteen children. Entrance and egress is through other rooms making for unnecessary confusion and questionable safety. In addition, hall space has been used for office space adding to the hall confusion and safety problems. In the same building is located the arts and crafts room. Arts and crafts are required of most boys in the program because of their need to express themselves and to be creative. This room, while it is the largest classroom in the building, is far from adequate. Located in the same building is an office used by the teachers and teacher aides, as a curriculum development office and teachers room. This is not quiet, nor is it adequately separated from the adjoined classroom. It makes one wonder how either the teachers or students are able to accomplish their goals in such confusion. In the same building the barber shop is also located. This is not for the purpose of teaching trades, but for individual grooming. The library is located in the academic building. It is 23'2" by 29'10" in size. It has been developed mostly through the use of Federal funds. It is, however, too small to allow adequate reading room space or other related library services. In addition, the library has reached its maximum size because of space limitations. The academic building has no fire escapes. Classes are conducted on the first floor and in the basement. The main entrance is the only exit for the first floor. From the basement, two doors go directly to the outside. Some classrooms have no direct access to a hallway; children must enter and exit through another classroom. There are windows through which, in an emergency, exit could be gained and there is a weekly fire drill.

Auditorium - Gymnasium

The Boys Training Center has no auditorium. The gymnasium, satisfactory though it may be for athletic activities, is inadequate for play production, musical events, speakers, etc. because of its poor acoustics.

Section III-D Cont'd.

e. Equipment

(1) Library

The Boys Training Center received \$1200 in 1969 and \$1000 in 1968 from Federal funds for the purpose of improving the library. These funds were used to purchase books, tapes, tape replay equipment and related material of library use. Special materials for the slow learner and the nonreader are also a part of the library.

(2) Laboratory

Portable equipment for the laboratory use is adequate. Most of this has been purchased through Federal grants. Space prevents installation of sinks and other permanent equipment thereby preventing individual experiments.

(3) Teaching aids

The Boys Training Center has a considerable amount of teaching aids, most of which have been purchased out of general funds. This equipment includes tape recorders, special taped stories, filmstrips for slow learners, high interest low vocabulary books, reading material which evokes a moral issue (bibliotherapy), newspapers, paperback books, educational kits from Science Research Associates, Tachistoscopes, and shadowscopes.

(a) Science Research Reading Kits:

This is a specialized reading kit in which students read short stories of increasing difficulty. They are then tested for speed and comprehension. Students progress at their own rate. This is especially helpful for students who can read but who need to increase their speed and comprehension levels. For students who cannot read, this is merely another source of frustration. The tachistoscope is a device which flashes a word, a group of words, or a whole sentence for the student to read. The duration of the image is controlled, forcing the student to increase his reading speed. He is tested on speed comprehension regularly. The child progresses at his own rate. This machine is useful to train a child who can read but who must develop speed with comprehension. The shadowscope is a device to help develop speed in reading. A shadow covers the words starting at the left and progressing toward the right; to keep up with the machine the child is forced to increase his reading speed. There is another type of shadowscope which allows the child to see a whole line at a time. This machine is useful, like the tachistoscope, for the child who can read but must develop speed with comprehension.

f. Music

Participation in a choir, the chorus, or the Bell Ringers is the extent of music education. There are no courses in music and no instruments available. The education division proposes the installation of music stations in the library for music appreciation and the purchase of band instruments.

g. Special and Remedial Education

- (1) Special Education, for children with severe learning problems, is in one self-contained class of twelve boys. They study English, mathematics, science, social skills, visual perception, plus work and study skills. The curriculum is flexible; the teacher includes whatever she feels is of interest and pertinent to the future of the boys.

Section III-D Cont'd.

- (2) There are five remedial classes, a description of which is in Appendix B. Briefly included in remedial education are reading, arithmetic, spelling, science, English, and social studies. Reading is the most debilitating learning problem at the institution. Various methods are used to stimulate interest in reading. These demonstrating some reading ability are assisted through the use of high interest-low vocabulary materials, through tape recorded stories made by the boy, goal oriented activities, and many others. They are assisted further by the use of reading materials developed especially for children with learning problems, and by using special machines and devices already described.

(3) Other special education

- a. Auditory and visual - There is no special education for boys with auditory and visual handicaps.
- b. It is generally recognized that boys committed to the Center are to some extent emotionally disturbed. The education program at the Center is designed to meet the needs of these disturbed children. There are, however, some boys at the Center who are severely disturbed and who need a special program. This must be included within the psychiatric unit already described.

h. Other Information

The school day is 5 1/2 hours. This may be either totally academic or part academic and part vocational. The school year is 47 weeks with a two week vacation at Christmas, one week in the spring, and two weeks in the summer. The 1968-1969 enrollment was 500 boys. A teacher may conduct either six or seven classes per day. The average student-teacher ratio is ten to one. The maximum number of students in any class is eighteen while the minimum is two. One half hour of homework may be given from Monday through Thursday but no two classes may assign homework on the same night to the same boy. In good weather no homework is given to the boys. They are outside participating in sports and recreation. Before placement in school, teachers, social workers, and the psychologists meet to discuss a new boy's academic and/or vocational placement. Teachers meet twice each week to discuss the boys and how they are progressing. Teacher attendance at these meetings is mandatory. They review each boy's behavior, attitude, conduct, grades, work assignment, and attendance.

2. Vocational Education

The Boys Training Center should be commended on its vocational education program. Since most of the boys at the Training Center have a history of dislike for schooling, vocational courses can be vital in their rehabilitation. Vocational rehabilitation relieves the frustrations felt by these boys in the academic classroom. In addition, it enables them to return to society and compete more favorably with others in the labor market.

a. Curriculum

- (1) Vocational courses available - for detail see Appendix B. Graphic arts, building trades, drafting, automotive, welding, electricity, auto service station attendant, small engines, general shop, and sheet metal working. There is also a small course in horticulture which could be improved if a greenhouse were available.
- (2) A machine shop - in order to train boys to be machinists - would be a desirable addition to the vocational education course.

Section III-D Cont'd.

(3) The vocational education program is open-ended. A boy can enter a course at any time because it is written in units. A boy learns a unit and is tested on it by the instructor. If he passes, he goes on to the next unit. This type of program provides a great deal of flexibility. It allows boys who enter the Boys Training Center during the school year, immediately to begin their education. This type of system is necessary with the unstable rate of increase and decrease in population. This plan also allows boys to progress at their own speed.

b. Teaching Staff

In addition to the director and assistant director of vocational education, there are seven faculty members. Each teacher is properly certified by the State Department of Education. The amount of teaching experience varies from beginning teacher to eleven years. Complete data on the faculty is found in Appendix C.

c. Aptitude Testing

The boys go to the Portland Office of the Maine Employment Security Commission for aptitude testing. They are given the General Aptitude Test Battery which tests primarily for manual dexterity, finger dexterity, motor coordination, and general learning disability. Boys with the ability and the desire are allowed to take a vocational course. Those boys who are highly aggressive and may try to harm themselves or others are not considered good prospects for vocational training. The course is available to the majority of boys over 15-1/2 years old.

d. Physical Plant

The Boys Training Center has a new vocational building which began operating in December, 1969. This building enables needed courses to be offered and provides the potential for future expansion. In terms of educational facilities, space and equipment, this building is adequate. The equipment has been acquired mainly with Federal funds; the building, however, was constructed with State funds. Some of the desirable features of the Vocational Building are a hydraulic auto lift, car wash area, paint spray room, welding hoods provided with fume exhaust devices and a darkroom for use in Graphic Arts. The carpentry shop, in the Building Trades Course, is still in its old location in the gymnasium. All other shops, which had been there, have moved into the new building.

3. In-Service Staff Training

The Staff Development In-Service Training Program was established at the Boys Training Center in 1968. It has proven to be a functioning integral part of the total program of the Center. Determination of training needs for the various departments is accomplished through Departmental Training Committees. These committees request training in specific areas. The functional organization of this Staff Development In-Service Training Program insures that these needs are met. Most of the courses offered at the Boys Training Center are not mandatory; however, there are some which are required of non-professional people and a few required of all personnel. Courses are offered at the undergraduate and graduate level. The Team Approach Planning course and the Child Care Worker Tapes Series are required of all staff. New employees are required to undergo an average of sixty-seven hours in training during their first year of employment at the Center. This is in addition to the basic orientation which he receives in the first two weeks of employment. The following courses were offered during the year 1968-1969. These total in excess of 10,000 man hours: 3

Child Care Worker Tape Series, Understanding Group Processes, Food Services Equipment Care and Use, Food Service Manager Course, Management by Objectives, Team Approach Programming, Supervisor Development, Management Development, Inter-office Communication, Understanding Human Behavior, Managerial Grid, Human Relations, Emergency and General First Aid, Drug Use and Abuse, Telephone Etiquette, Inter-office Memoranda, Radio Communications, Inter-departmental Communications, Identifying Causes of Group Disorders, Developing Positive Attitudes, Miscellaneous Undergraduate Course, and Miscellaneous Graduate Course.

³ Ibid., p 20.

Section III-D Cont'd.

3. In-Service Staff Training Cont'd.

College faculty members have been brought to the Center to teach these courses. In the future, the Center hopes to train teachers within each of the departments. They will offer instruction to employees of their department. The same individuals will also aid in the basic orientation of new employees.

Section III-E VOCATIONAL REHABILITATION - (A Program separate from Vocational Education)

The following is a direct quotation from the report of the Superintendent to the Governor, 1969, page 17, page 18, page 19.

Since early November 1968, a Vocational Rehabilitation Unit has been providing its services as a result of a cooperative agreement dated April 30, 1968, between the Department of Education and the Department of Mental Health and Corrections. The Vocational Rehabilitation Unit generates Federal funds through an in-kind matching formula and expands and intensifies both the habilitation and rehabilitation opportunities for eligible youthful offenders committed to the Boys Training Center.

Any boy fifteen and older in residence at the Center is eligible for Vocational Rehabilitation Service to the extent necessary if he has a definite physical, mental, or emotional problem which is severe enough to be for him, a substantial barrier to employment and there is a reasonable expectation he can become successfully employed as a result of the service provided. Referral forms are available through the Residential Social Worker and any individual in residence at Boys Training Center can be considered for referral to the Vocational Rehabilitation Unit at the weekly Reception Staffing Conference and Clinical Services Committee meetings. There are numerous services available through Vocational Rehabilitation. The youthful offender may need only a part of, or he may need all of these services. They are:

1. EVALUATION SERVICES- complete medical, psychological or vocational evaluation.
2. INDIVIDUAL COUNSELING - to assist the disabled person in choosing a suitable occupation and to plan how to obtain it.
3. MEDICAL EXAMINATIONS - and treatment to reduce or remove a disability.
4. PHYSICAL AIDS - such braces, artificial limbs and hearing aids can be provided where needed.
5. TRAINING - for the right job. When training for a special kind of occupation is indicated, the Rehabilitation Counselor helps to arrange for that training. It may be obtained in colleges, business schools, or trade schools, or in some suitable shop or industrial plant. In some instances, correspondence courses or tutoring may be provided.
6. BOARD, ROOM AND TRANSPORTATION - can be provided when necessary during training or while physical restoration is in process.
7. TOOLS, LICENSES AND EQUIPMENT - Necessary tools and licenses can be provided through Rehabilitation if indicated. Occasionally, too, when circumstances warrant it, the Vocational Rehabilitation Division can help a disabled person to set himself up in a small business of his own, sometimes supplying the necessary equipment and initial stock.
8. FOLLOW-UP ON THE JOB - The Counselor provides supervision, sometimes for many weeks, after his client has gone to work. This service is to help iron out problems which may arise and which may yield to counseling if discovered early. When a client is "closed out" as employed the Counselor wants to be able to feel that both client and employer are satisfied. He wants to feel that the disabled person has been rehabilitated to the extent possible.

During the 1966-67 fiscal year, there were a total of 564 boys in residence at the Center between the ages of eleven and twenty and 426 within the Aftercare Program. Of the number in residence, 420 or 75% were between the ages of fifteen to twenty. Assuming that approximately 80% of these enrollees had handicaps within the VR definition, 340 would have been, to a greater or lesser degree, potential VR clients. During the fiscal year 1968-69 the proposed matching Federal funds for the Boys Training Center Vocational Rehabilitation Program was \$64,228.50 to be earned through in-kind services obtained at the Center valued at \$21,409.50.

Section III-E Cont'd.

In summary, the responsibilities of the Vocational Rehabilitation Unit are to:

1. Operate and coordinate a more intense program of vocational rehabilitation (VR) services directed toward all eligible committed juveniles; usually those within the fifteen to twenty year age group.
2. When not provided by Boys Training Center, furnish such psychiatric and psychological rehabilitation and restoration services required to arrest emotional difficulties and limitations, and other evaluation services needed to assess the client's work potential.
3. Provide individual counseling and guidance to develop a rehabilitation plan with an employment objective compatible with the client's physical and mental capacities, interest and abilities. Keep individual case records for each individual receiving services of the rehabilitation unit.
4. Provide rehabilitation and restoration services required to establish a realistic vocational rehabilitation plan.
5. Provide professional rehabilitation and restoration services required to remedy medical, dental, and optical conditions of accepted VR clients.
6. Assist the Center develop work experience and training opportunities within the Boys Training Center and, to the extent allowable and feasible, in the community.
7. Provide "aftercare" vocational rehabilitation services for all eligible clients upon their return to the community. This shall be done through coordination of the activities of the Unit and the field service program of the Boys Training Center.
8. Approve all expenditures for vocational rehabilitation services provided by the rehabilitation unit.

This is an excellent program for those meeting the eligibility requirements. It can be recommended that increased services should be made available, along with an adequate after-care program.

III-F HEALTH SERVICES

All medical and dental services are on a contractual basis, except nursing services and dental hygienic service.

1. Medical

a. Physicians

Two physicians contract their services to the Boys Training Center. Winston Briggs, M.D. is at the Center for two hours each week, and is available as needed for emergencies. Douglas Hill, M.D. is on standby service.

b. Nurses

The Center's budget allows the employment of three full-time nurses. Only two of these positions are now filled. They are classified as Nurse II. To give round-the-clock coverage in the infirmary, the third nurse is needed and is scheduled to be employed when a suitable applicant is found. Records of appointments and all medical records are kept by the nurses and hygienist. These records are transmitted to the stenographic pool where they become a part of the case history on each boy.

c. Hospitals

The Maine Medical Center is used when any boy requires hospitalization or clinical study for diagnosis, for treatment, or for surgery.

Section III-F Cont'd.

d. Health Examination

Each boy receives a physical examination during the first week of his stay and receives medical attention, on the recommendation of a nurse, as it is needed as long as he is there.

2. Dental

a. Dentist

One dentist contracts his services to the Boys Training Center. He is Murray Bolduc, D.M.D. who is at the Center twice a week for four hours each day.

b. Dental Hygienist

One dental hygienist is employed. She is Sylvia Guidi, RDH, and is classified as Dental Hygienist I.

c. Examination and Treatment

During the first week of his stay, each boy receives a complete dental examination including full mouth X-ray. Most of the boys have had little dental attention and the X-rays are most necessary to form the basis for scheduling prophylaxis, restorative, and prosthetic work. From October to May, dental prophylaxis is performed at Westbrook Junior College. The dental hygienist does all prophylaxis during the remainder of the year. Restorative and prosthetic work is done by Dr. Bolduc as funds are available. In the past this has been limited, but was improved in 1969 through the use of grants from the Vocational Rehabilitation Administration. Extraction of teeth is done at the office of Raymond L. Lebel, D.M.D. in Portland.

3. Optical

There are no contracts for services with either an ophthalmologist or an optometrist. When Dr. Briggs believes a boy needs attention for his eyes, the boy is referred to a clinic at the Maine Medical Center. When glasses are required, they are purchased from the American Optical Company.

4. Facilities and Equipment

The infirmary room, where the beds are located, has 1080 square feet, providing space for ten beds. In the infirmary area, besides the utility rooms, there is office space for the physician and the dentist, a nurses' alcove, a darkroom, and quarters for a clinic. The physician's office is equipped to handle routine examinations. Boys are taken to the Maine Medical Center for emergency, surgery, and hospitalization. Physical examinations are given on admission and at six month intervals. Each boy is inoculated against infectious disease. Cultures are sent to the State Bureau of Health laboratory when necessary. Facilities and equipment are available for dental examinations including X-ray services and restorative dental services.

5. Limitation of Services

Medical services generally are good at the Center. An audiometer should be purchased or service obtained from the district nurse. Medical secretarial staff should be appointed to work full-time at the infirmary. The nursing station must be covered twenty-four hours daily; this will necessitate the hiring of an additional nurse. Finally, and most important, a physician should be available each day.

III-G Religion

1. Staff

a. Chaplains

The Boys Training Center employs one full-time chaplain. He is a retired Army chaplain with experience serving in Army prisons and in supervision of other chaplains. He is of a Protestant faith. A Roman Catholic priest divides his services between the Boys Training Center and the Mens Reformatory. He is not paid by the Center and serves at irregular times. No clergy representing other faiths is in attendance. The Protestant chaplain interviews each boy during his orientation period. He interviews all boys in security and in the infirmary each morning, Monday through Friday. He does not participate in group therapy. He does report his impressions of interviews to the Superintendent. Important changes in a boy's family are communicated to him by the chaplain. He participates in staffing conferences. The resident chaplain teaches no particular faith. He cooperates fully with the Roman Catholic priest and outside clergy. In his opinion, the boys who come to the Center usually have little understanding of religion. When asked their religion they try to remember which church their parents may have attended. The chaplain keeps no records of the frequency of interviews, the boys are allowed the assistance of clergy when they feel it is necessary. He observes that individual churches do little to help problem children before admission or upon release from the institution.

b. Religious Services

Each Sunday at 8 a.m. a Protestant service is held. The Roman Catholic mass is held at 9:30. The choir sits on the stage, the priest or minister is in front of the stage on the floor level. The boys sit facing the stage. There are chairs in back of the boys for visitors and staff. Attendance is compulsory for all boys. Compulsory church attendance puts religion on the same plane as the other mandatory phases of institution life, i.e. attendance at classes.

c. Other Religious Staff

The two chaplains, in the presentation of their religious services, receive help from choir instructor.

2. Choirs

Two choirs of approximately fifteen committed boys each participate in the Catholic and Protestant Services. These boys practice weekly.

3. Facilities

The only facilities now available for all religious services are the main floor of the gymnasium and the staff dining room. The area is ample in size, the acoustics are poor, and the building does not lend itself well to religious services. The chaplain advocates that Maine churches combine their efforts to build an "all-faiths" chapel. In addition, he urges them to help problem children.

IV--CARE, CUSTODY AND SECURITY

A. Cottage Life

The cottage is very important to the boys of the Center. This is the "home base" from which they carry on their daily living. Here they eat, sleep, and spend much of their time.

1. Cottage Parents

To each cottage, a couple is assigned as parents. In addition, another couple is shared with another cottage to provide coverage during time off periods. The cottage parents are provided living facilities on the grounds. Most of the cottage parents have had a high school education. They have, however, had little experience with this type of child or with institutional living. Cottage parents, after an orientation period, are trained on the job by an experienced couple. The couple work a forty-four hour week.

Section IV-A Cont'd.

2. Cottages

There are eight cottages, seven of which are used to house boys. Cottage number nine is now under construction and will soon be ready. Another cottage is used as a recreation-game area. Each cottage houses from thirty-five to forty-five boys. This varies with intake and discharges.

a. Old Cottages

There are three older cottages which date back to the nineteenth century. They have a kitchen and a dining room where the meals are served and eaten. In addition, there is a living room. The boys sleep on the third floor level in an open room. There is a man on duty in this room all night. The heads of the beds are alternated to discourage latent tendencies toward homosexuality. The toilet and showers are open-style facilities. Showers are taken and complete changes of clothing are given daily. Near the entrance of the cottage is a room where the boys' outdoor gear is kept. Each boy has a locker where he keeps his dress clothes and personal belongings. These cottages are of brick construction, a type common at the turn of the century. The inside construction is of wood, lathe, and plaster, with wood flooring. The stairways are open with a door at the top. There are fire escapes and fire extinguishers in appropriate locations. Fire drills are held weekly. These cottages are difficult to maintain and supervise.

b. New Cottages

There are three new cottages and a fourth being constructed. They are of modern single floor construction. They have a day room off from which is a small room where the boys may listen to records and read. From the kitchen, which is also off from the day room, meals are served. The day room also serves as a dining room. The boys sleep in a ward-type room. This area is bright and roomy. Beds are alternated head to foot. There is another sleeping wing where boys have private rooms. A night man is on duty to supervise both wings. The new cottages have open-style toilet and shower facilities. There is a room for outdoor clothing. This is located just inside the dormitory entrance. A locker room is provided for the maintenance of personal effects. These cottages are made of cinderblock with brick facing. Interior walls and floors are of fire-proof construction. Fire extinguishers are available and there is a fire detection system. Cottage number nine, which is presently being constructed, will have all private rooms. This will be a privilege cottage for boys on "S" status.

3. Gardens

The boys in each cottage maintain a garden. The gardens are initially plowed and harrowed by the grounds staff; the planting, weeding, hoeing, and general care is the responsibility of the boys. The gardens are cared for after completion of school and work assignments. Cottage boys may prepare food grown in their garden for their own use. Most of the surplus food is canned in the cottages. Some, however, may be sent to the central kitchen to be frozen.

4. Cottage Mascot

The boys in each cottage are allowed to have a dog. He is often big and is a special friend to the boys in his cottage.

5. Cottage Playing Fields

Playing fields are available to the boys in each cottage. Here inter-cottage and intra-cottage game activities take place. This includes softball, soccer, football, and general field events. These fields are used weekdays after 4 p.m., Saturdays after 10 a.m. and Sundays after church services.

Section IV-A Cont'd.

6. Daily Routine

a. Weekday

- 6:00 a.m. The boys are awakened individually by the cottage master and the night man.
- 6:00 - 6:30 Make beds, dress, march to lavatories to wash.
- 6:30 - 7:30 Breakfast, which is prepared in the cottage by the cottage matron and a crew of boys. This is a daily work assignment. They also clean up.
- 7:30 - 7:45 Get ready for school and work assignments.
- 8:00 - 11:00 Classes and work assignments.
- 11:15 - 12:00 Get ready for noon meal.
- 11:30 - 12:30 Lunch. Lunch is prepared in the central kitchen and sent to the cottages. It is distributed by the boys on their work assignments in cafeteria fashion.
- 1:00 - 4:00 Classes and work assignments.
- 4:15 - 4:45 Recreational activities
- 4:45 - 6:00 Dinner.
- 6:00 - 7:00 Study hour
- 7:00 - 9:30 Recreational activities.

b. Weekends

- Saturday A.M. Clean up cottages and recreational activities.
- Saturday P.M. Recreational activities.
- Sunday A.M. Church services
- Sunday P.M. Parents visit; boys are allowed visitors two Sundays per month.

7. Induction Cottage

Cottage number seven is the induction cottage for newly committed boys. Boys are kept here until the staff has had time to properly study and appropriately place them. During their stay here, which may last as long as five weeks, they are tested both psychologically and educationally, they are interviewed by psychologists, teachers, social workers, and persons from other disciplines, and they receive their medical and dental examinations and necessary treatments.

8. Canteen

Boys are allowed to visit the canteen twice each week if their behavior permits. Here they may purchase model kits, puzzles, soft drinks, and food items. Purchases are charged to the boy's account. Earnings or gifts of money are likewise credited to the boy's accounts. The boy is given a receipt for the amount credited or charged to his account. In the cottage ledger, an up-to-date record is kept of each boy's account.

9. Trips outside the Center

An incentive toward the development of good behavior are trips outside the Center. There are two types of such privileged activities. The first consists of recreational and cultural activities such as: chorus, Bellringers, sports events, educational field trips, swimming, and to watch drag races. Boys on "S" status after four months are allowed approved weekend leave. Going home for Christmas is on a privilege basis. Home visits may last as little as six or as much as thirteen days.

Section IV-A Cont'd.

10. Birthday Parties

Each month, each cottage is allowed to have a birthday party for boys having birthdays during that month. Food is prepared in the central kitchen and sent to the cottage for their party.

11. Visitors

Boys with a "U" standing and better are allowed visitors two Sundays each month. All visitors must be cleared. Visitors are usually limited to immediate relatives; however, boys with an S+ standing may be allowed to see girl friends. Other friends may visit with special permission.

12. Holidays

Holidays are days of activity, academic classes are cancelled, and a special holiday program under staff direction takes their place. The boys are involved in as many constructive activities as possible.

13. Evaluation of Boys

Informal evaluations are made every two weeks on each boy. These are made by the cottage parents, the psychologist, social worker, and a representative from Education and Cottage Life, with the boy in attendance. A formal evaluation is held on every boy once in three months. Through these evaluation meetings, plans for each boy are developed and implemented. The following criteria are used in making evaluations:

CRITERIA

Conduct (Point Value)

- 5 Outstanding - excellent conduct - never a behavior problem.
- 4 Behavior and conduct very good - seldom needs to be corrected.
- 3 Conduct satisfactory - occasionally needs correction-behavior passable
- 2 Misbehaves frequently - needs a good deal of supervision.
- 1 Reported for behavior such as fighting, stealing, profanity, etc. or constantly in trouble, needs supervision at all times.

Effort (Point Value)

- 5 Always tries to do his best.
- 4 Makes better than average attempt to do his best.
- 3 Makes average attempt to do his best.
- 2 Seldom tries to do his best
- 1 Never tries to do his best in spite of encouragement.

Attitude (Point Value)

- 5 Has an excellent and positive attitude, helps others frequently.
- 4 Is approaching an excellent and positive attitude
- 3 Attitude is satisfactory, but could improve.
- 2 Attitude appears to be only fair. Gets moody sometimes.
- 1 Has a negative attitude. Resents authority and helps only himself.

Section IV-A Cont'd.

Listed below are ranges with corresponding letter grades:

Number Range (Averages)	Corresponds with	Letter Grades
4.50 - 5.00	_____	S+
3.85 - 4.49	_____	S
3.00 - 3.84	_____	S-
2.00 - 2.99	_____	U+
1.00 - 1.99	_____	U

Listed below, from highest to lowest, are letter grades and the privileges that these ranks afford:

Boys on S+:

Off-campus movies

Girl friend visit on Sunday

Off-campus work opportunities

Extra day on weekend leave

Permission to write extra letters (Two extra per week)

Outside phone calls (S+ consecutive months - three minutes in-state)

Off-campus privilege with parents on visiting day.

Special activities arranged and approved by administration, plus all of the privileges afforded to boys on a lesser status.

Boys on S:

Weekend leaves

Swim - Boys Club

Field trips - other than regular education trips

Personal clothing (As approved)

Cottage visitations (Approval of involved Cottage Master)

Off-campus sports activities

Plus all of the privileges extended to boys on lesser status.

Boys on S-:

Canteen

Personal shoes (As approved)

Personal jewelry (As approved)

Plus all of the privileges extended to boys on lesser status

Boys on U+:

T.V.

Smoking

Visitors

Section IV-A Cont'd.

Boys on U:

Visitors

Boys on U-:

A status of U- may be imposed by the Staff Committee should a boy show hostility or disregard for the program. Privileges, if any, will be allowed on an individual basis.

IV-B

Sports and Recreation

1. Formal Sports

Sports activities are an important part of the program at the Center. Sports include football, basketball, soccer, cross-country, softball, and track. Competition in these sports is between the Center and schools in the area. Each boy is encouraged to take part in as many sports activities as possible. Teams are made up of boys at various grade and age levels. At the conclusion of the sports season, a banquet for all boys who have participated in sports is held. Awards are presented to the football, cross-country, and soccer teams which have been in outside competition. Guest speakers take part in this awards banquet and it is well covered by the sports news media.

2. Intramural Sports

Sports activities between cottages may consist of swimming, boxing, wrestling, field hockey, kickball, dodgeball, softball, volleyball, football, and basketball. Intramural sports constitute much of the recreational activities.

3. Physical Education

Each boy who is physically able is involved in physical education classes. These classes provide an opportunity for the boy to learn basic skills in a wide variety of sports activities and the fundamentals of personal hygiene. The swimming program is an outstanding feature of the physical education department. During the summer, a two week program of physical fitness is conducted, while the academic school is closed. Faculty is brought in from surrounding high schools to supervise and instruct. At the end of this program a banquet is held and awards are presented. The Department of Physical Education is supervised by four teachers who maintain a program from 8 a.m. to 9 p.m.

4. Recreational Activities

Many recreational activities are available to the boys. Movies are shown weekly throughout the winter. Bingo is held twice a month. Boys may at prescribed times take part in volleyball, horseshoes, sliding, skiing, bowling and miniature golf. They also read, write letters, make models and watch television.

5. Extracurricular Activities

Instruction is provided for boys in the chorus and the Bellringers. Arts and crafts are taught after school for those boys desiring this creative activity. Boy Scouts is also available to those boys having the interest. A winter carnival was held in February. Activities included skiing, snowshoeing, snow sculpturing, games and relays. Teachers and cottage staff manning the booths waited on the boys.

6. Gymnasium

The Grube B. Cornish building serves well as a gymnasium. It is adequate in size and is in excellent condition. It is equipped for all indoor athletic games. This building also serves as auditorium and a chapel. Locker, shower, and dressing room space is available in the basement. This space has been quite inadequate. However, it is being rebuilt and adequate space will soon be available. Immediately adjacent to the locker room area is located a swimming pool.

Section IV-B Cont'd.

7. Staff

Presently, the athletic staff consists of four full-time persons. The position of Director of Athletics is now vacant. For a full description of this staff and their qualifications see Appendix A.

IV-C SECURITY (Intensive Care)

1. Admission Procedure

Commitment to the Boy's Training Center is by court order. He is brought to the Center by an officer. Upon arrival he is taken to the control area. Here the mittimus is read and, if in correct order, the boy is accepted. From the control area he is taken to the infirmary where his physical descriptions are recorded. His personal clothes and belongings are taken from him and sent to Social Services who return them to his parents. The boy is confined to the infirmary for approximately four days. Here, the nurse gives him a preliminary physical examination. She starts his medical record. She notes unusual physical problems and makes preliminary recommendations to the staff. The boy is seen by the physician as soon as possible after admission for complete medical workup. After he has been found to be medically fit, he is sent to the induction cottage where he remains for up to five weeks. While living here, he has interviews in the offices of the social worker, the chaplain, the psychologist, the psychiatrist, and a member of the care, custody and security department. He is evaluated psychologically and educationally, and his dental needs are determined. During this period the aftercare worker is preparing the community report. When all information is available, a staffing conference is called. Present at this conference is the social worker, the chaplain, the psychologist, the psychiatrist, a representative from Control, and representatives from the Educational Department. The meeting is chaired by the Assistant Superintendent of Rehabilitative Services. This committee determines the type program which best meets the needs of this particular boy. He is then placed in this program, part of which will be education, work placement and housing. The boy may begin school prior to the staffing conference.

2. Discipline

Discipline is limited to reasoning, minor punishment, or referral to security. Hostile, aggressive behavior is dealt with by security, usually with confinement at the security unit. Effective measures to reduce homosexuality include close surveillance and alternating the heads of beds. Reports of a boy's misbehavior goes into his file. This affects his standing; it is, therefore, effective in controlling his behavior. Great care is taken in placing boys on work assignments. Boys on work assignments are carefully supervised. When a supervisor is unable, by reason, to deal effectively with a boy, security is called. A continuous population check is necessary. All boys are expected to be in their assigned places. Since the boys are nearly always under the supervision of a staff member, a continuous check of the population is effectively maintained. At night, a population count is made every half hour. The men on night duty report to their supervisor by telephone. Should he not answer, or call, security investigates.

3. Security (Intensive Care Unit)

Security is the nerve center of the institution. Three Training School Counselors are always on duty here. Their function is to deal with boys having severe behavior problems, maintaining a continuous population check, and the reception of visitors and newly committed boys. They maintain the security wing. Admittance to this area is through two locked doors. Before passing through the second door, the first must be locked. Beyond the second door is the "central area" of the "wing". On each side of this area are the doors to the security cells. There are thirteen cells, each 6-1/2' by 9-1/2'. There is a shower room for daily showers. There is a closet for the storage of bedding and cleaning supplies. Each cell is made of cinder block material filled with concrete. The metal door has a slit type window. There is also an opaque window on the outside wall. Each cell is furnished with a combination flush and lavatory. To prevent a boy from flooding the area, the water to each cell can be controlled from the outside. Along the back of each cell is a cinder block ledge the width of a twin bed. This accommodates a mattress and serves the confined boy as a bed. The boy is provided with sheets and two blankets.

V. PLANT OPERATIONS, BUSINESS SERVICES AND PERSONNEL

The Department of Plant Operations, Business Services and Personnel encompasses personnel, the maintenance of buildings and grounds, and the services necessary for the operation of a self-contained institution.

A. Business Services

Business services is supervised by a director immediately under the assistant superintendent. The regulations of the Department of Mental Health and Corrections are followed in its record keeping. This is a manual system which was put into use about 1941. Records are kept of business transactions. Because of the method, it is not possible for information ever to be completely current.

1. Audit

Like other subdivisions of state government, the accounts of the Center are audited annually by a state auditor.

2. Inventory Control

Capital equipment is inventoried periodically and a perpetual inventory is in accordance with procedures of the Bureau of Public Improvement of the State Department of Finance. The Department of Mental Health and Correction has established a system for maintaining inventories of supplies. A requisition for drawing supplies is issued by a foreman. If it is a replacement, the worn-out item is sent in along with the requisition; otherwise, the requisition only is sent. All requisitions must be approved by the director of business services before any item is issued from inventory.

3. Purchasing

The director of business services acts as the purchasing agent of the Institution. He does this in conformity with the practices of the Bureau of Purchases of the State government. The Center is allowed to make direct purchases of items of perishable nature, that is of meats and fresh vegetables for Food Services, and of items costing under \$50 which are not of a general recurring nature. All other purchases are made by requisition to the Bureau of Purchases. The Bureau has a calendar on which dates for the purchase of specific items are specified. This gives order to the routine of purchasing and appears to function satisfactorily. The Center keeps in close touch with the Portland wholesale meat and vegetable houses and profits from its proximity to this wholesale marketing area for Northern New England. The purchasing agent has the assistance of one clerk.

4. Stenographic Pool - Case Histories - Records

a. Staff

Case histories are kept by the records office, which is under the supervision of a clerk stenographer III. In addition to the supervisor are six clerk stenographers II and a training school counselor I who is in this office. They also serve as secretarial pool for the social workers, psychologist, and psychiatrist. There are three secretaries and two stenographers available to the administration in a secretarial pool handling the usual office functions i.e. handling mail, typing, mimeographing, and photocopying. They maintain all records and case histories at the administration center. Mr. Hughes' secretary also has general supervision of all records of the committed population. She has the classification of Hearing and Case Records Specialist. She is a college graduate with a BS degree.

b. Case History

The following is an outline of the case history which is prepared on each committed boy.

Chronological Record

Social History Sheet - Vital Statistics and Committal Offense.

Section V cont'd. #4 part b

Initial Community Report

Family - Financial - Environment - Health - School - Religion - Social History - Offense - Other Contacts - Plan of Action.

Reception Staffing Conference

Includes Psychiatric and Psychological Reports, Initial Community Report, and Educational Report.

Clinical Services Reports

A progress report regularly scheduled at intervals of three months or to meet emergency needs.

Special Incidences Reports

To show unusual progress or unusual regression.

Placement Agreement

This is signed by boy, parents or guardian, social worker and the superintendent. It shows that the boy is being removed from the Center into someone else's custody. It shows that special conditions are being met by the parties to the agreement.

Case Histories While on Entrustment:

1. Quarterly Adjustment Reports
2. If the boy breaks entrustment
 - (a) Violation of Entrustment Report
 - (b) Letter to Community School asking for grade placement and school record
 - (c) Special Report on Violation of Entrustment
 - (d) Clinical Services Report
 - (e) Special Report(s) (Such as Medical)
 - (f) Special Reports of Committal to Men's Reformatory

All Case Histories Contain:

1. All Medical Reports
2. All School Reports
3. Final Release
4. Record of all Visitors
5. Monthly Citizenship Status Report

B. Supply

1. Warehousing

The receiving area for all supplies except perishable foods is located in the basement of the Administration Building. The low ceiling in the basement precludes the use of a fork lift truck for handling material. This, together with the absence of elevators in the building, means that everything must be moved by hand in all phases of warehousing: receiving, storage and disbursing. While it is true that there is an abundance of "boy power" to use as warehousemen, neither handling nor storage can be efficient in the present location.

2. Clothing

Clothing for the committed population is stored on the third floor of the Administration Building. Distribution to the boys is made in a large room where the coats are hung on pipe racks and all other clothing is stored. The boys are supplied with all clothing. When a new boy comes in, he is given a standard issue of clothes for which he is responsible during his stay. As clothing is outgrown or worn out, it is turned in, on a once-a-week basis, and new clothing issued. The system works satisfactorily but the boys would like clothing more like the kind they wore before being committed. The clothing is not a uniform except for some surplus Army cold weather jackets. Some of the clothing is not of the latest style. The shoes have a thick rubber sole.

Section V-B cont'd.

2. Clothing Cont'd.

The clothing is utilitarian rather than "fashionable." When clothing is issued, a cloth label is attached which is stamped with a number that identifies both the boy and the cottage. All clothes, therefore, except in storage, have an attached label which identifies wherever it may be found.

3. Maintenance Supplies

Maintenance Supplies are stored in the basement of the Administration Building close to the maintenance shops. They are disbursed to the foremen of the maintenance crews as needed.

4. Food Storage

Food staples, such as flour and sugar, and canned foods are stored in the basement of the Administration Building and are disbursed to the central kitchen as required. Perishable foods requiring freezing or refrigeration are stored at the Food Services Building where space is adequate. The food storage areas were designed for storage of larger quantities than are presently maintained, since the source of supply of these foods is close at hand.

5. Food Services.

Most food is prepared in the Food Services Building consisting of approximately 4000 square feet. This facility is new, well designed, and well equipped. It is adequate for the present and for an expanded population. There is a kitchen in each cottage which is used for the preparation of breakfast each day and for the cooking and canning of the vegetables grown at each cottage.

a. Dining Room Facilities

The staff dining room is a wing of the Food Services Building occupying 1,872 square feet. Besides serving the staff, it is used for the annual sports banquet and for other staff and/or boy meetings. The boys eat in their cottages. On very special occasions, such as the culmination of the annual summer physical fitness program, the gymnasium may be used as a banquet hall.

b. Distribution of Prepared Food

Twice a day, food, which has been prepared in the central kitchen, is sent in electric food carts to all but four units. One trip begins at 11:30 and the other at 4:45. The afternoon trip of the day includes food which will be used for the preparation of breakfast at the cottage the following morning. The quantity of food prepared is determined by nutritionally based servings for each boy plus additional food for second helpings. Special food, such as ice cream may be sent to a cottage for birthday or other evening parties. Boys assigned to the kitchen load the food containers on the truck and unload them at the cottages. Boys in each cottage, under the supervision of the cottage mother, serve the food to the boys "cafeteria style".

c. Staff

The Food Services area is supervised by an experienced cook-foreman with the personnel rating of Cook III. The permanent staff is recruited from those who have had food preparation experience in the Armed Services or in other State institutions. This serves the dual purpose of requiring less orientation for staff and brings to the Training Center those with previous experience in the high level of cleanliness and experience required for institution food handlers. Boys are assigned to the kitchen by the Department of Rehabilitative Services. Approximately twelve boys work in the Food Services area in the morning and a like number in the afternoon. These work assignments are in two categories. The first is an on-the-job training program for bakers and meat cutters for boys showing the interests and aptitudes necessary for this work. The second is a work assignment as helpers with the various jobs at the food service building. Each assignment lasts for a period of thirteen weeks. It is not customary to assign a boy to further kitchen duty following his thirteen week work period. The boys are supervised by two Training School Counselors with cooking experience. In addition to the work therapy, the child is also benefited by having the beginnings of a saleable skill.

V-C LAUNDRY

The laundry is located in the basement of the Administration Building. Each morning, approximately one thousand pounds of soiled laundry comes from the cottages. It is washed, dried, pressed as necessary and returned to the cottages in the late afternoon of the same day.

1. Equipment

The commercial equipment consists of two washers, one large washer-extractor, two individual extractors, four dryers, one flatwork ironer, one pants pressing unit, and one shirt pressing unit. This equipment allows the Center to keep up with its daily work load, and to give close attention to the acidity level of the clothing. More modern equipment would permit more efficient handling.

2. Staff

There are four adult employees in the laundry who both supervise boys on work assignments and operate the equipment. Boys are assigned for a period of fourteen weeks work-training with the same philosophy as in the food services facility. Each boy spends two weeks at each of the seven work stations: sorting, washing, flatwork, drying, pants pressing, shirt pressing and packing. Eight to nine boys are assigned for each morning and each afternoon period.

V-D TAILOR SHOP

The tailor shop is in the basement of the Administration Building accessible through the laundry. There is one adult employee to supervise and train two to three boys in the morning and again in the afternoon. Boys are assigned for a twelve-week period. The initial four weeks consists of hand sewing. They sew on identification labels, sew on buttons and learn darning. The second four-weeks is given to alterations such as lengthening or shortening sleeves. They also learn to install zippers. During the third four-week period, the work becomes more difficult, such as putting in pockets and reweaving. As in all fields, the boys are assigned to this work-training course by the Department of Rehabilitative Services.

V-E CANTEEN

Space for the canteen is provided in the gymnasium building. The only entrance is from the outside. Each boy is allowed two one-half hour visits per week. If he has spending money on deposit, he signs a slip for what he buys, drawing against that money. If he has no money of his own, the chaplain administers a fund which makes it possible for him to obtain items here. The boys carry no money at any time; they sign for whatever they buy. The canteen sells candy and potato chips, soda, jig-saw puzzles, cigarettes, and the most popular item, plastic model assembly kits. There is a large variety of such kits. Because of State Law, the boys cannot buy cigarettes. Therefore, the assistant cottage master who accompanies the boys to the canteen, buys the cigarettes for boys having permission to smoke.

V-F PERSONNEL

1. Personnel Manager

The man who performs this function is a business school graduate. He has the personnel rating of account clerk I. He advertises job openings, he screens applicants, and refers qualified applicants to department heads who do the hiring of all staff. New employees return to the personnel manager for orientation to the institution and its procedures.

2. Employee Relations

Employees are entitled to the same fringe benefits as other State of Maine employees. Policies of the Center are contained in a booklet distributed to each employee. The policies give the standards of behavior in the relationships between the staff and the committed boys. Each staff member is responsible to one of the assistant superintendents. The three assistant superintendents and the chaplain report to the superintendent.

V-G MOTOR TRANSPORTATION

1. Trucks

The Center operates twelve trucks and one school bus. The trucks include three dump trucks, four pick-up trucks, three Metros, and two vans. One dump truck is used for plowing snow and hauling gravel. The other two dump trucks are used to haul rubbish, snow, dirt and in an emergency, plowing snow. One pick-up truck is assigned to grounds maintenance for general use. One is assigned to the maintenance supervisor. One is assigned to building maintenance for electrical and painting work. The fourth, which is licensed for highway use, is a utility truck used for a variety of purposes such as making trips to Portland for supplies. One Metro licensed for highway use is assigned to supply for runs into Portland. Two Metros are assigned to buildings maintenance, one for plumbing and one for carpentry. A sports van licensed for highway use is assigned to Custody and is used primarily for transportation of boys to clinics and activities. The van truck, equipped with an automatic tail gate elevator attachment, is used primarily for the delivery of food from the central kitchen to the cottages. The majority of these trucks were provided through Federal surplus. They have been reconditioned by boys in the vocational education program.

2. Tractors

See Grounds Maintenance

3. Cars

There are six cars available for use by the Center personnel. One is used by administration, one by the Department of Rehabilitative Services, one by the Department of Care and Custody, and one is the driver education car. All six cars have State Police radios and are used in investigation work and in the apprehension of runaways.

4. Maintenance of Vehicles

There is no central garage building. The school bus and the larger trucks have no garage for housing. A three-car garage near the administration building is used to house three pick-up trucks at night and as a place to wash cars during the day. Car washing is a work assignment for boys. Some maintenance is done in an old bus garage, by the grounds maintenance men. Some maintenance is done by students in the vocational classes. Vehicles are sent to commercial garages for major repairs. Buildings on the grounds, formerly used by the Center's farm, are used to house the other trucks and the tractors.

V-H BUILDING MAINTENANCE

1. Shop

The shop for building maintenance is located in the basement of the Administration Building. It is adequate in size to house the equipment for normal maintenance, and minor construction or renovation. There is equipment and tools for sheet metal, plumbing, carpentry, painting and electrical work.

2. Staff

There are seven adult employees, skilled in various trades, who work and who supervise boys who work as helpers. Five boys are assigned in the forenoon and five in the afternoon. The boys are assigned by the Department of Rehabilitative Services for an indefinite period.

V-I HEATING AND AUXILIARY POWER PLANT

1. Facility

The new heating and auxiliary electric power plant with overall dimensions of 32 feet by 70 feet, is located in back of the Food Services Building. It contains two automatic oil-fired, high-pressure steam boilers in a room 30 feet by 42 feet. Electrical power can be produced by the Diesel-powered generator which cuts in automatically in case of an electric service failure.

Section V-I Cont'd.

1. Facility Cont'd.

The generator develops enough electricity to supply the heating plant, food services building, infirmary, and security building, the newer cottages, and the vocational building. There is an air compressor in the building. The air is used for simple sewerage treatment. Sewerage and compressed air are forced under pressure through a nozzle which breaks up the waste before it goes into the sewerage system of the City of South Portland. The incinerator for the Center is also housed in this building, occupying 155 square feet of floor space.

2. Staff

There are two adult employees with experience as stationary engineers and firemen. No boys are used or needed here.

V-J GROUNDS MAINTENANCE

1. Care

The orderliness, neatness, and well-kept appearance of the lawns, flower borders, shrubbery and trees make a good impression on entering the grounds. It equals the impression given by a college or private secondary school campus. The grounds area being so large, has necessitated its subdivision into identifiable areas, permitting regular scheduling of care and maintenance.

2. Garage Facilities and Equipment

For the care of roads, sidewalks, gardens, lawns, fields, trees, and shrubbery, there are two Ford tractors, model 850, one Farmall, one heavy duty Case, and one John Deere equipped with a front-end loader. There are also four small "garden" tractors of the Simplicity type. Maintenance of tractor equipment is the same as for trucks and cars. The small motors shop of the vocational school maintains the small tractors and the motors on lawn motors. The tractors are garaged in farm buildings on the property now discontinued from farm use.

3. Greenhouse *

Seedlings for flower borders around the drives, walkways and cottages are now started in a closet under the stairs in the Gould School Building. The room is fitted with special lighting to simulate sunlight. The boys wanted to start flowers and this was the only available place. Outdoors, next to a farm building, cold frames have been constructed to be used for seedlings after they have been started indoors. An attempt is being made now to give a vocational course in groundskeeping, through sending a boy both to the small engines course and having him work on the grounds maintenance crew.

4. Staff

There are seven adult employees: a supervisor, two maintenance mechanics, and four Training School Counselors. Rehabilitative Services assigns twelve boys for forenoon and a like number for afternoon work. These boys help in all phases of maintenance. In some jobs, such as mowing lawns, they work with less supervision than anywhere else at the Center. A boy may sign out a mower, be given an area to cut, and then allowed to go off by himself to do the job. The value of this outdoor type work-training-therapy activity has led Mr. Hughes to recommend the use of forestry camps in the Center's rehabilitative program.⁴ The training period for the boys is determined at staffing meetings on an individual basis.

V-K NEW CONSTRUCTION

The assistant superintendent for Plant Operations is charged with the responsibility for a continuity of inspection of new construction, such as the recently completed Vocational Building. He observes the construction to assure that the work is done according to specifications. The building is considered for acceptance when he reports to the superintendent that in his opinion the work has properly been completed.

* ADDENDUM - June 1, 1970

* A greenhouse has been completed and is now in use.

⁴ Hughes, op. cit. p. 34

V-L FIRE PREVENTION

Regarding fires, the philosophy is (1) have careful inspections by the institution's own inspector, by State Department of Insurance Inspector, and by South Portland Fire Department Inspector. (2) Use of fire resistant and fire retardent materials in new construction. (3) To concentrate training of staff to save lives. That is, in case of fire, to call the South Portland Fire Department to fight the fire and use the Center's staff in caring for the committed boys. The only fire fighting equipment at the Center consists of hand type, CO₂ and soda-acid, extinguishers. The older cottages are equipped with sprinkler systems and the new buildings have a fire detection system. The assistant superintendent of Care, Custody, and Security is the Fire Marshall. He supervises a monthly fire inspection and is responsible for the safety of boys and staff in case of fire. The assistant superintendent of Business Services and Plant Operations is responsible for fire prevention and safety. He supervises the proper functioning of the fire detection system, the sprinkler system, fire extinguishers, proper housekeeping to prevent any accumulation of combustible material, and the immediate correction of any deficiencies reported by the fire marshal. Fire drills are held weekly in the cottages and the Gould Building. A report is attached.

V-M HOUSEKEEPING

1. Staff

- a. There are six adult employees. Presently there is at least one vacancy. These employees come on duty at 4 p.m. and work until midnight. They are responsible for the cleanliness of the Gould School Building, the Cornish Gymnasium, the vocational building, classrooms in the cottages, cottage number five, and all the Administration building except the maintenance shops in the basement.
 - b. The boys are responsible for the cleanliness of the infirmary, food services building, security, automotive equipment storage, and maintenance shops. Thirteen boys are assigned to this work. Each cottage is kept clean by the boys who live in it. At one time in the history of the Center, the boys did all the cleaning, but it was not possible for there to be proper supervision, especially within the many rooms of the Administration Building, and the practice was discontinued.
2. Housekeeping equipment, implements, and cleaning materials used by the adult employees are stored in a small farm building which was converted to this purpose. The housekeeping crew foreman can thus more easily maintain control of the equipment. This building also serves as a center for the crew.

APPENDIX A

Position	Classification	Education Gr. Comp. Degree	Yrs. Exp. with Youth-BTC Before-After	No. Super-vised	Work Hours Day -Week	Comments
Supt.		MA-Psychology	10 14	185	8 40	
Chaplain	Chap. I	D.D.	- 6-1/2		8 40	Ret. USA Chap.
Specialist.	Hearing & Case Rec. Spec.	BS in Ed.	1 8-1/3	8	8 40	Mr. Hughes' Sec.
Asst. Supt.		99 Credit hrs. -UMP	- 6	43	8 40	
Dir. of Bus. Services & Purch. Agent	Accountant II	BS	- 12-1/2	23	8 40	InServiceTraining
Personnel Mgr.	Account Clerk I	H.S. & Bus. Sch.	- 12-1/2		8 40	Service Sch. 4 Yr. USAF-IST
Account Clerk	Account Clerk I	H.S. & 1 Yr. Bus. Sch.	- 19		8 40	
Purch. Clerk	Clerk-Steno. II	H.S.	- 4-1/2		8 40	IST
Cashier	Clerk-Typist II	H.S.	- 1-1/2		8 40	IST
Vacant	Account Clerk II					
Secretary	Clerk I.	H.S. & Jr. Col.	- 2		8 40	Federally funded
Inv. Clerk	Account Clerk I	H.S. & 2 Yr. Bus. Col.	- 1/4		3-1/2 10	Attending UMP., Federally funded
Steno.	Clerk Steno. II	H.S. & Bus. Col.	5-1/2 New Hire		5 25	Federally funded
Warehouse Superv.	Tr. Sch. Counselor II	10	- 8	5	8-3/4 44	
Asst. Warehouse Supv.	Tr. Sch. Coun. II	H.S.	- 3-3/4	4	8-3/4 44	IST
Canteen Strkpr.	Tr. Sch. Coun. I	H.S.	- 8		8-3/4 44	
Clothing Issuer	Tr. Sch. Coun. I	H.S.	- 16		8-3/4 44	
General Supply Man	Tr. Sch. Coun. I	H.S.	- 1/4		8-3/4 44	IST
Foreman-Food Serv.	Cook III	8	- 12	7	8-3/4 44	9yrs. USA&USN., Serv. School, IST
Baker	Baker I	H.S.	- 2		8-3/4 44	12 yrs. USMC-Serv. Sch., IST
Baker	Baker I	H.S.	- 5		8-3/4 44	5 Yrs. USN, IST
Cook	Cook II	H.S.	- 2		8-3/4 44	21 Yrs. USA, IST.

APPENDIX A

Position	Classification	Education Gr. Comp. Degree	Yrs. Exp. with Youth-BTC Before-After	No. Super-vised	Work Hours Day -Week	Comments
Cook	Cook II	10	- 1		8-3/4 44	3 Yrs. USA, IST
Meat Cutr.	Meat Cutr.	H.S.	- 2-1/2		8-3/4 44	1 course at UofMass, 3 yrs. USA, IST
Overseer of Boys	Tr. Sch. Coun. II	10	- 3-3/4		8-3/4 44	3 Yrs. USN, IST
Overseer of Boys	Tr. Sch. Coun. I	H.S.	- 1/3		8-3/4 44	4 Yrs. USAF IST
Laundry Supv.	Tr. Sch. Coun. II	H.S.	- 16		8-3/4 44	IST
Laundry Wrkr.	Tr. Sch. Coun. I	H.S.	- 4		8-3/4 44	Sch. for Nat. Cleaners & Launderers, IST
Laundry Wrkr.	Tr. Sch. Coun. I	11	- 4		8-3/4 44	
""	""	11	- 11-1/2		8-3/4 44	
Tailor Sh. Overseer	""	H.S.	- 8		8-3/4 44	Taking Corres. Courses
Foreman of Housekpg.	Tr. Sch. Coun. II	8	- 12	5	8 40	IST
Asst. Foreman of Housekpg.	Tr. Sch. Coun. I.	10	- 4		8-3/4 44	
Janitor	Laborer II	8	- 1-3/4		8-3/4 44	
Janitor	Laborer II	6	- 1		8-3/4 44	
Janitor	""	H.S.	- New Hire		8-3/4 44	
""	""	Comp. 2 Yrs. College	- New Hire		8-3/4 44	2 Yrs. USA
Foreman of Building Maintenance	Bldg. Main-tenance Supv.	H.S.	- 14	4	8-3/4 44	12 Yrs. USN, IST
Carpentry	Carp. Fore.	11	- 5-1/2		8-3/4 44	
Bldg. Main. Workman	Main. Mech.	6	- 3		8-3/4 44	IST
""	""	8	- 3		8-3/4 44	IST
""	""	H.S.	- 8		8-3/4 44	IST
Electrician	Elect.	10	- 9		8-3/4 44	Fed. Funded, IST
Painter	Painter	H.S.	- 1-1/2		8-3/4 44	Att. Col., IST
Foreman of Ground Maintenance	Tr. Sch. Coun II	H.S.	- 11	6	8-3/4 44	IST

APPENDIX A

Position	Classification	Education Gr. Comp. Degree	Yrs. Exp. with Youth-BTC Before-After	No. Super-vised.	Work Hours Day - Week	Comments
Ground Maintenance Workman	Maint. Mechanic	H.S.	- 11		8-3/4 44	IST
""	""	7	- 6		8-3/4 44	IST
""	Tr.Sch. Coun. I	10	- New Hire		8-3/4 44	
""	""	H.S.	- 1/3		8-3/4 44	8 Yrs.USAF, IST
""	""	10	- 1/4		8-3/4 44	
""	""	9	- New Hire		8-3/4 44	
Stationary Engineer	Sta. Eng.	7	- 14	1	9 44	20 Yrs. USN, IST
Fireman	Main. Mech.	8	- 10		9 44	4 Yrs. USN, IST
Supv. of Records & Histories	Clerk-Steno. III	H.S.	- 9-1/2	7	8 40	
Clerk	Clerk-Steno II	H.S.	- 2-1/2		8 40	
Secretary	""	H.S. & Bus. College	- 1/3		8 40	
Clerk	""	JR.Col. Graduate	- 1/2		8 40	
Clerk	""	Bus. Col.	- 1/3		8 40	
Clerk	""	H.S.	- 1		8 40	
""	Tr.Sch. Coun. I	H.S.	- 1/2		8 40	Attending College IST
Secretary	Clerk-Steno. II	H.S.	- New Hire		8 40	
Asst. Supt.		M.Ed.	15 2-1/4	40	8 40	Taking Courses for Ed.D., IST
Staff Devel. Officer		B.S.	10 4		8 40	Courses at G.S.C., IST
School Sec.	Clerk-Steno. II	H.S. 2 Yrs.-N.E. Bus. School	12-1/2 2 Office			Federally Funded
Nurse	[Nurse II]	H.S. Grad Grad.Nurse	20 Yrs.12 Nursing	1	8-3/4 44	IST
Nurse [Vacant]	""					
Nurse	Nurse II	H.S. Grad.Nurse	10 Mos. Nursing	1		
Dental Hygienist	Dental Hyg. I	H.S.- Attended Temple U.Sch. of Oral Hygiene	10 2			

APPENDIX A

Position	Classification	Education Gr. Comp Degree	Yrs. Exp. with Youth-BTC Before-After	No. Super-vised	Work Hours Day -Week	Comments
Dentist		D.M.D.			4 8	Takes office calls-works on contractual basis
Physician		M.D.			2 2	Contractual + emergencies
""		M.D.				Contractual-Dr. Brigg-relief
Exodontist		D.M.D.				Contractual-Use as needed
Psychiatrist		M.D.			3 6	Contractual
Chorus Dr.	Teacher with Deg.& Cert.				3 3	Contractual
Choir Dir.	Teacher				3	Contractual
Bell Ringing Inst.		L.L.D.				Contractual
Barber		Barber Sch. Graduate				Contractual-as needed
Director of Social Serv.		M.S.S.	1 Yr. 9 Teaching	12	8 40	IST
District Supv. of Aftercare		M.Ed.	19 3-1/2	4	8 40	4 Yrs. Navy, IST
""		Col Grad. B.A.	11 8	2	8 40	Summer Courses 2-1/2 yrs.USN
Social Wrkr	Tr.Cent. Caseworker	B.S.	12 7		8-3/4 44	IST
""	""	B.A.	2 1-1/4		8-3/4 44	2 Yrs.USA-working on M.A.- IST
""	""	B.A.	- 1-3/4		8-3/4 44	IST
""	""	B.A.	- 2		8-3/4 44	IST
""	Social Worker I	B.A.	- 1 mo.		8-3/4 44	
""	Tr.Cent. Caseworker	B.A.	4-1/2 7-1/2		8-3/4 44	2 Yrs.USA
""	""	B.A.	28 4		8-3/4 44	
""	""	B.A.	5 3 summers lifeguard		8-3/4 44	IST
""	""	B.A.	8 6		8-3/4 44	2-1/2 Yrs A.F. 13 Yrs. Claim Dep. MESC, IST

APPENDIX A

Position	Classification	Education Gr. Comp. Degree	Yrs. Exp. with Youth-BTC Before-After	No. Super-vised	Work Hours Day -Week	Comments
Psychiatric Social Wrkr II	Vacancy II					
Psychologist	Psychologist III	M.A.	2 2-1/4	1	8 40	IST, Working on Ph.D.
Psychologist	Vacant Psycholo. II					
Asst. Supt.		M.A.	- 7	89	8 40	IST
Dir. of Cottage Life		M.S.	5 2	83	8 40	IST
Asst. Dir. of Cottage Life	Teacher with Cert.	B.A.	- 1-1/2	82	8 40	IST
Dir. of Athletics	Teacher with deg. & Cert.	Vacant				
Coach	Teacher with Cert.	B.S.	2 1-1/2		8 40	
Coach	""	B.S.	- 1-1/2		8 40	
Coach	""	B.A.	7 6		8 40	2 Yrs. Asst. Mgr.
Coach	""	12	- 5		8-3/4 44	U.S.A. Res., IST
Security Supv.	Tr.Sch. Coun. Supv.	11	2-1/2 14-1/2	56	8-3/4 44	3Yrs. Service Sch. IST
""	""	12	- 13	56	8-3/4 44	4-1/2 Yrs. USA Ser. Sch. IST
""	""	12	- 7-1/2	56	8-3/4 44	IST
Officer	Tr.Sch. Coun. II	12	- 23		8-3/4 44	USA Ser.Sch. IST
""	""	12	- 23		8-3/4 44	20Yrs. USA Ser. Sch., IST
""	""	12	- 17		8-3/4 44	3 Yrs. Guard, IST
""	""	6	- 13		8-3/4 44	IST
""	""	12	- 4		8-3/4 44	3Yrs. USN, IST
""	""	12	- 6		8-3/4 44	3 Yrs. USAF, IST
"" (Vac)	""					
""	Tr.Sch. Coun. I	12	- 1/4		8-3/4 44	6 Yrs. USAF
""	""	12 & Bus. Col. Diploma	- 4		8-3/4 44	IST

APPENDIX A

Position	Classification	Education Gr. Comp. Degree	Yrs. Exp. with Youth-BTC Before-After	No. Super-vised	Work Hours Day Week	Comments
Officer	Tr.Sch. Coun. I	12	- 4		8-3/4 44	IST
""	""	12	- 2		8-3/4 44	2 Yrs. USA, IST
""	""	12	- 2		8-3/4 44	2 Yrs. USN, IST
""	""	12	- 8		8-3/4 44	IST
""	""	12 Attending UMP	- 1/3		8-3/4 44	3 Yrs. USMC. IST
""	""	12	- 1/2		8-3/4 44	3 Yrs. USA
""	""	12	- 3		8-3/4 44	10 Yrs. Maritime Ser. 1st Officer
""	""	12 plus 1 Yr. Jr. Col.	- 4		8-3/4 44	1-1/2 Yrs. USAF, IST
""	""	11	- New Hire		8-3/4 44	3 Yrs. USCGR, IST
""	""	12	- 2		8-3/4 44	4 Yrs. USN, IST
""	""	12	- 2		8-3/4 44	Ser.Sch; 23 yrs. USA, IST.
""	""	11-1/2	- 1-3/4		8-3/4 44	IST
""	""	12 plus 1 Yr. Jr. Col	- 1-1/2		8-3/4 44	Ser.Sch; 3 yrs USA IST
""	""	12	- 1-1/2		8-3/4 44	Attended Me. Maritime Academy; IST
""	""	12	- 1/4		8-3/4 44	20 Yrs. USA
""	""	12	- 5		8-3/4 44	IST
""	""	12	- 3-1/2		8-3/4 44	3 Yrs. USCG, IST
""	""	12	- 2		8-3/4 44	Ser.Sch.; 24 Yrs. USAF, IST.
""	""	12	- New Hire		8-3/4 44	Ser.Sch.; 20 Yrs. USN
""(Vacant)	""					
Cottage Parent	Tr.Sch. Coun II	12	- 7		8-3/4 44	13 yrs. So.Port. Police
""	""	11	- 2		8-3/4 44	3 Yrs. USAF, IST.
""	""	12	- 2-1/2		8-3/4 44	4 Yrs. USA: IST
""	""	11	- 2-1/2		8-3/4 44	
""	""	12	- 8-1/2		8-3/4 44	IST

APPENDIX A.

Position	Classification	Education Gr. Comp. Degree	Yrs. Exp. with Youth-BTC Before-After	No. Super-vised	Work Hours Day Week	Comments
Cottage Parent	Tr.Sch. Coun. II	12	- 3-1/2		8-3/4 44	
""	""	12	- 8		8-3/4 44	IST
""	""	8	- 2		8-3/4 44	IST
""	""	12	- 1-3/4		8-3/4 44	4 Yrs.USA: IST
""	""	12	- 2		8-3/4 44	3 Yrs. USA: IST
""	""	16	- 6		8-3/4 44	14 Yrs. Seaman 2 Yrs. 1st Off. 6 Yrs. Cap.; IST
""	""	10	- 8		8-3/4 44	IST
""	Tr. Sch. Coun. I	10	- 6-1/2		8-3/4 44	IST
""	""	12	- 2		8-3/4 44	Attended Bus. Sch. IST
(Relief)	""	12	- 2-1/2		8-3/4 44	IST
""	""	11	- 1/2		8-3/4 44	Att.Comm. Art. Sch.
(Relief)	""	11	- 8-1/2		8-3/4 44	IST
""	""	12	- 3-1/2		8-3/4 44	
""	""	12	- 8		8-3/4 44	Beauty Sch. Grad. Art Course UM, IST
""	""	9	- 2		8-3/4 44	IST
""	""	12	- 1-3/4		8-3/4 44	IST
""	""	12	- 2		8-3/4 44	IST
""	""	12	4 6		8-3/4 44	IST, Bus.Col.Grad.
""	""	12	- 8		8-3/4 44	IST
Night Con. Supv.	Training Sch. Supv. Counselor	10	- 12-1/2		8-3/4 44	Corres.Sch.Courses
Night Control	Training Sch. Coun. I	10	- 20		8-3/4 44	
""	""	8	- 9-1/4		8-3/4 44	Att.Trade Sch.
""	""	12	- 1/4		8-3/4 44	Att.Trade Sch.
Night Cottage Man.	""	9	- 1/3		8-3/4 44	Corres.Sch.Courses
Night Rover	""	12	- 5-3/4		8-3/4 44	3-1/2 Yrs.USA

APPENDIX A

Position	Classification	Education Gr. Comp. Degree	Yrs. Exp. with Youth-BTC Before-After	No. Super-vised	Work Hours Day Week	Comments
Night Cottage Man	Tr.Sch. Coun. I	8	- 19		8-3/4 44	
""	""	12	- 1/2		8-3/4 44	
""	""	12	- 1/4		8-3/4 44	4 Yrs. USA
""	""	8	- 13		8-3/4 44	
""	""	10	- 1/4		8-3/4 44	
Night Control	""	8	- 3		8-3/4 44	
Night Cottage Man	""	12	- 2		8-3/4 44	
""	""	12	- 3-1/2		8-3/4 44	3 Yrs. USA
""	""	12	- 1/2		8-3/4 44	
""	""	9	- 4		8-3/4 44	
""	""	8	- 4-1/2		8-3/4 44	
""	""	11	- 8		8-3/4 44	
Night Control	""	10	- 2-1/2		8-3/4 44	Corres. Sch. Courses
Night Cottage Man	""	9	- 1/2		8-3/4 44	
""	""	10	- 3-1/2		8-3/4 44	2 Yrs. Bus.Sch.
""	""	12	- 1/2		8-3/4 44	22 Yrs. USAF Ser. Sch.
""	""	12	- 19-1/2		8-3/4 44	IST

APPENDIX B
SCHOOL CURRICULUM

Teacher A

Director of both academic and vocational education.

Teacher B.

Assistant Director of Education - Academic

Teacher C.

Assistant Director of Education - Vocational

ACADEMIC EDUCATION

Teacher #1

CIVICS 9¹ - 13 boys 9² - 16 boys

This includes the history of our government, how it grew and how it works.

U.S. HISTORY 8¹ - 15 boys

This is the history of our country, who the first arrivals are believed to be, the many discoverers of this country, and the growth and development of this country. It is also our relationships with other countries.

WORLD GEOGRAPHY 7² - 6 boys

This consists of a general history of man's beginning, his environmental needs, and goes on to study the geography of the world in this context. Remedial work is done when necessary.

GEOGRAPHY OF THE EASTERN HEMISPHERE 7¹ - 8 boys 10⁵ - 6 boys

This gives a basic briefing in map reading, man's environment, and the geography of the Eastern Hemisphere.

Monday, November 10, 1969, when 10³ and 10⁴ are combined, there will be a change in texts and course content.

Teacher #2

ENGLISH 11¹ - 10¹ - 10²

A complete course consisting of grammar and usage, literature, speaking and listening and composition.

Additional course content -- book reviews, paperback books, vocabulary, spelling, and audio-visual aids.

11th grade - 17 students
Textbooks - English 2600, Perspectives

10² grade - 11 students
Textbooks - English 2600, Perspectives

Teacher #3

Grade 9¹ - 14 boys; Grade 10² - 12 boys; - Applied Business Mathematics

The four fundamentals with whole numbers, fractions and decimals, (a review). Have covered ratio and proportion. All forms banking, deposits and withdrawals and different types of bank interest. Computing of interest, six percent 60-day method, and other rates of interest computed from this method. Use of bank interest tables in computing interest. Introduction of square root-methods of computing approximate square roots. Buying and selling and computing rates of commission; also determining percentage ratio in many business ventures. Wage earning and necessary deductions and how computed. Introductions of some basic algebra. Use of simple equations and solving of same. Hopes to be teaching Algebra I to grade 9¹.

Teacher #3 Cont'd.

Grade 10³ and 10⁴ - 11 boys; Grade 8¹ and 8⁴ - 21 boys - General Mathematics.

General review of the use of the four fundamentals with whole numbers, fractions, and decimals. Work with denominate numbers and use of tables in changing from one measurement to another. Ratio and proportion - measurement- areas, etc. Work percentage - reducing fractions. Finding rates. Determining profit and loss, whether showing increase or decrease. Computing simple interest. Computing bank balances through monthly deposits and withdrawals. Buying and selling and commissions earned or paid. Introduction of simple algebraic equations and solving. Also addition of signed numbers and combining of algebraic terms.

Teacher #4

I Title

- 1) Remedial reading - Students whose functioning level in reading is below their capacity level in reading.

II Brief Description of Course

- 1) Start where boy is and build security and confidence
- 2) Teacher assumes responsibility for identifying the students' reading difficulties.
- 3) Teach word attack skills.
- 4) Picture and context clues.
- 5) Word configuration clues.
- 6) Phonetic analysis.
- 7) Structural analysis.
- 8) Dictionary Skills.
- 9) This can be done through individual or group work, with the aid of various teaching devices such as: a) Tachistoscope, b) Shadowscope, c) SRA kits, d) Weekly Readers, e) Tape Recorder, etc.

III- Number of boys in class:

10³ - Eight
11 - Seven
8⁴ - Seven
7² - Six

TOTAL Twenty-eight.

Teacher #5

Grade 5 - Six boys

Subjects taught:

Arithmetic: a. multiplying by three-place numbers
b. first steps in division by two-place numbers
c. addition and subtraction of fractions, like and unlike.

Reading: Open Highway Series, Levels 3 and 4

Social Studies: North and South America

Science: Weather, Energy, Plants and Animals, Sound

English:

Spelling:

Teacher #6

Subject: General Business

Description: To gain an understanding of the nature and function of business, of contractual responsibilities, and of the importance of business activities in our personal, social, civic, and national welfare.

Teacher #6 Cont'd

Subject: Applied Business Mathematics

Description: A course designed for consumer use as well as for business use. It deals with problems faced by every individual in his daily life. Some of these problems deal with personal cash records, banking, buying and selling and personal financing.

Boys: 30 (2 Divisions)

Subject: Remedial Arithmetic

Description: Deals with the four fundamentals of arithmetic. A little work on fractions, percents, decimals and work problems for understanding.

Boys: 39

Teacher #7

General Science- Grade 8¹ - 16 Boys

General Science gives the student a broad or general background in the areas of biology, earth science, chemistry and physics. This is done through classroom discussion, field trips and lab work.

Working on curriculum for horticulture.

Science Club - 8th and 9th grades - Ten boys

To take boys with interest in science, and under help and supervision develop these. This gives the student a closer working relationship with the teacher and more is accomplished.

Teacher #8

Grades 8 - 9 Remedial - Ten Boys.

Elementary Arithmetic: Basic fundamentals, fractions, decimals, areas, volumes, percentage.

Spelling: Bk. 8 - Lange Mastery Speller.

Reading: Dictionary self-help in pronunciation and meaning of words. Comprehension.

Science: Basic earth science structure of matter, physical and chemical changes, atoms, molecules. Resources from soil, sea atmosphere and energy.

English: Parts of speech, sentence and paragraph structure.

Social Studies: Maine History and Geography, Text: Maine History by Bagley; supplemental reading State of Maine by Rich.

Teacher #9

Grade 11¹ - U.S. History - 18 Boys

Survey of U.S. History with emphasis on interrelation of ideas and concepts. Multiple causality is stressed. Minor emphasis is placed on facts. Chronology is stressed, although dates of certain events are not considered important, (intrinsically).

Grade 10¹ - World History - 13 Boys

Survey of World History beginning with the development and growth of nations. Culture and human development is stressed. Multicausality and resultants are considered important. Whenever possible, literature of the period is discussed and read with the idea that it reflects the times.

Grade 10² - World History - 11 boys

Survey of World History with emphasis on trends, and similarities and differences in man and through the ages. A profile of man's successes and failures is of significance.

Teacher #9 Cont'd

Grade 9³ - World Geography

Major emphasis is on map work so that land masses and major geographical areas may be readily identified. Major nations are emphasized in cultural and political aspects so as to better understand the relationship of the United States in the world community.

Grade 8⁴ United States History - 7 boys

A survey of U.S. so that the present might be understood more clearly. Past events help to give a better picture of the present. Map work will be used fairly extensively (both local and world mapping will be employed). The SRA unit on map work is used to help in this goal.

Grade 9⁴ - United States History - 12 boys
Same as 8⁴

Grade 10⁴ World History - 3 boys

The accomplishments and failures of man through the ages so as to better understand the nature of man is of primary importance. Visual acuity and perception will be strengthened through map work. The interrelationship of geographic and political areas to the rest of the world will be better understood through map work.

Teacher #10

1. Subjects taught - English, social studies, reading, mathematics, science, and spelling.
2. The group consists of some sixth and some seventh graders. Each subject is taught at a low level with much individual teaching which the boys were not able to get before coming to BTC. Reading and mathematics are stressed more than the other subjects, as they are most important to the boys when they get on the outside again.
3. 12 boys.

Teacher #11

1. Arts and Crafts
2. The most popular projects are ceramic figures and pottery pieces in clay; copper enameling of jewelry and ash trays; paper mache of animal forms and masks; simple printing processes, such as sponge printing, stencils, linoleum block prints; paper construction; collages, mosaics of paper, seeds, stones or tessarie (tiles); copper foil tooling and weaving small items, along with the drawing and painting.
3. There are eleven classes during the week. Ninety-four boys attend during the week.

Teacher #12

1. Does not teach - position is educational psychometrist (tests the boys who attend school)
2. At present, the California Reading Test for initial grade placement is used, but will be replaced with the Iowa Test of Basic Skills (upon arrival) for in-depth testing with the aim of placing boys in classes appropriate to their ability. Presently also using the Wide Range Achievement Test (testing the entire school population) to get a general idea of each boy's present level of academic functioning. Doesn't plan to use this as widely as the Iowa, or to rely upon its results as heavily as the Iowa. The Detroit Test of Learning Aptitude and the Diagnostic Reading Scales will be used in those cases that indicate the need for further testing to show up problem areas. Hopefully, test results will be primarily an aid to the teaching staff, enabling them to better understand the academic strengths and weaknesses of each student; and upon the boy's release, these results will be a part of his permanent record, enabling the public school system to determine the academic program of the student.
3. The testing program will involve the entire resident population of the Training Center.

Teacher #13

Grade 8² - 4 boys - Mathematics

Text: Economic Mathematics

A business arithmetic course designed to build speed in using the four basic operations in mathematics-addition, subtraction, multiplication and division.

Grade 8² - 4 boys - Social Studies

Text: Building the American Nation

A U.S. History course starting with Leif Ericson in the year 1000 A.D. and progressing through 1960. The course marking material is composed of classwork involving participation, map work, and the answering of questions at the end of each chapter. Tests are administered after two of three chapters depending upon the size of the unit. A current world problems discussion period one day per week is in the process of being organized.

Grade 9¹ - English - 15 boys

Main Text: 2600, Programmed Grammar in which they work with the instructor two days one week and three days the following week. On alternate days the literature text Vanguard supplements 2600. One day every two weeks is devoted to "special" study, i.e. record evaluation, poetry or essay writing.

Grade 7¹ - English - 8 boys and 9³ - English - 13 boys

Basically, these groups have the same course schedule except that the material is discussed at a less profound level for 7¹. Both classes use the programmed 2200 grammar book and both read, for literature, Thrust, a comprehensive literature guide which is most versatile in its approach. Special days are highlighted by records, poetry, etc.

Grade 8⁴ - 7 boys and Grade 7² - 7 boys - English

Because of the low reading level and low attention span of the students in these groups, we do such things as dictionary skills, copying skills, memorization skills and black-board work.

Teacher #14

I

A. Title: General Chemistry

B. Description:

The study of the native and man-made elements of which the earth is composed, of which foods are composed, and of which everything we have is composed.

C. Grade and Number of Students: 11th grade - 18 students

II

A. Title: General Biology

B. Description:

The study of plants and animals of the world. How they directly and indirectly affect us. How they are interrelated, etc.

C. Grade and Number of Students: 10¹, 10², 10³ - 34 students

III

A. Title: General Science

B. Description:

Demonstrating the principles of science and their effects, uses and importance to our type of civilization.

C. Grade and Number of Students: Grades 7¹ and 7² - 15 students.

Teacher #15

General Science - Grade 9¹ - 16 boys; Grade 9² - 16 boys; Grade 9³ - 15 boys;

Grade 9⁴ - 14 boys; Grade 8² - 7 boys; Grade 8⁴ - 7 boys.

In a school year, this course will cover most of the areas in a general science curriculum. To list the areas, first astronomy is studied, then earth science to include atmosphere, water and water uses, the solid earth, etc. Also included are weather and climate, matter and energy, heat and light energy, magnetism and electricity, transportation and communication, a biology unit, a human anatomy chapter, and a conservation unit. These are the subjects covered but not all classes are on the same subject at the same time because there are three different texts.

General Biology - Grade 10⁴ - 4 boys now - was 10

This course covers all areas of biology on a more simplified scale than high school college biology. Because this is a below-average group, it is kept simple and easy to understand.

Teacher #16

1. Special Education

2. All inclusive: Mathematics, science, social skills, English, visual perception, work and study skills: Anything which will be of future or current use to the boys.
3. Number of boys - 12

Teacher #17

Grade 8¹ - There are 14 boys in the class. For grammar, text 2200 with class instruction is used and for literature, Focus is used. In addition, records, original stories and speeches are used.

Grade 8² Same as 8¹. There are four boys.

Grade 9² There are 14 boys in the class. For grammar, 2600 text with class instruction is used and for literature Vanguard is read. In addition, records, original stories and speeches are used. From time to time stories from other texts besides Vanguard are used.

Grade 10⁴ There are 2 boys in the class. For grammar, The Listen and Learn Series tapes with class discussion are used. For literature, the class reads Reader's Digest, The Job Ahead, and any other material they can handle. In addition, records of plays and poetry are used.

Grade 10³ There are 6 boys in the class. For grammar 2200 text is used and for literature, Focus is used. Here also, records and outside reading material supplement the regular curriculum.

Grade 9⁴ There are 12 boys in the class. For grammar, the tape series Listen and Learn is used and for literature, the class reads, The Job Ahead, Reader's Digest, and whatever else they can handle. Their regular academic work is supplemented with records, etc.

VOCATIONAL EDUCATION

Teacher #18

Title: Welding and Metals

Description: Instruction will include a familiarization of the aspects of welding and metals, fields in trades and industries, and the development of manipulative skills necessary to acquire a working knowledge of the subject. Both gas and electricity welding will be covered.
Number of Boys - 10. Maximum = 10

Title: Service Station Attendant's Course

Description: Instruction will include aspects of the business, performance of the operations including certain administrative procedures and salesmanship. Number in class: 5 Maximum = 10

Teacher #19

- Courses: (1) General Shop
(2) Drafting

Course Description: General Shop

This is an Industrial Arts Course which will offer a study of the tools, processes and materials of industry. It will be product oriented and will introduce the student to the various functions of industrial organizations through practical application.

Drafting
This course is designed to show the student how to design, how to draw, and how to plan, and how to use a drawing as one more means of communicating with his fellow man.

Class size: (Maximum for safety) General Shop--10
Drafting-----10

Teacher #20

Basic Auto Mechanics - 8 boys

Theory and shop work with live engines. Engine and power train service and electrical and tuneup.

Small Engines - 8 boys - 6 at present

Small Engine mechanics - each boy learns to overhaul a small 2-and 4-cycle engine.

Driver Education - 8 boys

State approved 35 hours classroom and lab work and 6 hours of driving time.

Teacher #21

1. Title: Graphic Art - Lithography
2. Description: The printing program will offer the student the chance to explore the many facts of the printing industry. This course will teach the basic skills to those enrolled in Graphic Arts.
3. Number (Maximum) = 8 boys per class. (Now, 3 in a.m. and 6 in p.m.)

Teacher #22

1. Vocational Carpentry
2. Encompasses: Footings, foundations, wood framing, sheathing, exterior trims, roofing, siding and tools and equipment required.
3. Eight boys presently - 8 Maximum.

Teacher #23

1. General Drafting: This will be basic drawing, sketching, types of views, lettering, and to teach the boys skills in using drafting equipment. There are 4 boys signed up now with a maximum capacity of 10 boys.
2. Basic Electrical Theory: This will cover the basic theory of what and how electricity works from electrons, AC & DC, series, and parallel circuits to house and appliance wiring. For the boys who are able, it will go into basic radio or electronics.

Four boys are signed up now with a maximum of 10 boys

APPENDIX B

Institution: Boys Training Center

Courses Offered - Education Department

TITLE	BRIEF DESCRIPTION	NAME TEACHER	11	12	13	14	15	16	17	18	TO
Basketball- Varsity		D				1	4	1	9		15
Basketball- 8th & 9th Gr.		E&D				6	19	13			38
Basketball 6th Gr.		F	8	10	2						20
Football		G				3	12	20	5		40
Soccer		E			15	12	3				30
Cross Country		F		4	7	8	1				20
Swimming	Instructional										
Softball	Intramural		15	11	16	16	15	15	14		102
TOTALS			23	25	40	46	54	49	28		265

Physical Fitness All boys of all ages Above teachers supplemented by Cottage Life Staff

BTC-ED. DEPT.-VOCATIONAL TRAINING:

Serv.Sta. Att.	Aspects of Bus. admin., procedures, & craftsmanship	#18			1			2	2		5
Welding	Aspects of welding-Gas & Electrical	#18					3	4	2	1	10
Metals	Development of skills to develop working knowledge of dealing with metals	#18					3	4	2	1	10
Gen. Shop	Industrial arts course-study of tools and material of industry	#19	1	8	5	6	3	2	1		26
Drafting	How to design, draw a plan	#19				1	1	4			6
Auto Mechanics	Theory and shop work with engines	#20					2	4	1		7
Small Engines	Mechanics of small eng.	#20					1	5			6
Driver Ed.	State approved driver training course	#20						6	2		8
TOTALS			1	8	6	7	13	31	10	2	78

APPENDIX B

INSTITUTION: BOYS TRAINING CENTER

COURSES OFFERED - EDUCATION DEPARTMENT (VOCATIONAL TRAINING)

TITLE	BRIEF DESCRIPTION	NAME TEACHER	11	12	13	14	15	16	17	TO
Graphic Arts	Printing	#21				1	2	6	1	10
Photography	Theory and practice of photography	#21				1	2	6	1	10
Carpentry	Fundamentals of Building	#22					4	9	2	15
General Drafting	Basic drawing, sketching & lettering	#23				1	2	1		4
Theory-Basic Electrical	Theories of electricity Basic electronics	#23					4			4
TOTALS					3	14	22	4	4	43
General Biology	A study of gen. biological areas	#15					5	5	2	12
Gen. Biology	Study of Plants & animals	#14					15	15	5	35
Gen. Chemistry	The study of man-made elements and composition of all matter	#14					2	9	3	14
Civics	History of Government	#1				4	8	8	5	25
English	Grammar, lit., poetry, essay writing, dictionary skills.	#13		2	6	5	13	15	5	46
English	Grammar, lit., speech	#17			5	9	18	14	7	53
English	Grammar, lit., speaking, composition	#2					12	19	6	37
World Geography	Gen. History of man's beginning	#1			3		7	5	2	17
TOTALS				2	14	18	80	90	35	239

CONTINUED

4 OF 8

APPENDIX B

INSTITUTION: BOYS TRAINING CENTER

COURSES OFFERED - EDUCATION DEPARTMENT

TITLE	BRIEF DESCRIPTION	NAME TEACHER	11	12	13	14	15	16	17	TO.
World Geography	Map study, relationships of U.S. in world community	#9					5	7	2	14
U.S. History	Survey of U.S. Hist.	#9				3	7	15	6	31
U.S. History	History of Country	#1			5	5	2	1		13
World History	Survey of World Hist.	#9					10	10	3	23
Math-Applied	Fundamentals of math. forms of banking, buying and selling.	#3				1	7	11	4	23
Math. General	Fundamentals, ratio, proportion, interest rates, algebra (basic)				5	8	8	8	3	32
Math. -Economic	Business Arithmetic	#13				1	3	1		5
Math.- Gen. Business	Nature and function of business, of contractual responsibilities	#6					2	9	3	14
Math.-Applied Business	Everyday problems with cash records, buying, & financing.	#6				3	11	7	4	25
General Science	Demonstrating principles of science	#14		2	6	1	3	1		14
TOTALS				2	16	22	58	70	25	191
Remedial arith.		#6		2	3	3	8	10	2	28
Remedial art.	Ceramics, drawing, pottery, copper enameling	#11	1	12	15	13	25	22	7	95
Self-contained Class	Remedial: arithmetic, fundamentals, spelling, basic science, reading & social studies.	#8		1	1	3	3	1		9
Self-contained class	Remedial: English, reading, science, social studies, math., spelling.	#10		4	3		1			8
Self-contained Class	Remedial: arithmetic, reading, social studies, science, spelling, Eng.	#5		1	5					6
Special Ed.	All inclusive-math., science, social skills, etc.	#16		1	3	4	1	4	1	14
Reading	Remedial reading, basic phonetic skills, bibliotherapy	#4			3	1	8	10	4	26
General Science	General Scientific study of land, sea, air, and universe	#15			5	8	17	18	8	56
TOTALS:			2	25	33	32	63	65	22	242

APPENDIX B. CONT'D

INSTITUTION: BOYS TRAINING CENTER

COURSE OFFERED - EDUCATION DEPT.

TITLE	BRIEF DESCRIPTION	NAME TEACHER	11	12	13	14	15	16	17	TO
General Science	Gen. background of biology, chemistry & physics	#7			5	5	2	1		13
Social Studies	Building the American Nation from Leif Ericson On.	#13				1	3	1		5
TOTALS					5	6	5	2		18

APPENDIX C
TEACHER QUALIFICATION

TEACHER NAME	SUBJECT TEACHING	SCHOOLS-COL. ATTENDED	-1900- DATES	DEGREE	PAST EXP. and/or EDUCATION	CERTIFI- CATION	DATE CERTIFI CATION EXPIRES
#3	Mathematics	UM, Springfield Col., IST-Child Care.	20-23 23-23	-	1 Yr. Tchr.-Dennysville Gen.; 2 Yrs. Tchr. Millinocket; 1 Yr. Tchr. Brewer; 8 Yrs. Tchr. Mex.; 13 Yrs. Prin. & Tchr. -Potter Acad.; 8 Yrs. Tchr.-BTC.	10 Yr. Stand	7-1-79
#4	Reading-Librarian	Gorham S.C. Gorham(Nights) IST-Child Care	55-57 59-60 63-64		5 Yrs. BTC Tchr. 3 Yrs. TSC I BTC USA-2 Yrs. 9 mos.	Gen. Cond. Level 7-12	7-1-70
#5	5th Gr. (Self-Contained.) Math., reading, Eng., science, spelling, social studies, writing.	Gorham, S.C. UM	55-59 64-65	BS-Ed. 6 Cr.	14 mo. BTC	Gen.-5 Yrs. Stand. Level K-3	7-1-71
#6	Math.	Northeastern Sch. of Acct. BU., IST-CHILD CARE.	51-53 53-54	BS-Ed.	12 Yrs. BTC 2 Yrs. Tchr. New Cloucester	Sp. Prov. A. Limited Eng.	7-1-74
#20	Small Engine auto-motives & Driver Ed.	UM., Gorham S.C. Inst. Sch., USN Mech. Sch. USN IST-Child Care Gas Eng. Sch. USN	49-50 63, 65-69 60 64 61,62		9 Yrs. BTC, 4 mo. Mech., 7 Yrs. Fleet Supv., 3 Yrs. salesman, 3 yrs. auto Prov. Dr. Tech.	Auto Mec. 5 Level 7-12 Yr. Stand 7-1-70 Lev. 7-12	7-1-74

APPENDIX C

INSTITUTION: BOYS TRAINING CENTER

EDUCATION DEPARTMENT - TEACHER DATA 9 (REHABILITATIVE SERVICES)

NAME	SUBJECT	SCHOOLS	-1900- DATES	DEGREES	EXP./EDU.	CERT.	EXPIR.
#1	Social St.	Gorham St.	64-69	BS	3 mo. Tchr.-BTC	Gen. Prov. Lev. 7-1-74 7-12-Soc. St.	
#18	Serv. Sta. Attendant Welding/metal work.	SMVTI Auto. Eng. Sch. Field Maint. crs. Leadership crs. Elect. Equip." Salesmanship & Business Mgt. IST-Child Care, IST-TAP Heavy Duty Elect. Equip. Course	69 Present 50 to 67		4 mo. BTC 3 mo. Inst. 1-1/2 Yrs. Own Ser. station. 22 Yrs. USMC 7 mos. Asst. Per. Director	Prov. "B" Vocational T & I	
#19	Gen. Shop & Drafting	Gorham St. SMVTI, IST-TAP	65-69 62-64	BS Diploma	2 mo. BTC	Prov. I.A. Level 7-12	7-1-74
#2	English	UMP, IST-Child Care, IST-Drug Abuse	61-65	BA-Eng.	4 Yrs. BTC	Gen. Prov. Lev 7-1-71 7-12	
#21	Graphic Art & Photography	CMVTI Gorham S.C. IST-Child Care	67-69 69		4 mo. BTC 60 Hr. Credits	Prov. "B" Level 7-12	7-1-71
#7	Horticulture Science	UM, Gorham SC	63-67 69	BS	9 mo BTC 1-1/2 Yr Farmer (summer work)	Cond. Level 7-12	
#8	8th Gr.-9th Gr. (self-contained)	Farmington SC IST-Child Care IST-Drug Abuse	27-46	BS-Elem. Ed.	4 Yrs. BTC 14 Yrs. Techn. Port. Sch., 14 Yrs. Aug., 11 Yrs. Jay	Life Certificate	
#13	Eng., Soc. St & Math.	UM	66-69	BA-Soc- iology	2 mo. BTC	Con. Lev. 7-12	7-1-70
#14	Science	St. Francis Col. Gorham S.C. Mng. by Obj. IST-Child Care IST-TAP	63-65 65-67	BS-Ed.	21 mo. BTC	Gen. Prov. Level 6-9	7-1-73
A	Dir. of Ed.	John Bosco Col. UM, Gorham SC Masters, IST-Child care, IST TAP	50-54 66-67 68-69	BA	3-1/2 Yrs. BTC 9 Yrs. Ins. 3 Yrs. Teacher	Gen. Prov. Eng. & Hist. Level 7-12	7-1-74
#15	Science	UM, IST-Drug Abuse	58-64	BS-Ph. Ed.	5 Yrs. BTC	Gen. Prov. Lev. 7-12 P.E. & Hist., Sp. Prov. Lev. K-12 & L&S P.E. & Health	7-1-74

APPENDIX C

INSTITUTION: BOYS TRAINING CENTER

EDUCATION DEPARTMENT- TEACHER DATA (REHABILITATIVE SERVICES)

NAME	SUBJ.	SCHOOLS ATTENDED	-1900- DATES	DEGREE(S)	PAST EXPERIENCE & EDUCATION	CERTIFI- CATION	DATE CERTIFI- CATE EXPIRE
#9	Soc.St.	U.of.M.	64-68	BA-Hist	14 mo.BTC, 7 mo. Swim. Tchr., 4 mo. waterfront Dir. 2 Yrs. Sum. Lifeguard	Gen.-Social St. Level 7-12 Prov.	7-1-74
#10	6th Gr. (Self-contained)	Gorham S.C.	64-68	BS-Hist.	13 mo. BTC.	Gen.Prov. Level 6-9	7-1-73
#11	Art-Librarian	[U.of N.Dakota] Art Student League 39, 30 Port. Sch. of Fine 35 & Ap. Art, Ist-Child Care	37-38 55,56		8 Yrs. BTC 1 Yr. Sub. 4 Yrs. art Tchr.	Prov.A Sp.Art.Level K-12	7-1-70
#22	Carpentry& Building Trades	Gorham SC-6 courses MVTI workshops	58-63 60,61, 62,63		11 Yrs.BTC 12Yrs.Carpenter	Sp.5 Yrs Stand.Lev. 7-12	7-1-73
#12	Psychome- trist	Am.Inter.Col. Nat'l.Hawth.Col. Gorham S.C. UMP-summer	65-66 64-65 61-64 63,65,69	BA-Psych.	2 mo.BTC 6 mo Psy.Asst. 6 mo.Adm.Trainee	Cond.Level 7-12	7-1-70
#23	Drafting- Electricity	Wentworth Inst. UMP-6cr.Gorham 12 Cr., Elect. course USN, IST-Child Care	59-62 68 68-69		4 mo.BTC 2-1/2Yrs Draftsman Voc.Tech. 3 Yrs.USN, 1 Yr Draftsman	Prov."B" 7-1-71	
"C"	Asst.Dir. Educa. Voca.	Gorham S.C. Fairfield U. Bridgeport U. Mng. by Obj. Ist-Child Care Ist-TAP	51-55 60-64 66-67	BA-Ed. MA-Admin	1Yr.BTC 10 Yr.Tchr.I.A. 3 Yrs. USA	10Yr Stand Ind.Arts	7-1-78
#16	Sp.Ed.	U.of Kentucky	65-69	BA-SP.Ed.	2 Mo. BTC 4 mo. Inst. 3 mo. Houseparent	Spec. Prov. Level K-12 Sp.Ed.	7-1-74
#17	English	Boston Col U of M UMP	62-64 64-65 65-69	AB-Eng.	2 mo BTC 1 Yr.Salesman 1 Yr.Bartender	Cond.Level 7-12	7-1-70
Vacant	Vocational Trades Instructor						

APPENDIX D

FIRE PROTECTION

September 10, 1969

Mr. Kenneth Northrup - Assistant Superintendent P.O. & B.S.

Donald W. Parker - Assistant Fire Marshall

MONTHLY FIRE PREVENTION INSPECTION - (AUGUST)

On September 8, 1969, a fire prevention inspection was made by Mr. Parker and Mr. Lawrence, and the following deficiencies were noted:

ADMINISTRATION BUILDING

Fire Hose: O.K.
 Store Room: O.K.
 Laundry: O.K.
 Tailor Shop: Should be able to push screen open to exit window from inside.
 Maintenance: O.K.
 First Floor: O.K.
 Second Floor: O.K.
 Third Floor: O.K.

CORNISH BUILDING:

Automotive: O.K.
 Gym: O.K.
 Canteen: O.K.

INFIRMARY: O.K.

CONTROL: O.K.

MAIN KITCHEN: No seal on purple K extinguisher by Bakery Door.

COTTAGE I: O.K.

BARBER SHOP: O.K.

COTTAGE II: O.K.

MILK ROOM: O.K.

COTTAGE III: O.K.

TOOL ROOM: O.K.

COTTAGE IV: O.K.

BARN: Retag Soda Acid Extinguishers

COTTAGE V: O.K.

FARM TOOL SHED: O.K.

COTTAGE VI: O.K.

HEATING PLANT: O.K.

COTTAGE VII: O.K.

HOUSEKEEPING: O.K.

COTTAGE VIII: O.K.

ACADEMIC BUILDING: O.K.

SCHOOL BUS: O.K.

Donald W. Parker
 Assistant Fire Marshal

BOYS TRAINING CENTER

South Portland, Maine

MONTHLY REPORT OF WEEKLY FIRE DRILL

#1			#2				
DATE	NO.	TIME	DATE	NO.	TIME		
8-3-69	9:40 A.M.	27	55 sec.	8-3-69	9:44 AM	34	1 min. 26 sec.
8-10-69	6:22 A.M.	19	40 sec.	8-10-69	6:25 A.M.	33	36 sec.
8-20-69	10:10 P.M.	29	6 min. 24 sec.	8-12-69	10:15 PM	38	5 min. 5 sec.

#3			#4				
DATE	NO.	TIME	DATE	NO.	TIME		
8-3-69	9:50 AM	24	1 min.	8-3-69	10:05 AM	32	59 sec.
8-10-69	6:31 AM	32	59 sec.	8-10-69	6:28 AM	30	1 min. 20 sec.
8-11-69	10:15 PM	33	4 min. 2 sec.	8-14-69	10:10 PM	33	5 min. 10.5 sec.

#5			#6				
DATE	NO.	TIME	DATE	NO.	TIME		
8-3-69	9:35 AM	24	1 min. 15 sec.	8-3-69	9:58 AM	20	51 sec.
8-10-69	6:33 AM	23	54 sec.	8-10-69	6:20 AM	17	40 sec.
8-25-69	10:05 PM	24	2 min. 34 sec.	8-15-69	10:20 PM	21	2 min. 21 sec.

#7			#8				
DATE	NO.	TIME	DATE	NO.	TIME		
8-3-69	9:55 AM	23	45 sec.	8-28-69	1:45 PM	70	2 min. 55 sec.
8-10-69	6:15 AM	26	59 sec.	8-29-69	10:15 AM	86	2 min. 45 sec.
8-21-69	10:20 PM	24	2 min. 29 sec.				

APPENDIX E

STATISTICS

TABLE 1

TOTAL POPULATION SERVED IN RESIDENCE

Fiscal Year	1966-67	1967-68	1968-69
Population as of June 30	249	236	250
Received	315	295	316
TOTAL	564	531	566

TABLE 2

TOTAL POPULATION SERVED IN COMMUNITY

Fiscal Year	1966-67	1967-68	1968-69
On Entrustment June 30	145	224	201
Entrusted	281	237	253
TOTAL Cared for in Community	426	461	454

TABLE 3

POPULATION GAINS AND LOSSES

	1966-67	1967-68	1968-69
On Entrustment July 1	145	224	201
In Attendance July 1	249	236	250
Admitted Detention and Disposition of Court	1	7	18
First Commitment	225	192	200
Recommitted	4	5	8
Recommitted from Entrustment	14	14	12
Returned for Violation	56	67	64
Returned for Replacement	9	6	8
Returned from Transfer	6	4	6
Transferred	29	23	15
Released to Entrustment	281	237	253
Discharged to Entrustment	124	173	111
Discharged from Transfer	3	14	22
Discharged from Center	8	14	22
Appealed and/or Released to Court	10	7	25
TOTAL PROCESSED	1164	1223	1215

TABLE 4

COMMITTAL OFFENSES	Number		
	1966-67	1967-68	1968-69
Arson	4	-	-
Assault	15	2	2
Assault - Armed	-	1	-
Assault - Felonious	-	4	4
Attempted Assault	4	-	-
Attempted Breaking, Entering and Larceny	-	1	-
Breaking, Entering and Larceny	41	31	27
Breaking & Entering	9	3	9
Carrying Concealed Weapon	3	-	-
Common Runaway	4	5	3
Concealing Stolen Goods	1	-	-
Damage to Property	7	10	3
Danger of Falling into Vice	1	4	7
Defraud by Check	-	1	-
Disorderly Conduct	-	3	3
Disturbing the Peace	-	-	1
False Alarm - Bomb Scare	1	-	-
Forgery	2	7	6
Incorrigible in Community	7	19	26
Indecent and Lascivious Behavior	2	-	2
Intoxication	7	7	5
Larceny	74	52	51
Larceny of Motor Vehicles	29	26	32
Mailing Lewd and Lascivious Letters	-	1	-
Malicious Mischief	1	7	5
Murder	1	-	-
Receiving Stolen Goods	-	-	1
Robbery	1	-	-
Sexual Assault	2	-	-
Trespassing	-	-	2
Truancy	21	26	25
Unlawful Possession of Intoxicants	5	2	5
Violation of Motor Vehicle Law	1	-	1
TOTAL	243	212	220

TABLE 5

BOYS RESIDENCE BY COUNTY UPON COMMITTAL

COUNTY	Percent by County of State Population 1960 Census	Percent by County of Boys Committed.		
		1966-67	1967-68	1968-69
Androscoggin	8.90	7.85	12.88	11.08
Aroostook	10.94	21.48	11.19	10.76
Cumberland	19.85	14.05	15.25	19.61
Franklin	2.07	1.65	2.72	.95
Hancock	3.33	2.06	1.36	3.76
Kennebec	9.20	11.57	12.54	10.76
Knox	2.95	3.34	1.35	3.48
Lincoln	1.91	1.65	1.02	-
Oxford	4.58	2.89	5.08	3.48
Penobscot	13.04	9.50	10.85	7.91
Piscataquis	1.79	.82	-	-
Sagadahoc	2.35	1.24	3.73	1.89
Somerset	4.10	2.48	2.37	1.27
Waldo	2.33	3.72	2.71	3.48
Washington	3.40	1.24	1.02	4.43
York	10.26	14.46	12.88	16.49
Out of State	-	-	3.05	.63

TABLE 6

GEOGRAPHIC RESIDENT ORIGIN OF ADMITTED POPULATION BY PERCENTAGE

Community/Year	1966-67	1967-68	1968-69
Cities	50.16	49.82	49.52
Towns	24.13	27.80	27.80
Villages	25.08	20.34	21.72
Out of State	.63	1.02	.96
Canada	-	1.02	-

Categorization: (a) Cities - over 10,000 population
 (b) Towns - 2500 to 10,000 population
 (c) Villages - under 2500 population

TABLE 7

<u>BOYS AND INDIVIDUALS SERVED</u>	<u>1966-67</u>	<u>1967-68</u>	<u>1968-69</u>
Total Boys Served During Fiscal Year	621	664	695
Total Relatives and Other Responsible Individuals Served within our Community and Residential Programs:			
Father	352	354	355
Mother	569	599	616
Stepfather	104	103	118
Stepmother	25	30	25
Brother	1310	1459	1519
Sister	1341	1437	1432
Stepbrother	37	42	51
Halfbrother	105	111	132
Stepsister	24	25	30
Halfsister	106	90	113
Grandparents	8	4	
Foster Parents	58	64	62
Other	100	92	122
Total Individuals Served by Boys Training Center Program	<u>4760</u>	<u>5074</u>	<u>5270</u>

Table 8

<u>LENGTH OF RESIDENCE</u>			
<u>Fiscal Year</u>	<u>1966-67</u>	<u>1967-68</u>	<u>1968-69</u>
Average Length of Residence in Months	10.58	8.74	3.92

Table 9

<u>AWOLS</u>			
<u>Fiscal Year</u>	<u>1966-67</u>	<u>1967-68</u>	<u>1968-69</u>
Total Population Served in Residence	564	531	566
AWOLS	52	55	56
Boys Involved	42	46	43

TABLE 10

STAFF - BOY RATIO

<u>Fiscal Year</u>	<u>1966-67</u>	<u>1967-68</u>	<u>1968-69</u>
Totl. Boys Served	624	664	695
Average Number of Employees	140	147	150
Staff - Boys Ratio	1-4.46	1 - 4.52	1-4.06

TABLE 11

AGES OF BOYS ADMITTED

<u>Age - Years</u>	<u>Percent</u>		
	<u>1966-67</u>	<u>1967-68</u>	<u>1968-69</u>
11-12	1.90	1.70	3.48
12-13	4.44	3.39	3.16
13-14	10.16	14.24	8.22
14-15	18.10	15.26	16.77
15 -16	28.57	26.10	29.43
16-17	30.16	32.88	32.91
17-18	5.71	6.10	5.69
18-19	.64	.33	.32
19-20	.32	-	-

TABLE 12 EDUCATIONAL SERVICES

<u>Grade Placement</u>	<u>1966-67</u>	<u>Number of Boys Served</u>	
		<u>1967-68</u>	<u>1968-69</u>
Special Class	42	36	33
Grade 1	-	-	-
Grade 2	-	-	-
Grade 3	-	-	-
Grade 4	3	4	1
Grade 5	11	9	12
Grade 6	32	23	22
Grade 7	81	72	82
Grade 8	110	113	125
Grade 9	147	153	143
Grade 10	63	81	76
Grade 11	12	18	22
Grade 12	-	3	-
Not Attending - Including Held for Court And/Or Replacement	63	19	50
TOTAL	<u>564</u>	<u>531</u>	<u>566</u>

TABLE 12 Cont'd.

In addition to academic pursuits, the above referred to boys participated in the following additional educational programs:

	1966-67	1967-68	1968-69
Arts and Crafts	143	331	348
Automotives and Small Engines	60	39	37
Driver Education	25	24	20
General Shop	-	-	65
Woodworking, Building Trades and Carpentry	50	37	16
Electronic	-	10	18
Graphic Arts	-	-	9
Kitchen	-	96	104
Bakery Trainees	3	9	12
Meat Cutting	-	6	6
Laundry Trainees	60	50	52
Tailor Shop Trainees	30	35	28

TABLE 13
PHYSICAL EDUCATION, RECREATION & EXTRA-CURRICULAR ACTIVITIES

Activity use of the Grube B. Cornish Gymnasium by 566 boys and their families:
Participation In:

Month	Gymnasium Activities:			Church:		
	1966-67	1967-68	1968-69	1966-67	1967-68	1968-69
July	4123	5925	5965	995	1117	1052
August	3442	3199	5718	680	851	1008
September	3177	2772	4774	797	842	1001
October	3598	2865	4604	891	853	988
November	3094	3398	5148	894	862	1178
December	3542	2789	4304	764	733	852
January	2864	3145	5185	1114	1052	985
February	2795	2757	5650	909	835	971
March	4113	2791	4473	703	837	973
April	2931	3228	4382	824	857	988
May	4278	3008	5789	823	845	1029
June	3286	2463	5801	833	834	987
TOTALS	41243	38340	61793	10227	10518	12012

TABLE (13) Cont'd. PHYSICAL EDUCATION, RECREATION & EXTRA-CURRICULAR ACTIVITIES

Activity use of the Grube B. Cornish Gymnasium by 566 boys and their families:

Month	Participation In:		
	1966-67	1967-68	1968-69
July	774	1495	1441
August	871	1449	1489
September	641	1326	1432
October	769	1227	1382
November	797	1165	1283
December	684	1037	1101
January	815	1334	1344
February	955	1108	1148
March	974	1032	1240
April	897	1100	1186
May	873	1068	1183
June	890	1113	1200
TOTALS	9940	14454	15427

Total Gymnasium Activities - Visitors and Church	1966-67	1967-68	1968-69
	61,410	63,312	89,232

TABLE 14 1968-69 MEDICAL AND OPTICAL SERVICES

Medical Records	Number	Maine Medical Center
Examinations	314	Medical Patients 3
Infirmary	521	Surgery Patients 4
Days Infirmary Care	1245	Days Hospitalized 27
Patients for Day	269	Clinics-
		No. Boys 264
		No. Clinics 226
Medical Examinations	Clinics	Eye Care and Special Services
Physical Examinations	480	Visual Examinations 209
Check Ups	749	Refractions for and
Vaccinations	14	Glasses Purchased 52
T.B. Testing - Boys	215	Ear Examinations 33
Immunizations and Vaccines		Special Care
Tetanus Toxoid	335	State Diagnostic Lab Throat
Flu - Boys	395	Cultures 158
Staff	60	Dental Visits for
Polio (Sabin Oral)	432	Prosthesis 22
		Exodontist 38
		State Crippled Children
		Services-Orthopedic 2
		Cardiac 3
		Northeast Hearing & Speech 2
		Private Dental 8
		Private Physicals 1
		Reconstructive Care 6
		Rehabilitation Medical Rec. 46

TABLE 14 Cont'd.

1967-68 MEDICAL AND OPTICAL SERVICES

<u>Medical Records</u>		<u>Maine Medical Center</u>	
Examinations	287	Surgery Patients	12
Infirmory Admissions	289	Days Hospitalized	89
Days Infirmory Care	861	Clinics-	
Patients for Day	839	No.Boys	156
		No.Clinics	183
<u>Medical Examinations</u>		<u>Eye Care and Special Services</u>	
Physical Examinations	506	Visual Examinations	164
Check Ups	468	Refractions for and	
Vaccinations	26	Glasses Purchased	36
T.B. Testing - Boys	273	Glasses Repaired	34
		Ear Examinations	27
<u>Immunizations and Vaccines</u>		<u>Special Care</u>	
Tetanus Toxoid	373		8
Flu - Boys	217		
Staff	30		
Polio (Sabin Trivalent)	210		

TABLE 15
DENTAL SERVICES

	<u>1967-68</u>	<u>1968-69</u>
Dental Clinics	195	200
New Boys Examined	196	208
Boys' Appointments	1557	1507
Returned Boys Examined	92	98
Extractions - Residential	19	6
Novacaine	11	6
Topical Anaesthesia	2	-
Surfaces Restored	2103	2077
Alloy	1083	1048
Cement Base	353	236
Varnish	1566	1834
Hydrex	1434	1037
Pulp Dent Liquid	241	127
Plastic	109	74
Pulp Capping	82	73
Silicate	570	377
Bite Wing X-rays	302	420
Single X-rays	36	78
Westbrook Junior College Clinic	266	373
Exodontist Referrals - Off Campus	57	93
Extractions	223	242
X-rays	188	212
Remove Growth	-	1
Dental Hygienist - Examinations & Prophylaxis	218	76
Sutures Removed	19	31

TABLE 15 Cont'd

<u>DENTAL SERVICES</u>	<u>1967-68</u>	<u>1968-69</u>
ZOE Compound	6	18
Checks	41	276
NAFL Gel Treatment	3	18
Completed	-	74
Off Dental List	-	5
Adjust Partial	-	8
Adjust Denture	=	1
Upper Partial Inserted	-	12
Upper Stay Plate	-	3
Upper Stay Plate	-	1
Root Canal	-	1
Partial Repairs	-	6

APPENDIX F
DEPARTMENT OF MENTAL HEALTH AND CORRECTIONS

INSTITUTION: BOYS TRAINING CENTER

SAMPLE MENU FOR ONE WEEK

Breakfast

Orange Juice, 4 oz.
Oatmeal, 6-8 oz.
Toast, 2
Margarine, 1 pat.
Milk, 1 pt.

Orange Juice, 4 oz.
Scrambled Eggs, 2
Toast, 2
Margarine, 1 pat
Milk, 1 pt.

Grapefruit Juice, 4 oz.
Cheerios, 1
Sugared Doughnuts, 2
Milk, 1 pt.

Orange Juice, 4 oz.
French Toast, 3
Margarine, 1 pat
Syrup, 3 oz.
Milk, 1 pt.

Blended Juice, 4 oz.
Rolled Wheat, 6-8 oz.
English Muffins, 1-1/2
Margarine, 1 pat.
Raspberry Jam, 1 oz.
Milk, 1 pt.

Orange Juice, 4 oz.
Pancakes, 2
Syrup, 3 oz.
Margarine, 1 pat
Milk, 1 pt.

Orange Juice, 4 oz.
Corn Flakes, 1
Orange Doughnuts, 2
Milk, 1 pt.

Dinner

Roast Turkey, 4 oz.
Gravy, 2 oz., Stuffing, 2 oz.
Mashed Potato, 6 oz.
Wax Beans, 3 oz.
Cranberry Jelly, 1 tbsp.
Pan Rolls, 2
Margarine, 2 pats
Ice Cream, 1
Milk, 1/2 pt.

Baked Stuffed Port, 3 oz. & 2 oz.
Gravy, 2 oz.
Applesauce, 2 oz.
Mashed Potato, 6 oz.
Beets, 3 oz.
Cheese Rolls, 2
Margarine, 2 pats
Sugar Drop Cookies 1
Milk, 1/2 pt.

Hot Turkey Sandwich, 1 with
Gravy, 2 oz., & 2 oz.
French Fried Potato, 4 oz.
Green Beans, 3 oz.
Vienna Rolls, 2
Margarine, 2 pats
Plums, 4 oz.
Milk, 1/2 pt.

Hamburg, 3 oz. (Patties)
Gravy, 2 oz.
Oven Brownd Potatoes, 6 oz.
Spinach, 3 oz.
Cloverleaf Rolls, 1
Margarine, 2 pats
Lime Jello, 4 oz.
Milk, 1/2 pt.

Italian Spaghetti, with meat sauce
Green Salad, 2 oz.
Italian Bread 2
Margarine, 1 pat.
French dressing, 1 oz.
Fig Square, 1
Milk, 1/2 pt.

Baked Fish Au Gratin, 4 oz.
Boiled Potatoes, (in jackets) 6 oz.
Carrots, 3 oz.
Whole Wheat Pan Rolls, 2
Margarine, 2 pats
Apple Brown Betty, 4 oz.
Milk, 1/2 Pt.

Baked Kidney Beans, 8 oz.
Bologna, 2 oz. (1 sl.)
Coleslaw, 2 oz.
White Bread, 2
Margarine, 2 pats.
Peanut Butter Cookie, 1
Milk, 1/2 pt.

Supper

Hamburgers, 2, 2oz.
Mustard, 1 tbsp.
Relish, 1 tbsp.
Catsup, 1 tbsp.
Carrot Sticks, 2 oz.
Cherry Filled Cupcake, 1
Milk, 1/2 pt.

Chili Con Carne, 6 oz.
Rice, 3 oz.
Bread, 2
Margarine, 1 pat
Tapioca Pudding, 4 oz.
Milk, 1/2 pt.

Beef Hash, 4 oz.
Cream Style Corn, 3 oz.
Bread, 2
Margarine, 1 pat
Chocolate Pudding, 4 oz.
Milk, 1/2 pt.

Washington Chowder, 6 oz
Sandwiches, 2 comb. loaf
2 oz.
Margarine, 1 pat
Frosted Cupcake, spice, 1
Milk, 1/2 pt.

Beef Stew, 8 oz.
Carrot Sticks, 2 oz.
White Bread, 2
Margarine, 1 pat
Banana, 1
Milk, 1/2 pt.

Tuna Casserole, 6 oz.
Mixed Veg. 3 oz.
Bread, 2
Margarine, 1 pat.
Jelly roll, 1
Milk, 1/2 pt.

Hamburg Surprise, 5 oz.
Spinach, 3 oz.
Oatmeal Bread, 2
Margarine, 1 pat
Banana Cream Pie, 1
Milk, 1/2 pt.

SUPERINTENDENT, TRAINING SCHOOL

DEFINITION

This is highly responsible administrative work in directing all the activities of an institution established for the care, custody, training and rehabilitation of children committed as juvenile offenders.

An employee in this class is responsible for planning, organizing, directing and coordinating the treatment program, business management and plant operation of an institution for the care and rehabilitation of juvenile offenders. Work involves developing policies and procedures governing administrative operations and a treatment program including residential care, academic and vocational education, religion, recreation, psychological, psychiatric and medical services. Work is performed with considerable independence in accordance with broad departmental standards and policies and is reviewed by the Commissioner of Institutional Services through reports, conferences and inspections.

EXAMPLES OF WORK PERFORMED

(Any one position may not include all of the duties listed, nor do the listed examples include all tasks which may be found in positions of this class.)

Develops policies and procedures involving reception, classification, education, recreation, employment, and rehabilitation of the child.

Plans, organizes, and directs a treatment program including psychological, psychiatric, social, religious, individual and group counseling, and medical services consistent with the purpose of the institution.

Confers with judges, probation officers, police, social agencies and interested individuals and community groups, interpreting the institutional program and objectives and developing cooperative working relationships.

Establishes rules and regulations governing the several activities of the institution and its employees; maintains contact with subordinates in charge of the various activities of the institution by frequent conferences and makes frequent inspections of the institution.

Exercises final authority in matters of difficult behavior and disciplinary problems; exercises final authority in recommending the release of any child or the return of a released child to the institution, and recommends final discharge of the child from custody.

Conducts correspondence and prepares reports concerning program and operational activities and progress.

Performs related work as required.

REQUIRED KNOWLEDGES, SKILLS AND ABILITIES

Thorough knowledge of the motivation, interests, attitudes, and personal problems of children and adolescents.

Thorough knowledge of the principles and methods of administration including the principles and practices of institutional management.

Considerable knowledge of laws, principles and practices related to the custody and treatment of juvenile offenders and carried out by courts, probation officers, police and related agencies.

Considerable knowledge of community welfare resources available for the care and guidance of children paroled from the institution to their own homes or to foster homes.

SUPERINTENDENT, TRAINING SCHOOL (cont'd)

Considerable knowledge of the educational and psychological principles and methods in the treatment of juvenile offenders.

Considerable ability in the effective handling of children who have serious behavior problems.

Ability to plan, organize, direct and coordinate the operations of an institution.

Ability to make prompt and sound administrative and professional decisions.

Ability to establish and maintain effective working relationships with professional, technical and operational staff and with other agencies and institutions.

DESIRABLE EXPERIENCE AND TRAINING

Considerable experience of an administrative or executive nature in an institutional, educational or social work program primarily caring for dependent, delinquent or emotionally disturbed children; and graduation from a four-year college or university, supplemented by graduate courses to the level of a master's degree in psychology, social work or education.

APPENDIX G

STEVENS SCHOOL

THE MAINE PLANNING COMMITTEE FOR THE PREVENTION AND CONTROL OF JUVENILE DELINQUENCY
UNIVERSITY OF MAINE ORONO, MAINE

I. Purpose of the Stevens School

When it becomes necessary for a court to send a juvenile girl to the Stevens School, her community has failed to meet her demonstrated needs. Her rehabilitation has not been accomplished within the potential of her community, therefore, it has become necessary to remove her from that community to the Stevens School which provides a place where comprehensive treatment and rehabilitation of young women with problems is available. It is the goal of the program to rehabilitate each committed girl and return her to her community, to lead her life as a stable contributing member of our society. To accomplish this goal, life at the School is constantly related to life in the community.

Maine Public Law 342, Chapter 1195, as amended in 1967 and 1968, gives the purpose of the Stevens School.

"The State shall establish and maintain training centers to rehabilitate children committed thereto as juvenile offenders by the courts of the State. Toward this end, the disciplines of education, casework, groupwork, psychology, psychiatry, medicine, nursing, vocational training and religion related to human relations and personality development shall be employed.... The training center for girls shall be known as the Stevens School, located at Hallowell."

The Stevens School, as regulated by the legislature, and operated by the Bureau of Corrections, under the supervision of the School's superintendent, accomplishes these ends as outlined in the following report.

II. Organizational Structure

The Stevens School is well organized with Superintendent Miss Ward Murphy responsible for all operations and administrations. She also serves as superintendent of the Women's Correctional Center at Skowhegan.

She has one assistant superintendent, Mrs. Louise Stark. Mrs. Stark gives overall supervision to the School under the policies as outlined by Miss Murphy and the Bureau of Corrections.

Mr. Edward P. Witham, Jr. is business manager of both the Stevens School and the Women's Correctional Center.

Mrs. Dorothy Hanauer¹, the assistant superintendent of the Women's Correctional Center, serves as a consultant to the School.

Mr. Robert Spear is the principal of the academic and the vocational program and Mr. Michael Malloy is the director of special services.

A complete organizational chart is attached as Appendix B.

III. Rehabilitative Services

A. Psychiatric Service

1. Professional Staff
Cor DeHart, M. D., a psychiatrist on the Staff of Thayer Hospital, Waterville, is available two half days weekly. Joan Sobel, M. D., a pediatrician who is in private practice in Winthrop, is available one half day weekly as an assistant to Dr. DeHart.

1 - ADDENDUM - September 17, 1970

Mrs. Dorothy Hanauer was made provisional Superintendent of the Women's Correctional Center with full responsibility for the Stevens School.

Mrs. Margaret Brown was appointed Director of Aftercare and Social Services. This is now a full-time position.

Mrs. Brown has AB and M. Ed. degrees in Education from the Gorham campus of the University of Maine and a certificate in Correctional Administration from American University Washington, D. C. Mrs. Brown has previously been a school principal and a Parole and Probation officer.

2. Service Provided
Dr. DeHart provides diagnosis and treatment only for the most disturbed girls. He also is a consultant to the social workers and other staff involved in counseling.
3. Facilities
Dr. DeHart and Dr. Sobel are provided with office space in the administration building. Secretarial services are provided.

B. Psychological Services

1. Professional Staff
Mr. Frank Luongo, a doctoral candidate at the University of Maine, is the School's psychologist. He is available every Monday for testing and therapy.

A psychometrist, Ruth Pennell, administers standardized intelligence and aptitude tests.
2. Service Provided
 - a. Testing Program
Each girl is tested individually during her first week after admission. The Wechsler Intelligence Scale for Children or the Wechsler Adult Intelligence Scale are used for intelligence testing. The Minnesota Multi-Phasic, Rorschach, Thematic Apperception, Children's Apperception, and Blackie pictures are used when necessary in the emotional evaluations. Perceptual-motor function is measured with the Bender-Gestalt test. Interrelationship evaluation uses such materials as the Sentence Completion Test, and Draw-A-Person test. In addition, a girl may be asked to write her autobiography. Most individual counseling is done by the social workers. It is their function to counsel girls regarding personal adjustments. Counseling of serious emotional problems is the function of the psychiatrist and the psychologist.
3. Facilities
The psychologist and psychometrist are provided with office space in the administration building.
4. Limitation of Service
 - a. Staff
The chief limitation of psychological services can be expressed in one word, personnel. Every girl who is adjudged a delinquent needs psychological and/or psychiatric help. A department of psychological services should be established. Such a department should be headed by a full-time certified psychologist with at least one assistant.
 - b. Testing
All psychodiagnostic and educational evaluation should be done by the staff of the Department of Psychological Services. A standardized testing schedule must be followed for each child with specialized techniques used to meet specific needs. In addition, a standardized report outline must be used in recording test results.
 - c. The committed population has demonstrated its inability to adjust to our society. Considerable and consistent individual and group counseling is essential if adequate social adjustment and psychological growth are to be achieved. Adequate counseling service at any given time must be made available to from ten to twenty-five percent of the population. Additionally, at least half of the girls are in need of group counseling.

Family counseling must be made a part of the program. If the girls are to continue the development of positive social attitudes, families must assist them upon their return to the community and home.

C. Social Services

- A. Social Workers
Social service is under the supervision of Mrs. Dorothy Hanauer. She is also assistant superintendent of the Women's Correctional Center.

There are five full-time social workers at the school. They work mainly within the residential program. They also do a little follow-up work in near-by communities since there is no aftercare program. For the most part, girls on entrustment are supervised by workers from the Division of Probation Parole.

All social workers must satisfactorily pass the State examination for Social Worker I and must be a graduate of a four year college.

Usually there are between ninety and one hundred girls at Stevens at one time. Upon admission girls are assigned to a social worker. The average case load is twenty. The social worker counsels, takes part in classification, and helps to set up individualized programs for the girls. Each Wednesday afternoon a Social Worker Seminar is held for the purpose of discussing the girls and their problems. Up-to-date maintenance of the case records is required. All social workers are encouraged to attend conferences and seminars related to their work. Transportation and personal expenses are provided by the school. This conference information is shared with other workers. Under an agreement between the Stevens School and Colby College and the University of Maine, students are placed at Stevens for full work experience. Each student works with a social worker and is assigned to a particular girl. After an orientation period the college student works with the girl developing a case record which is prepared under the direction of the social worker.

Much of the counseling is directed toward understanding the reality of the situation in which the girl finds herself. The problem may be trouble at home, a quarrel with a peer, being angry for having received a poor grade, or anger vented toward a staff member. The girl is helped to understand the problem and is assisted in making adjustments to it. This helps them to realize that they must develop responsibility for themselves and their behavior. The social worker and the Halfway House is to develop their future plans. It is they who help the girls make adjustments to the community, the school, and the work.

B. Foster Homes

There is no foster home program at the school.

C. Halfway House

The Stevens School has one Halfway House and utilizes the Halfway House Program of the Women's Correctional Center in Skowhegan. Ideally, eight girls live in the Halfway House, however, when the need demands, twelve can be accommodated in each house. Each house is supervised by the housemother who has had considerable experience in working with children. She is assisted by a housemother in training. The Halfway House is meant to simulate as closely as possible a family experience. The girls get up as dictated by their school or work hours, care for their rooms, eat and prepare to leave for the day. Upon their return, the girls perform such household tasks as dusting, sweeping, and helping to prepare the evening meals.

There are no late activities on work or school nights. There is no set bedtime but bedtime is suggested at about 10:00 p.m. By 11:00 they are usually in their rooms. There is no "lights out" time.

On the weekends special events are often planned. Girls may go shopping, to the movies, or have dates. The boys are carefully screened and must first come to the House for "in dates" before they are permitted to take the girls out.

D. Employment

Several girls work in industries in the Augusta-Hallowell, and Gardiner areas. They are taken to and from work by the Housemother.

Girls working either full or part-time must deposit most of their money in the bank. They save out a small amount for covering their personal needs. None of the girl's salary is used for the maintenance of the Halfway House.

E. Classification

Two weeks after arrival at Stevens the girl attends a classification conference to plan her program. Classification meetings are chaired by Mrs. Hanauer assisted by Mrs. Louise Stark assistant superintendent, the school principal, the girl's social worker and the vocational rehabilitation counselor. Reports of her adjustment to institutional life, her test results, her school records, her social history, her psychological and psychiatric evaluation are presented at classification. After evaluation of these materials, the girl is invited to assist in planning her program. Her progress is reviewed again in one month and again after a two month period. If no serious problems have developed, the girl and the classification committee review her progress every three months thereafter.

D. Education

Educational activities at Stevens Training Center are under the direction of the school principal, Mr. Spear. The program is divided into academic and vocational education. There is also a program of work placement for girls whose mental ability is low or whose emotional stability is not adequate to allow educational pursuits. These girls are not under the supervision of the school.

1. Academic

a. Curriculum

The academic curriculum at the secondary level consists of courses oriented toward business. Courses in English, science, mathematics, social studies, arts and crafts, physical education, home economics, general business, and typing are available to the girls.

Music is an important part of the education program at the Center. At this time approximately twenty girls who have the interest and ability are taking lessons in piano, flute, madolin, guitar, and voice.

Students generally follow their previous placement in public schools. There is no formal tracking system. Students are helped to develop the best learning situation possible for them.

There is a program for students whose achievement level is low. This is the seventh and eighth grade program. Here although it is labeled grades, seven or eight, students can work at whatever level they are able to achieve. Here, too, students are given much assistance in the remedial aspects of reading, spelling, and mathematics.

b. Professional teaching staff

In addition to the principal who teaches one course, the teaching staff consists of nine teachers. Each is certified in his teaching specialty. Each has at least an A. B. degree or its equivalent. Each teacher has had several years of classroom experience.

The student-teacher ratio varies with commitments and discharges. At present the ratio is about seven to one.

In addition, a full-time study hall teacher and librarian are part of the faculty. The study hall teacher has completed two years at a teacher training institution. The librarian is professionally trained and divides her time between the Stevens Training Center and the Women's Reformatory. A full-time secretary is on duty during school hours. Guidance is not a formal part of the school program. Guidance services are provided by the school principal, who works with the academic and employment phases of the girls' education, and the social worker who deals with personal and family problems.

c. Educational Testing

Intelligence testing is limited to the Wechsler Adult Intelligence Scale or the Wechsler Intelligence Scale for Children depending on the child's age. The Science Research Associates' Reading Diagnostic Test is given to determine reading level and problem areas in reading. In the past the Iowa Test of Basic Skills has also been used. The principal now plans to reinstate this test as a part of the educational test battery. The prime function of all educational testing is an attempt at appropriate placement of the girls in their classes.

d. Physical Plant

There is a single school building on the grounds. This building was a combination school-dormitory until recently. The basement is still used for a laundry and storage area. The main floor is the school area. It has seven classrooms, a storage room, and an office. The rooms are adequate in size. They are, however, somewhat noisy and are poorly lighted.

The Arts and Crafts Program is located in the basement. Although two rooms are allotted for this purpose, the space is inadequate.

On the second floor is located a good size auditorium. While it needs modernizing, it is adequate for its use as a study hall, library, music room, and auditorium. Since every school badly needs an auditorium, we feel the Stevens Training Center School is fortunate to have this facility available for its school activities.

The office area, although adequate in size, lacks privacy. It is noisy and also serves as the entrance to the teachers' toilet facility. There are plans for the modernization of the inside of this building. It will make additional space available for teaching and other phases of a full educational program. A new library facility will be constructed within the building. It will have its own outside entrance which will make the library available at times other than during school hours.

The school building is brick on the outside but of timber construction inside. There are three exits on the main floor. Exit from the second floor is down stairways located at each end of the building. They form a natural draft from the first to the second floor. The basement exits are the same two end doors serving the first and second floor and one door opening directly to the outside. This building is not equipped with fire escapes. Organized fire drill systems have been worked out and are followed regularly.

The Center has a new gymnasium. This building has a tile floor instead of wood, and it has portable baskets. It has a good stage with good lighting. It is adequate in size and is adaptable to an auditorium with relatively little work. The building is acoustically good. It is made available to community groups who use it when the Center has no activity.

e. Equipment

1. Library

Federal funds for the development of libraries have been received. These funds have been used mainly for the purchase of books. In the past five years the library has increased several times in size.

2. Laboratories

There are no laboratories at Stevens Training Center School.

3. Teaching Aids

Most teaching aids are projectors of various types and their related components. Two classrooms are equipped with black-out curtains and built-in screens for showing movies. Some high interest, low vocabulary books have been purchased. More teaching aids can be used to advantage.

4. Music

Music is an important part of the education program at the Center. At this time approximately twenty girls are taking lessons. Musical instruments are provided to those girls at the Center who need them. They have been purchased through the government education programs.

5. Special and Remedial Education

Two self-contained classrooms are provided for children with learning problems. They are classed as grades seven and eight. In reality they are non graded classes where a girl is able to begin work at her own level and progress to her plateau in this class or beyond. Most equipment consists of high interest, low vocabulary materials. There are few filmstrips, slides and movies for this level. There are few SRA Reading Kits. Generally the program follows the classic school program with the adaptation of being ungraded.

6. Other Special Education

There is no special education for students with visual or auditory problems. In general it is accepted that all girls in the Center are to some degree emotionally disturbed. The education program is designed to meet these needs. There are, however, some girls who are so severely disturbed as to need highly specialized educational treatment. As yet no such program exists at the Center.

f. Other information

The school day is 5 1/2 hours. This may be either totally academic or part academic and part vocational. The school year is forty weeks. This allows for 175 actual school days.

Daily homework is given the girls. They are expected to complete one hour of outside study every night. Homework is new to these girls. Prior to their commitment, many did no homework. The school has the 4:20 Club which is a make up period for those girls who need help to catch up or keep up with their school work. Girls may ask to go here for as little as fifteen minutes or for the whole period. Girls may request or be asked to remain after school with an individual teacher for specialized help. Three nights each week the library is open for study until 4:45. All girls of school age are

expected to be in school each day unless excused by the superintendent. This is done only when the child is too retarded or too seriously disturbed to be able to continue in school. Girls excused from school are placed on work assignments within the institution. Each week the teachers meet to discuss the educational progress of each girl. A full study is completed on twelve girls weekly. At this time plans for their education are adapted. Each girl is re-evaluated by the teachers every three months. This process also produces information useful at the classification meeting held on each girl every three months.

Presently, there are no obviously physically handicapped children in the Center. There are many disturbed girls and a few seriously disturbed girls. There are hyperactive girls some of whom are on medication.

g. Extracurricular activities

There is a wide variety of extracurricular activities available to the girls at the Center. There are clubs in art, drama, newspaper, Future Homemakers of America, music, and a glee club. Within the gym program intramural games are organized for those girls interested. Extracurricular activities are supervised by the faculty. All clubs except Glee Club meet weekly. The Glee Club is very active when there is an occasion for a program but the interest dies after the program is over.

2. Vocational Education

Since many of the girls at the Center will probably not graduate from high school, they must be provided with a saleable skill. This demands vocational education. It is obvious that wherever necessary girls must be trained at a level which will allow them to become certified or licensed.

a. Curriculum

Present vocational courses and plans consist of the following:

1. A nurse's aid program operates each spring from January to June. This consists of forty class hours of work supplemented by forty hours of practical hospital training. Presently there are six girls taking this training.
2. A shoe stitching course consisting of two hundred hours is also available to the girls. This program allows training on flat bed shoe stitching machines and develops skills which are easily transferable to stitching positions in other industries.

The teacher of this program has been a long time shoe worker and holds a fancy stitcher classification. She obviously likes the girls and they her. She teaches not only stitching to the girls but also how to get along in the factory. She also helps the girls get jobs upon their separation from the institution. Girls graduating from this program have been well accepted by Maine industries. Each year approximately forty girls are trained.

3. The Center is now in the process of establishing a program to teach seamstresses. When this is fully organized it will be absorbed by the school.
4. A cosmetology program is being established. Girls will not be licensed beauticians, since the teacher does not have the qualifications necessary.
5. There is also a plan to develop a child daycare center to train girls in the care of children. This will permit them to become child daycare workers and teacher aides.

b. Teaching staff

Teachers for the vocational fields are not college graduates. They are, however, highly skilled artisans trained in their specific fields of interest, and with many years of experience. They are directly under the supervision of the school principal.

c. Aptitude testing

All girls taking part in the vocational program are tested by the Maine Employment Security Commission for aptitude. The General Aptitude Test Battery is used for this purpose. Girls with demonstrated ability and interest are allowed to take vocational courses.

d. Physical Plant

All vocational programs are conducted within the school building. They will be moved out in the near future to allow renovating of the school building, but they will return here upon completion of the work.

3. In-Service Staff Training

There is no formal in-service training now available to the staff. During the last year, however, lecturers have been brought in from time to time.

E. Vocational Rehabilitation

Through an agreement between the Stevens School and the Division of Vocational Rehabilitation, rehabilitative services are provided to the committed girls. A counselor II, a counselor I and a secretary work closely with the School's administration. Their time is divided between the School and the Women's Correctional Center.

Girls fourteen years of age and up may be eligible for assistance. At the present time, forty-nine girls are being helped by the program. The use of federal funds, earmarked for use in correctional institutions, enlarges the scope of rehabilitation of the juvenile offender beyond what would otherwise be possible.

Girls are considered for help by the Division of Rehabilitation at Classification Meetings. If a girl is fourteen or over and has a demonstrable physical, mental or emotional disability which results in a vocational handicap, she is eligible for services of the Division of Vocational Rehabilitation. In addition, a girl may be classified as needing extended evaluation. Therefore, she may be eligible for such needed services as dental treatment and counseling, while continuing her education at Stevens.

Following the evaluation and acceptance, a girl is eligible for any or all of the following services:

1. Individual Counseling
2. Medical and Dental Treatment
3. Prosthetic Devices
4. Vocational Testing and Job Training
5. Board, room and transportation during the training.
6. Licenses as may be needed on completion of training.
7. Job placement assistance.
8. Supervision following job placement.

Vocational testing is done by the Employment Security Commission at Augusta using the General Aptitude Testing Battery. The results of the testing together with individual counseling determine in what field of employment the girl will seek training.

Following placement on a job, a girl may continue living at the School, may live in the Halfway House, at home, or have her own apartment.

The Vocational Rehabilitation program has been so successful that girls completing job training are placed on entrustment at once and total release is customary at the end of three months of steady employment.

F. Health Services

Except for nursing services, all medical and dental services are on a contractual basis.

1. Medical

a. Physicians

John M. Barnard, M. D. contracts his services to Stevens School. He is at the school on Monday and Thursday mornings. He is on call at other times. Lee W. Richards, Jr., M. D. contracts his services as a gynecologist and obstetrician. In addition, the nurse takes girls to the Augusta General Hospital Clinic for gynecology and obstetrics follow-up service.

b. Nurses
There is one full-time nurse and one part-time nurse employed by the school. One nurse is always on call, if not on duty, to give twenty-four hour coverage. A nurse is in attendance at the School from eight in the morning until three in the afternoon, Monday through Friday and on Saturday morning.

c. Hospitals
The Augusta General Hospital is used for all surgical patients, or any serious illness requiring hospitalization.

d. Physical Examination
On admittance, or readmittance, each girl receives a complete physical examination from Dr. Barnard. Repeat examinations are given each girl at six-month intervals.

2. Dental

a. Dentist
Raymond J. Patenaude, D. M. D. contracts his services. He is at the School each Wednesday for a full morning. Emergency cases are taken to his Augusta Office.

b. Dental Hygienist
A dental hygienist contracts her services for two Saturday mornings a month.

c. Examination and Treatment
Extractions and restorative work is done here by the dental hygienist. Dental work ordered by Vocational Rehabilitation is done outside the school. Xrays as required, are made at the dentist's office in Augusta. Some prosthetic work is done at a local dentist's office. This work is limited by a lack of funds.

3. Optical
Dr. Barnard refers girls needing the services of an ophthalmologist to J. R. Plimpton, M. D. Glasses required are purchased by the school. Girls who in anger or frustration deliberately break the glasses are expected to replace them out of their personal funds.

4. Infirmary
Stevens Hall was constructed during the depression years with Federal funds. It was designed to be a complete hospital, infirmary, tuberculosis treatment, and a security center. The building has been remodeled. All that remains of the medical facilities are an examination room, the nurse's office, a waiting room, and the dentist office all located in the basement.

The nurse keeps some medical supplies on hand. She keeps a complete medical record on each girl.

After admittance, girls go directly to the infirmary. At this time the nurse starts the girl's medical records.

She reviews medical and family history records, which the girl may bring, takes blood for serological analysis, takes a smear for a vaginal culture, makes cursary sight and hearing tests, and notes height, weight, and blood pressure.

The nurse makes certain that each newly admitted girl takes a thorough shower, has a change of clean clothes and is given a special shampoo under the direction of the housemother. The same routine applies to all girls who are re-admitted.

G. Religion

1. Staff

a. Chaplains
The Stevens School contracts the services of one part-time chaplain. He is a retired Navy chaplain with experience working in Navy brigs and with clinical experience in mental health. He is endorsed as a mental health chaplain by the American Baptist Convention and is employed by the Augusta State Hospital as a full-time chaplain. The Stevens School is considered an extension of the Roman Catholic Parish. This is scheduled for change. A priest who will be on the staff of the Augusta State Hospital will be assigned to the Center on a part-time basis. No clergy representing other faiths are in attendance.

The chaplains are available for interviews and counseling as they may be called. This amounts currently to about six hours a week for the Protestant chaplain. Chaplains interview both the boy and girl before agreeing to perform a marriage ceremony at the Center.

The chaplain finds that girls at the Center usually have little if any religion background or that they come from families with a very rigid theology. In either case the girls have been denied the opportunity to participate in any self-oriented religious experience. The Protestant chaplain's goal is more counseling to build up the faith of the individual girl in her own potential. The chaplains may be called for counseling at any time, day or night.

b. Religious Services
A Roman Catholic mass is held on Saturday mornings in a chapel room in Stevens Hall. A Protestant service is held in the auditorium of the Central Building every Sunday morning. Attendance is required.

c. Other Religious Staff
As many as three other Protestant ministers take turns conducting Sunday services. They are not involved in counseling.

An organist from outside the Center plays for the Protestant services on a contractual basis.

2. Choirs
There are no choirs. Their desirability is acknowledged but a lack of staff presently prevents their development.

3. Facilities
The chapel room in Stevens Hall is available to all faiths. It is also used for marriages of both Catholic and Protestants. It is appropriately decorated to give a religious atmosphere, but it is too small for the Protestant services. There is another room, near this chapel room, which has been reserved for religious meditation. The door is locked; therefore, this room can be used only with administrative clearance. Plans for an all faiths chapel are being discussed. Money for such construction is not now available.

IV. Care, Custody and Security

A. Cottage Life

1. Training School Counselors (Housemothers)
A training school counselor is on duty in each cottage whenever girls are present. Three are assigned to each cottage. Each counselor averages a forty-four hour work week. Counselors are also available to cover the dormitories during time off periods. Training school counselors are women who have had experience with teen-aged children. The counselor is directly responsible for the girls in her charge. It is her function to relate to the girls; to be aware of and help the girls satisfy their needs; to develop positive attitudes of manners, language, dress and cleanliness; and to arrange for adequate clothing and personal supplies.

While the girls' time is occupied in school or vocational training, the counselors are available for other supervisory work.

2. Cottages
There are three dormitory buildings. Two are single unit buildings while the third is a double unit. In addition to the individual girls' rooms, the dormitories also have a living room, a large recreation room, a kitchen and a laundry. The modern furniture and television set create a pleasant atmosphere. The counselor is provided an apartment in the dormitory.

Each girl is provided with a private room which is adequate in size, has a closet, and a large window. The rooms are furnished as a college dormitory, with a twin bed, a combination desk and a bureau, and a bulletin board. In each room are two electric outlets. Girls are allowed to have radios, stereos, and lamps. The girls are allowed to display photographs and handcraft articles as they please.

The bathrooms are modern with private showers and stalls. The buildings are of modern cinder block and brick construction. Fire extinguishers are spaced at regular intervals in the building. Some of the dormitories are sprinkled, while others are not but are provided with a fire alarm system.

3. Gardens

Last summer the girls planted and cared for a garden which had been prepared by the grounds crew. The garden produced mainly salad vegetables used to supplement the menu. This was mainly a recreational project. The girls have also taken part in the grounds care and in raising small shrubs and flowers.

4. Cottage Playing Fields

The main playing field is an area between Stevens Hall and the Central Building. This is an area of approximately two and a half acres.

5. Canteen

A canteen is provided for the girls. If they choose, they are allowed canteen privileges three times a week. At each visit, which may last as long as an hour and a half, the girls are allowed to spend fifteen cents for such items as soda, candy, and ice cream.

A record is kept of each girl's money in a bookkeeping account. A two dollar canteen ticket which is charged against her account is provided to each girl. The ticket is punched as she makes purchases. The staff contributes toward a "Friends Fund" which is used to purchase a ticket for a girl who has no money.

A canteen coupon book will replace the canteen ticket in the near future.

6. Holiday Observances

Girls with high, very high, and exceptional standing are allowed to spend holidays at home. An effort is made to provide appropriate celebration of each holiday for those girls who are unable to visit their families. Dining rooms, play rooms, and living areas are appropriately decorated and special events are planned.

7. Family Visits

Families are allowed to visit privileges any Sunday provided arrangements have been made in advance.

8. Dress Shop

Both purchased and donated clothing is on display in a room in Erskine. Here a girl who has been given a requisition by her housemother may select clothing which is suitable in style, color, and fit. Alterations are made by the instructor in charge of the shop and the girls she is training.

9. Cosmetology

A class in cosmetology will soon be established. A self development program in cosmetology will soon be operated at the school. It is the purpose of this program to help each girl learn self care and to improve her personal appearance.

10. Discipline

Dormitory punishment consists of a girl being sent to bed early, given additional study periods, loss of television privilege, given special work assignments in the dormitory, or being kept in her room for an extended period of time. Discipline in the school is handled by extra study or staying after school.

If the overt behavior cannot be handled in the dormitory, the girl is called before the Adjustment Committee. Here appropriate punishment is given and adjustment plans are made.

11. Trips off Institutional Grounds

Regularly scheduled Sunday and holiday trips are taken by the girls. These supplement the community oriented trips mentioned elsewhere in this report. Some of these trips combine recreation with education, such as visits to the Blaine House, the Brunswick Naval Air Station, and a Coast Guard ship in Portland Harbor.

The girls visit home at Christmastime, and at other special occasions. Also girls on privilege status may leave the grounds with their parents for a Sunday afternoon.

B. Sports and Recreation

1. Fall, Winter, and Spring Routine

a. Intermural Sports

The sports between dormitory girls and between the girls within a dormitory are kickball, softball, basketball, and volleyball. Intramural participation

is required. Girls who have not previously participated in sports start with kickball and progress to other games as skill is developed. Intramural softball is played by "sand-lot" rules, (i.e. without an umpire) until the girls gain confidence in their ability and skill. The physical education teacher is the coach. She instructs the girls from each dormitory once each week.

b. Physical Education

A physical education program operates during the school year as a part of the academic school curriculum. The facilities and equipment are in the Reed Center. A summer program, under the director of special services, provides physical education correlated with recreation, using the Reed Center and the outdoor playing area.

c. Recreation

A number of recreational activities such as bowling, beano, swimming, visiting the canteen, and roller skating are available. Folk singing, rock and roll bands, community drama productions and local junior and senior high school functions are held in the Reed Community Center. Girls are transported to near-by communities for special recreational activities. Recreation is elective.

Whatever the activity, a ratio of ten girls to one staff member is the usual supervisory ratio.

d. Reed Recreational Center

The Reed Center is a multi-purpose building constructed in 1967. It is used as gymnasium and auditorium and contains classrooms used for home economics.

The location below the main campus is a disadvantage to the girls going to their classes. It is advantageous when the building is shared with the community. Community organizations are invited to use the Reed Center, at no charge, whenever such use does not interfere with regularly scheduled programs. Programs of community interest are regularly shared.

The usual high school gymnasium equipment and facilities are installed. The stage is deep and well equipped. Two dressing rooms are provided. Lighting is adequate for most productions. The gym floor is a special tile used so the girls may roller skate here.

The home economics classrooms are ample in size and well equipped with stoves, refrigerators, furniture, and sewing machines. The Home Economics rooms extend nearly the full length of the building. They are separated from the gymnasium by a corridor-lounge.

The Reed Center is heated and ventilated by a univent system. Steam is provided from the central heating plant.

2. Summer Routine

a. Recreation

Outdoor activities are stressed during warm weather. Swimming groups travel by the school's bus to beaches, even as far away as Reid State Park. There are hikes in the fields and woods, picnics both away from and on the Center grounds, and sports activities. Girls left on the campus are the new arrivals who have not as yet developed athletic skills. Summer sports on the campus, therefore, consist mostly of kickball and softball. The summer staff gives a fundamental knowledge of competitive sports so they may become good spectators. In addition to the full-time staff, a social worker and bus driver are hired for the summer.

b. Use of Reed Recreation Center

Girls participate in roller-skating the year round. The tile floor at the Center permits this rough usage without noticeable wear. Physical education classes and recreational activities are held here for the whole School.

C. Security

1. Orientation

All newly committed girls, and all who return, are housed in Stevens Cottage for a period of orientation which lasts approximately two weeks.

Upon arrival at the School the newly committed girl is taken by the officer directly to the office where her mittimus is examined and if in proper order, the girl is accepted into the institution. As soon as her case record at the School has been started, a Training School Counselor takes the girl to the nurse in Stevens Hall where, if the girl arrives before 3:00 p.m., she is given an examination by the nurse. She is then assigned a room in Stevens Hall. If she is found to be in satisfactory physical condition she goes to the evening meal in the dining room. If not, she is required to eat in her room. If she arrives after 3:00 p.m., she stays in her room until the next morning when the nurse sees her. During the next regular visit, the School's physician does a complete physical examination. The girl then participates in cottage clean-up and recreation.

During her period of orientation each girl is tested as described in the section on psychological services. She is also interviewed by her social worker and she is seen by representatives of many other professional disciplines.

The results of the various tests, the reports of the social worker and cottage matron, the pre-or post-sentence report from the probation officer, and the reports of other professionals are all compiled for presentation to the first classification meeting held with the girl. At this first meeting the girl is assigned to a permanent cottage and, with the girl participating, a program of study and/or work is scheduled for her.

Girls returning to the school from entrustment or girls who have left the school without permission are processed in the same routine.

2. Evaluation of Girls

Each girl's behavior is rated as poor, fair, good, very good, or excellent. Those girls who have a rating of good, very good, and excellent and have been at the School for three months, are on "Honor Roll." The honor roll girls are given the privilege of trips off the grounds and of going to parties in the Reed Center.

A special classification meeting is held once a month, as an honor roll meeting. Here the girls' reports are reviewed and staff members may voice their impressions. Following an overview summary, an agreement is reached on a rating.

3. Control

There are eight rooms on the second floor in Stevens Hall which are used for detention. They are of normal size with adequate furniture. These furnishings may be removed if there is danger of a girl using them to injure herself. A ninth security room, located on the first floor, in a secluded area of the building, is also normally supplied with furniture. Girls in a detention room have their meals brought to them, and are referred to as being in a restricted classification.

Central control is located in the Administration Building. It has the responsibility of knowing the location of all girls at all times, and as such is a clearing agency for the movement of all girls not on their routine schedules. There are men - training school counselors - who patrol the grounds at all times. They provide a father figure for the girls, but at the same time it is their responsibility that girls reach their assigned areas. They accompany girls who are on detention, emotionally disturbed girls, and overly excited girls to and from their appointments.

The men on the grounds crew are expected to be observant for any non-routine movements of the girls, and to assist the training school counselors as necessary.

V. Plant Operations, Business Service and Personnel

A. Business Office

All business services are under the direction of the business manager, who divides his time between the Stevens School and the Women's Correctional Center. Stevens School usually requires three to four days of each week.

The present manual system of record keeping was put into use in the early 1950's. It follows the regulations of the Department of Mental Health and Corrections. The business manager is of the opinion that the system functions adequately for this small institution.

1. Audit

The accounts of Stevens School are audited annually by a State auditor.

2. Inventory Control

A perpetual inventory of all supplies in the warehouse area is maintained in accordance with the practices of the Department of Mental Health and Corrections. The storekeeper keeps a "bin" inventory and a clerk in the Business Office keeps the office inventory records. She keeps the records of capital equipment,

as well, in accordance with directives from the Bureau of Public Improvement of the Department of Finance. The storekeeper issues supplies against requisitions as received from division supervisors. The cook who supervises the Dietary Division submits a requisition once a week based on the menu for the coming week. The foreman of buildings and grounds submits requisitions as he needs supplies.

3. Purchasing

The business manager is the purchasing agent. He does this in conformity with the practices of the Bureau of Purchases. The School is allowed to make direct purchases of meats and fresh vegetables, and of emergency needs costing under \$50. All other purchases are made by requisitions to the Bureau of Purchases. The Bureau has a calendar on which dates for the purchase of designated items are specified. This routine gives a system to purchasing and works satisfactorily for the School. There is one clerk to assist in the purchasing procedures.

4. Secretarial Services

a. Case Histories

Two clerks under the supervision of the administrative assistant type the case histories. The first sheet is a summary. Following in order is statistical information, social background, medical and dental records, psychological data, possible entrustment and recriminal records, and all information on the girl's life at the School. The case history ends with the girl's discharge.

The social background contains information on parents, siblings, other influential relatives; and school, church, peer, and community relationships. Police records are made a part of the social information. On admission, there are few medical and dental records available. This also applies to psychological evaluations, although occasionally records are available from such places as Sweetser Home and Pineland Hospital.

b. Secretaries

Secretaries are appointed to work directly for other administrative officers.

B. Supply

1. Warehousing

The receiving area for all supplies, including perishable foods except bread and milk, is located in the basement of the Central Building. The small rooms and low ceiling in the basement precludes the use of a fork lift truck for handling material. All phases of warehousing: receiving, storage, and disbursing is done by hand. One warehouseman is able to handle all this work, in addition to keeping a perpetual inventory and housekeeping of his own area.

2. Clothing

Clothing is supplied to the girls only when the girls' parents or previous guardians are not financially able to do so. Girls are often admitted who have no clothes except those they are wearing. In these cases, they are completely outfitted. The girls keep all clothing provided by the institution upon discharge. Most clothing is purchased, but small quantities of used clothing are donated. Clothing stored in the general warehouse area is moved to rooms in Erskine for alterations and distributions.

Clothing is issued on a requisition signed by a cottage mother. A girl needing clothes goes to Erskine with the requisition where a counselor helps her choose clothing of satisfactory color and size. Clothing is sent to newly admitted girls in orientation.

3. Maintenance Supplies

Maintenance supplies are stored in the warehouse area, and in the maintenance shop which is located in the basement of Erskine.

4. Food Storage

A little more than a week's supply of food is kept in the kitchen. The rest is stored in the basement of the Central Building where there is refrigerator and freezer space and storage space for dry staples and canned foods.

C. Dietary Division

There is a kitchen in each of the three new dormitories. From here the girls serve

breakfast on Sunday mornings, when they do not go to the dining room. The girls also use the kitchen to prepare for evening snacks and for dorm parties. The central kitchen is located in the basement of Stevens Hall. The equipment is adequate. It occupies a compact area and makes for efficient food handling except there is some awkwardness in transferring food to the steam table.

The menus are prepared by a dietitian in the State office of the Bureau of Corrections and submitted to the superintendent for approval. Sample menus will be found in Appendix A.

1. Dining Room Facilities
There is one dining room area. It is adjacent to the kitchen, making it possible for the girls to pick up their food cafeteria style. Girls from the same dormitory eat with the dorm mother. The staff eat in the same dining room. The same food is served to everyone. The staff members are served by girls on dining room work assignments.
2. Staff
The supervisor, a Cook II, directs the work of four adult cooks and bakers and the girls on kitchen and dining room work assignment. A few girls are placed in the kitchen to learn cooking skills. A girl is assigned to learn one or more phases of cooking only when she demonstrates a desire and aptitude for commercial cooking. It is doubtful if the small kitchen space could be adapted to accommodate more than two girls in training at the same time. Girls whose work assignment is in the dining room may also have a kitchen or dish room assignment as well. By serving the staff, the girls learn to be waitresses. The training is sufficient to enable girls to qualify as experienced waitresses for summer and post-institutional work.

D. Housekeeping Division

1. Laundry
The laundry is located in the basement of the Central Building. It operates two days a week, Wednesday and Thursdays, caring for bed linen, towel, and kitchen and sickroom laundry. The girls do their personal laundry in machines in the dormitories.
 - a. Equipment
The commercial equipment consists of a double washer, one extractor, one dryer, and one eight-foot mangle. The equipment is old. Consideration is now being given to having the institutional laundry done at the Augusta State Hospital, with the girls continuing to do their personal laundry at the dormitory.
 - b. Staff
There is one adult employee in the laundry. Her classification is training school counselor. Two cottage mothers assist her for two hours each morning. Three girls are on the laundry work assignment for an indefinite period.

The laundry supervisor is also the housework supervisor. She supervises the operation of the laundry equipment and demonstrates its correct use to others. The girls learn the correct operation of the machines and how to use detergents, water softeners, and acid conditioners. The girls who work in the laundry and at housekeeping seldom attend the academic school. The close relationships developed in the laundry between the girl and a concerned and secure counselor has proven to be advantageous for girls who have difficulty accepting restraints.

2. Housekeeping
The storekeeper cleans this storage area, the school area of the Central Building, and the Reed Center Building.

The girls keep their dormitories clean under the supervision of the dormitory mothers. They also do the housekeeping in the administration building (Baker), Stevens Hall areas which are not dormitories, in Erskine except the basement shop, and in the Staff Apartment House (A B Building). The housekeeping involves keeping the floors, walls, and windows clean. The maintenance crew wash the outside of windows on the second and third floors only, with the girls doing the remainder. The work assignment to the laundry and housekeeping is considered to be training for domestic work.

E. Personnel

The superintendent has delegated authority to the supervisor of training school counselors to hire housemothers and security officers; the business manager to hire business office staff, maintenance crew, and food services staff; and the academic school principal to hire teachers and education aides.

The School is more adequately staffed than in the past since more adequate funding was made available by the 104th Legislature. Positions are advertised when open and an active file of applicants is maintained. Since employees at the School are employees of the State of Maine, they are entitled to all State employees benefits. An organizational chart is attached as Appendix B.

F. Plant Operations Division

1. Motor Transportation

a. Trucks and Tractors

The School operates four trucks, two school buses, two tractors, and a riding lawn mower.

There are a pick-up, a one and three-quarter ton and two one and one-half ton trucks. The two largest are equipped with dump bodies and snow plow attachments.

The tractors are left from the time when a farm was a part of the facilities and now have limited use. The pick-up truck is used for building maintenance. All other trucks and the tractors are used for grounds maintenance.

The two buses are large enough to transport the girls to special events.

b. Cars

One car is assigned to the superintendent, the assistant superintendent, and the business manager. A nine passenger carryall and another sedan are used for the necessary transportation of girls.

c. Maintenance of vehicles

There is one two-car and one three-car garage used to house vehicles. One tractor is housed in the barn. The three-car garage is heated. This provides space for year-around maintenance. Minor maintenance is done by one of the grounds maintenance men. Major maintenance is done at commercial garages.

2. Heating Plant

The heating plant is located in back of the Central Building. It contains two automatic oil-fired steam boilers which operate at one hundred pounds pressure. Normally one boiler provides sufficient steam. This permits alternate use of equipment and provides spare equipment in case of emergency. During the winter, both boilers are in use. Steam is provided for heat, the kitchen and the laundry. The Stationary Engineer and his four firemen provide twenty-four hour maintenance of this equipment.

An auxiliary electric power generator is on order. It is scheduled for installation before the winter of 1970-71. It will be large enough to operate the heating plant but will not supply electric power for general lighting or for cooking.

The two newest dormitories have individual furnaces and auxiliary electric power generators to provide electricity for the furnace and partial lighting.

3. Building Maintenance and Grounds Maintenance

a. Shops

The building maintenance shop is in the basement of Erskine Hall. The sufficient floor space is broken into undesirable shops by supporting walls and piers of the building. Although it is undesirable, paints kept on hand are stored in this basement location. Equipment, tools and supplies are on hand for plumbing, carpentry, painting, and electrical work.

There is no central grounds maintenance shop. Equipment and tools are stored in the garage and barn.

b. Staff

There are five adult employees, two carpenters, two painters, and a laborer.

The foreman of the maintenance crews is classified Painter II. Girls who are available during the summer are assigned to work with the grounds maintenance. When steam is not required during the summer, the firemen are employed with the maintenance crew. By assigning girls to maintenance work, time of regular maintenance staff is saved, allowing them to transport the girls to a recreation area.

c. Grounds

The grounds consist of approximately 106 acres. Ten acres are lawns and gardens. The remainder is a hardwood forest growth. In addition, 42 acres of land are located across the highway and are of little value to the school's program. On the grounds are located decorative shrubs and trees. There are about forty apple trees left from the farm program. These are cared for by maintenance and the fruit is used by the dining room. About three acres is taken up by lawns.

The dormitories and other buildings are well placed on the campus taking advantage of the scenic beauty. The roadways connecting the buildings on the campus are paved.

4. Fire Prevention

The two newest dormitories are equipped with sprinklers. All other buildings have a fire detection system activating an alarm.

In case of fire, the local fire department must be called by telephone or by using a fire alarm box at the street in front of the School.

Regular fire drills are held in the dormitories. The buildings are inspected at irregular intervals by a State Department of Insurance inspector.

The only fire fighting equipment at the School are hand type soda-acid extinguishers.

APPENDIX A

DEPARTMENT OF MENTAL HEALTH AND CORRECTIONS

INSTITUTION: STEVENS SCHOOL

SAMPLE MENU FOR ONE WEEK

BREAKFAST

Tomato Juice, 4 oz.
Coffee Cake, 2

Pineapple Juice, 4 oz.
Fried Egg, 1
Hashed Brown Potato, 2 oz.
Toast, 1
Margarine, 1

Grapefruit Sections, 4 oz.
Oatmeal, 6 oz.
Brown Sugar, 1 tbsp.
Plain Doughnuts

Vegemato Juice, 4 oz.
Cold Cereal, 1
Soft Cooked Egg, 1
Toast, 2
Margarine, 1

Orange Juice, 4 oz.
Maltex, 6 oz.
Toast, 2
Margarine, 1
Jam, 1 tbsp.

Bananas, 1
Cold Cereal, 1
Pancakes, 4
Syrup, 2 oz.
Margarine, 2

Apple Juice, 4 Oz.
Cream of Wheat, w/
raisins, 6 oz.
Cinnamon Toast, 2

DINNER

Vegetable Soup, 6 oz.
Minced Bologna Salad
Sandwich, 1
Mixed Fruit, 4 oz.
Cup Cake, 1

Meat Loaf, 3 oz.
w. Gravy, 2 oz.
Mashed Potato, 4 oz.
Beans, Green, 3 oz.
Hot Biscuits, 2
Margarine, 1
Applesauce Cake, 1

Fried Clam Cakes, 2,
2 oz.
Scalloped Potato, 4 oz.
Carrots, 3 oz.
Garlic Bread, 2
Margarine, 1
Pineapple Rice Delight,
4 oz.

Salisbury Steak, 3 oz.
w. Onion Gravy, 2 oz.
Mashed Potato, 4 oz.
W. K. Corn, 3 oz.
Hot Rolls, 2, Marg., 1
Peaches, 4 oz.
Crisp Molasses Cookie,
1 tea.

Roast Turkey, w. Dres-
sing, 3 oz., 2 oz.
Gravy, 2 oz.
Mashed Potato, 4 oz.
Green Peas, 3 oz.
Bread, 2, Marg., 1
Chocolate Cake, 1

Baked Stuffed Fish,
3 oz. & 2 oz.
French Fried Potato,
3 oz.
Buttered Spinach, 3 oz.
Parkerhouse Rolls, 2
Margarine, 1
Fruit Cocktail, 4 oz.
Vanilla Wafer, 1 tea

Baked Beans, 6 oz.*
Frankfort, 1
Cabbage-Carrot Salad,
2 oz.
Brown Bread, 2
Margarine, 1
Bananas in Cherry Jello,
4 oz.

SUPPER

Roast Beef, 4 oz.*
w. Gravy, 2 oz.
Boiled Potato, 4 oz.
Sliced Beets, 3 oz.
Bread, 2, Margarine, 2
Pears in Lime Jello,
4 oz.
Cookies

Corn Chowder, 6 oz.
Egg Salad Sandwich,
1, 2 oz.
Sliced Peaches, 4 oz.
Peanut Butter Cookies,
1 tea.

Hot Beef Sandwich, 1
2 oz. w. Gravy, 2 oz.
Wax Beans, 3 oz.
Chocolate Pudding,
w/DW, 4 oz.

Cold Meat, 2 oz.
Vegetable-Cheese
Casserole, 4 oz.
Bread, 2
Margarine, 1
Apple Turnovers, 1

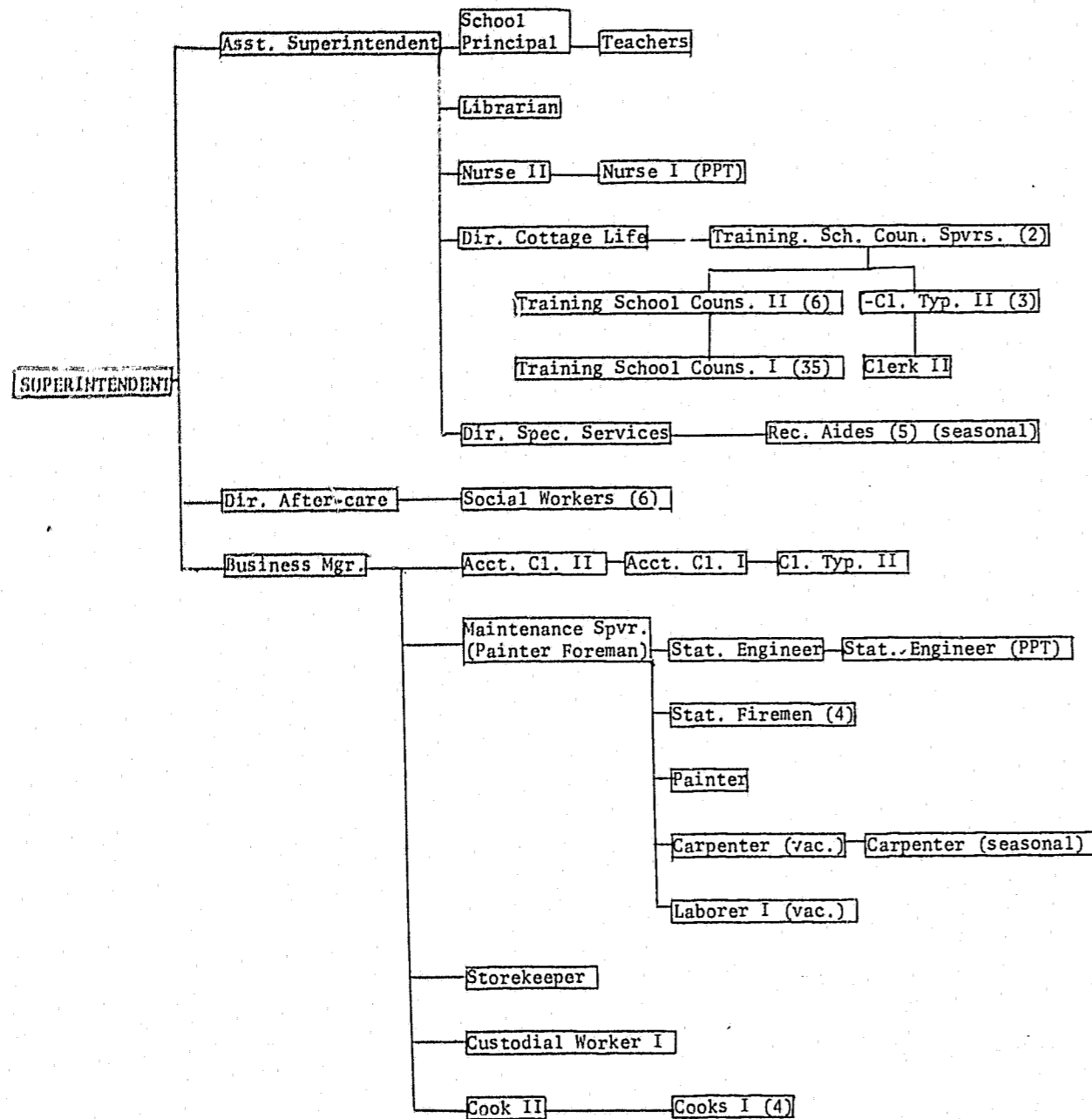
Hot Vegemato, 6 oz.
Cold Turkey Sand-
wiches, *1, 2 oz.
Cole Slaw, 2 oz.
Tapioca Pudding, 4 oz.

Turkey Shortcake, 4 oz.
on Hot Biscuits, 2
Mixed Vegetables, 3 oz.
Gingerbread w/DW

Pepperoni Pizza Pie, 1
Potato Chips, 1 oz.
Ice Cream, 1

Coffee, Tea, or Milk served at all meals
*Appropriate Condiments and/or Pickles, available

APPENDIX B
ORGANIZATIONAL CHART



APPENDIX C
PERSONNEL

INSTITUTION: STEVENS SCHOOL

PERSONNEL

Classification	Educational Background	Number supervised	Work Hours Day	Work Hours Week	Previous Work Experience
Stationary Fireman	High Sch.		8	44	Dairy 15 years, Route Foreman
Trng. Sch. Couns. II	Inc. High Sch.		8	44	None
Social Worker I	B. A. Deg.		8	44	None
Social Worker I	B. A. Deg.		8	44	None
Stationary Fireman	High Sch.		8	44	General Farming & Herdsman
Trng. Sch. Couns. I	High Sch.		8	40	None
Stationary Engineer	15 wks. course Boiler Maint High Sch.		8	40	None
Trng. Sch. Couns. I	High Sch.		8	44	Gray Ladies (retard children). Girls Scout Leadership pro.
Stationary Fireman	High Sch.		8	44	Mechanic 15 yrs.
Trng. Sch. Couns. I	High Sch. 1 yr. Col.		8	44	Sec. Officer, Asst. Res. Tech. - 3 yrs.
Trng. Sch. Couns. II	Gram Sch.		8	44	Reform. Matron-2 yrs.
Cook I	9th grade		8	40	Housework & Shoe Sho
Clk. Typ. II	High Sch.		8	44	Office Work 5 yrs.
Trng. Sch. Couns. I	2 yrs. Col. High Sch.		8	44	Laudromat 2 yrs. Textile Mill 1 yr.
Trng. Sch. Couns. I	2 yrs. High		8	40	Cook 3 yrs. Housemother 1 yr.
Carpenter	3 yrs. High		8	44	Policeman 20 yrs. Carpenter 8 yrs.
Trng. Sch. Couns. I	High Sch. Bus. Sch.		8	44	Bookkeeper, Switchboard Opr. 22 yrs.
Spvr. Cot. Prog.	High Sch. B. A. Music		8	44	Inst. in rec. 1 yr. Choral Dir. 5 yrs. Television 1 yr.
Trng. Sch. Couns. I	2 yrs. High		8	44	Teachers Aide, Sales girl, Shoe Worker
Acct. Clerk I	Bus. Sch. High Sch.		8	44	Office Work 16 yrs.
Trng. Sch. Couns. II	7th grade		8	40	None
Trng. Sch. Caseworker	B. A. Deg.		8	44	Waitress Correctional Interne
Trng. Sch. Couns. I	High Sch.		8	40	Home Demonstrator 5 yrs., Shoe 2 yrs.
Cook I	1 yr. High		8	44	Cook School Lunch 11 yrs.
Cook II	Grammar Sch.	4	8	44	Housework
Trng. Sch. Couns. I	High Sch.		8	44	Mng. Luncheonette 23 yrs.
Trng. Sch. Couns. I	High Sch.		8	44	Psychiatric Aide 3 yrs.
Trng. Sch. Couns. I	3 yrs. Col. High Sch.		8	40	Teacher 1 yr.
Trng. Sch. Couns. Spvr.	High Sch. Bus. Sch.	39	8	44	Emp. Rep. 5 yrs. Office Work 19 yrs.
Acct. Clk. II	High Sch.		8	40	Office Work 18 yrs.

INSTITUTION: STEVENS SCHOOL

PERSONNEL

Classification	Educational Background	Number Supervised	Work Hours		Previous Work Experience
			Day	Week	
Trng. Sch. Couns. I	Gram. Sch.		8	44	Paper Mill, Carpenter, Truck Driver, Watchman
Trng. Sch. Couns. I	High Sch.		8	44	Mess Attendant 2 yrs. Store Clk. 2 yrs.
Trng. Sch. Couns. I	3 yrs. High Bus. Sch.		8	44	Shoe Stitching 13 yrs.
Trng. Sch. Couns. I	High Sch.		8	44	Store Mgr. 19 yrs.
Cook I	8th grade		8	44	Cook 6 yrs.
Trng. Sch. Couns. I	High Sch.		8	44	Canning Co. 10 yrs. Shoe Shop 8 yrs. Clk. Typ. 3 mos.
Trng. Sch. Couns. I	High Sch.		8	44	Key punch Verifier 3 mos., Clk. 1 yr.
Trng. Sch. Couns. I	2 yrs. Col., Bus. and High Sch.		8	44	
Trng. Sch. Couns.			8	44	Inf. Not available
Storekeeper	High Sch.		8	40	Grocery Clk. 15 yrs. Cook 1 yr.
Trng. Sch. Couns. II			8	44	Inf. not available
Trng. Sch. Couns. I	3 yrs. High		8	44	Shoe Factory 1 yr.
Trng. Sch. Couns. I	IBM Sch. High Sch.		8	44	Salesman 2 yrs. Warehouseman 5 yrs.
Trng. Sch. Couns. II	High Sch. 2 yrs. Nursing		8	44	Store Clk., Boarding Home Operator
Trng. Sch. Couns. I	1 yr. Bus. Sch. High Sch.		8	44	Shoe Factory 25 yrs.
Clerk Typ. II	1 yr. Col. High Sch.		8	40	Office Work 9 yrs.
Stationary Engineer	1 yr. High		8	44	Painter, Paper Hanger Carpenter, Plumber
Trng. Sch. Couns. I	High Sch.		8	44	Paper Mill 4 yrs.
Painter, Foreman	High Sch. 2nd. Gr. Eng.		8	44	Mill Work Contract Painter
Painter	High Sch. 2 yrs. Bus.		8	44	Salesman, Paint 17 yrs.
Trng. Sch. Couns. I	Radiology Sch. High Sch.		8	44	Com. Org. Low Income Ex-Ray Tech. 1 yr.
Clerk II	High Sch.		8	40	Telephone Operator
Social Worker	B. A. Deg.	43	8	40	Vista Vol. 1 yr. Teacher 5 yrs.
Trng. Sch. Couns. Spvr.			8	44	
Trng. Sch. Couns. I	Gram. Sch.		8	44	Shoe Shop
Trng. Sch. Couns. I	High Sch.		8	44	Teachers Aide 1 yr.
Trng. Sch. Couns. I	High Sch.		8	44	Receptionist 10 yrs.
Asst. Supt.	B. P. E. Deg. Ed. Courses. (Corr) 6		8	40	Caseworker, Asst. Rec. Dir. Supt 1 yr. Asst. 8
Trng. Sch. Couns. I	High Sch.		8	44	Cashier 2 yrs. Home for Ret. Child. 2 yrs.
Trng. Sch. Couns. II	2 yrs. High		8	44	Foster Mother 17 yrs.
Clk. Typ. II	High Sch.		8	40	Office Work 10 yrs. Cook 6 yrs.

INSTITUTION: STEVENS SCHOOL

PERSONNEL

Classification	Educational Background	Number Supervised	Work Hours		Previous Work Experience
			Day	Week	
Trng. Sch. Couns. I	Bus. Sch. High Sch.		8	44	Office Work 18 yrs.
Custodian Wkr. I	High Sch.		8	44	Shoe Shop 6 yrs. Paper Mill 21 yrs.
Trng. Sch. Couns. I	High Sch.		8	44	Dept. Head 1 yr. Waitress 4 yrs. Air Factory 1 yr.
Trng. Sch. Couns. I	4 yrs. Col. High Sch.		8	44	Psychiatric Aid 6 mos. Office 1 yr.
Cook I	High Sch.		8	44	Shoe Shop 16 yrs.
Nurse II	R. N. High Sch.		8	40	Nursing 4 yrs.
Trng. Sch. Couns. I	High Sch.		8	44	Housekeeper & Comp. 6 mos. Care Eld. Ladies 3 yrs.
Business Manager	High Sch. Bus. Sch.	6	8	40	Spvr. Pre-Audit 8 yrs. Bus. Mgr. 19 yrs.
Dir. Spec. Svcs.	Mas. Deg. Spec. Courses		8	40	Teaching
Stationary Eng.	High Sch.		4	24	Job Trng. as Fireman Stationary Fireman
Nurse I	R. N. High Sch.			32	Nursing
Librarian II	Mas. Deg. Lib. Science		8	24	Teacher 13 yrs.
Psychologist Asst.	B. A. Deg.		8	8	Psy Examiner Grad. Teacher Asst.
Carpenter	2 yrs. Bus.		8	44	Carpenter 14 yrs.
Trng. Sch. Couns. I	High Sch.		8	44	Nurse's Aid 1 yr. Shoe Shop 4 yrs.
Social Worker I	B. S. Deg.		8	40	Caseworker 1 yr. Adm. Officer 1 yr.
Clerk Typist II	High Sch.		8	40	Office Work 2 yrs.

APPENDIX D
EFFECT OF ENTRUSTMENT

No. of girls placed on entrustment 7/1/69 - 6/30/70	112
No. of girls returned for breaking entrustment	37
No. of girls returned for replacement	16
No. of girls transferred to Women's Correctional Center	2

(Transferred for other reasons except for Halfway House Program)

APPENDIX E
FAMILY MAKEUP OF GIRLS

COMMITTED BETWEEN JULY 1, 1969 AND JUNE 30, 1970

At the time of Commitment
Living with

	No.	%
Mother and father	29	38.0
Mother only	20	25.3
Father only	3	3.7
Mother and Stepfather	5	6.0
Father and Stepmother	8	9.8
Grandmother only	3	3.7
Grandparents	3	3.7
Foster home	$\frac{8}{79}$	$\frac{9.8}{100.0}$

	No.	%
Number from complete home	29	38.0
Number from some type of known broken home	$\frac{50}{79}$	$\frac{62.0}{100.0}$

<u>Family Economics</u>	No.	%
AFDC families	26	32.9
Up to \$5000	49	62.0
Over \$5000	$\frac{4}{79}$	$\frac{5.0}{99.9}$

Family Makeup

Number of Siblings	Cases
0	4
1	7
2	13
3	13
4	12
5	10
6	6
7	10
8	2
9	1
10	0
11	1
	$\frac{79}{79}$

APPENDIX F
TEACHER QUALIFICATIONS

INSTITUTION: STEVENS SCHOOL (INCLUDE: ATHLETIC INSTRUCTORS)

TEACHER DATA

Name	Teaching What Subjects	Schools Colleges Attended	Dates	Deg.	Experience and/or Education	Date Certificate expires	Certification
Teacher #1	Principal World His.	University of Maine	1945-1963	M. Ed.	14 years	1972	Professional A.
Teacher #2	Home Ec. Cook	Farmington	1965-1970	BS	None	1975	Home Ec. Prov.
Teacher #3	Music	Boston University	1941	None	31 years	Life	Spec. Music
Teacher #4	Business	Bryant College	1933	BS	27 years	1971	Spec. Commercial
Teacher #5	Home Ec. Sewing	Westbrook College	1969	Assoc.	None	1970	Emergency
Teacher #6	Science & English	Columbia University	1962	MA	5 years	1971	Secondary Prov.
Teacher #7	History & English	Columbia University	1942	MA	1 year	1976	Standard A.
Teacher #8	Grades 7 & 8	University of Maine	1955	None	2 years	1970	Temporary
Teacher #9	Special Ed.	University of Maine	1961	BS	13 years	1974	Secondary Prov.
Teacher #10	Physical Ed.	University of Maine	1966	BS	4 years	1971	Physical Ed.

SUBJECT	TEACHER	10 & under	11	12	13	14	15	16	17	TOTAL
World History	Teacher #1						3	5	2	10
Home Ec. (Cooking)	Teacher #2				1	13	26	11	5	51
Music (Voice, Guitar Autoharp, Mandolin)	Teacher #3		1	1	3	4	6	7		28
General Business	Teacher #4					2	5	6	1	14
Typing I	Teacher #4						1	3	1	5
Record Keeping	Teacher #4						2	2	4	8
Business Math	Teacher #4				1	2	5	6	3	17
Special Typing	Teacher #4				2		1			3
Typing II	Teacher #4						1	2	2	5
Typing I	Teacher #4					1	2	2		5
Home Ec. (Sewing)	Teacher #5				5	14	13	7		39
Science Grade 8	Teacher #6					3	1	1		5
Biology Grade 10	Teacher #6						5	5	1	11
Science Grade 9	Teacher #6					2	6	4	1	13
Science Grade 9	Teacher #6					4	4	8		16
English Grade 11	Teacher #6						1	3	4	8
American History	Teacher #7						1	3	4	8
English II	Teacher #7						7	9	2	16
English I	Teacher #7					4	2	4		10
Arithmetic	Teacher #7					1	3	3		7
English I	Teacher #7					2	6	7		15
Arithmetic	Teacher #8			2	2	4	2	1	1	11
Gen. Science	Teacher #8			2	2	4	1			9
Social Studies	Teacher #8			2	2	4	1			9
Social Studies	Teacher #8					4	2	1	1	8
Civics	Teacher #8					4	3			12
Maine History	Teacher #8					4	2	1	1	8
Reading	Teacher #9				1	1	4	1		7
Language Arts	Teacher #9			1	2	2	1			6
Special Ed.	Teacher #9				1	2	3			6
Physical Ed.	Teacher #10					10	25	19		54

SUPERINTENDENT, TRAINING SCHOOL

DEFINITION

This is highly responsible administrative work in directing all the activities of an institution established for the care, custody, training and rehabilitation of children committed as juvenile offenders.

An employee in this class is responsible for planning, organizing, directing and coordinating the treatment program, business management and plant operation of an institution for the care and rehabilitation of juvenile offenders. Work involves developing policies and procedures governing administrative operations and a treatment program including residential care, academic and vocational education, religion, recreation, psychological, psychiatric and medical services. Work is performed with considerable independence in accordance with broad departmental standards, and policies and is reviewed by the Commissioner of Institutional Services through reports, conferences and inspections.

EXAMPLES OF WORK PERFORMED (Any one position may not include all of the duties listed, nor do the listed examples include all tasks which may be found in positions of this class.)

Develops policies and procedures involving reception, classification, education, recreation, employment, and rehabilitation of the child.

Plans, organizes, and directs a treatment program including psychological, psychiatric, social, religious, individual and group counseling, and medical services consistent with the purpose of the institution.

Confers with judges, probation officers, police, social agencies and interested individuals and community groups, interpreting the institutional program and objectives and developing cooperative working relationships.

Establishes rules and regulations governing the several activities of the institution and its employees; maintains contact with subordinates in charge of the various activities of the institution by frequent conferences and makes frequent inspections of the institution.

Exercises final authority in matters of difficult behavior and disciplinary problems; exercises final authority in recommending the release of any child or the return of a released child to the institution, and recommends final discharge of the child from custody.

Conducts correspondence and prepares reports concerning program and operational activities and progress.

Performs related work as required.

REQUIRED KNOWLEDGES, SKILLS AND ABILITIES

Thorough knowledge of the motivation, interests, attitudes, and personal problems of children and adolescents.

Thorough knowledge of the principles and methods of administration including the principles and practices of institutional management.

Considerable knowledge of laws, principles and practices related to the custody and treatment of juvenile offenders and carried out by courts, probation officers, police and related agencies.

Considerable knowledge of community welfare resources available for the care and guidance of children paroled from the institution to their own homes or to foster homes.

Considerable knowledge of the educational and psychological principles and methods in the treatment of juvenile offenders.

Considerable ability in the effective handling of children who have serious behavior problems.

Ability to make prompt and sound administrative and professional decisions.

Ability to establish and maintain effective working relationships with professional, technical and operational staff and with other agencies and institutions.

SUPERINTENDENT, TRAINING SCHOOL (con't)

DESIRABLE EXPERIENCE AND TRAINING

Considerable experience of an administrative or executive nature in an institutional, educational or social work program primarily caring for dependent, delinquent or emotionally disturbed children; and graduation from a four-year college or university, supplemented by graduate courses to the level of a master's degree in psychology, social work or education.

APPENDIX H

MEN'S CORRECTIONAL CENTER

MAINE PLANNING COMMITTEE FOR THE PREVENTION AND CONTROL OF JUVENILE DELINQUENCY

UNIVERSITY OF MAINE ORONO, MAINE

I. Purpose of the Men's Correctional Center

It is the purpose of this center to provide, as required by Maine law, a place of safekeeping or employment of such inmates as may be committed to this institution by the courts for the purpose of teaching a useful trade or profession and improving their mental and moral condition.

Male juveniles returned to the juvenile court from the Boys Training Center may, after judicial review, be committed to the Men's Correctional Center. Otherwise all inmates must be at least seventeen years of age but not more than twenty-six years of age. In making commitment to the Center the court shall not fix the term of confinement. The duration of the commitment, including the time spent on parole, shall not exceed three years.

II. Organizational Structure

The organizational chart of the Center appears in Appendix A.

Management of the Center is under the direction of Superintendent Merton R. Johnson. He has two assistants: an assistant superintendent in charge of care and treatment and an assistant superintendent in charge of custody and control. In addition, directly responsible to the superintendent is a business manager and a staff training officer.

The Assistant Superintendent for Care and Custody and his staff of 51 men are in charge of the inmates during those hours they are not on work assignments or in school.

The Assistant Superintendent for Care and Treatment is responsible for all rehabilitative services, of job training, and work placement, maintenance, and education which includes recreation and vocational training.

The business manager is responsible for all business functions of the institution as well as the laundry, food services, storeroom, and commissary. The staff training officer is responsible only for the training of new employees and the continued training of all staff members.

The Superintendent is directly responsible for the two chaplains, and three clerk typists who keep the inmates' records.

III. Facilities

The Men's Correctional Center is located in South Windham on a 418 acre piece of land. The land borders the River Road and extends to the village. There are twelve buildings on the grounds as described in Appendix B. The Administration Building houses, in addition to the administrative office, the kitchen and dining facilities, the chapel, a special treatment unit, the institutional warehouse and a segregation unit. The Reception Building provides facilities for the reception area and quarantine housing, medical offices and infirmary, counseling offices, and the staff lounge and dining area. The Industrial Building houses the graphic arts shop, the automotive shop, the electrical shop, the hobby shop, the library, the school rooms, and the laundry. The second floor is a barracks unit consisting of four twelve-man dormitories. The Security Housing unit houses ninety-six men in medium security rooms each equipped with self-locking electrically operated doors. These buildings, together with a gymnasium, enclose a grassed quadrangle of about one acre. Across the quadrangle there is access to all buildings without a security break.

Immediately behind and attached to the Industrial Building is located a Vocational Building. Here courses in building construction, welding, auto mechanics, small engine maintenance, and front end alignment are taught.

Immediately to the east of this complex is located a Maintenance Shop for the blacksmith, electrician, and plumber. There is also an area for the maintenance of motor vehicles of all types used on the grounds.

Beside the maintenance shop is located the boiler room, housing two large modern steam generators fired by commercial oil and an old wood burning boiler which is used for heat and other services requiring steam. These are all high pressure steam units.

The farm area is no longer in use. The buildings are now used as storage areas, except that the slaughter house is still in use for butchering and meat cutting.

At the east of the security area, outside the fenced area, is located a barracks which houses forty-eight men in four twelve-man dormitories and has two day rooms for recreation.

IV. Rehabilitative Services

The Center has a population of 145 men between the ages of fifteen and twenty-six, which includes seven juveniles on transfer from the Boys Training Center. The average age is now nineteen years. Of this group, 10% are unable to read and write. The average educational level is grade 6.5. Inmates are committed to this institution for an indeterminate sentence. At present the average length of confinement is six and one half months. There is no segregation of juveniles from the general inmates population. All men are kept in Reception Housing for evaluation for a two-week period before admittance to the total program.

A. Medical and Dental Services

A physician makes regular visits to the Center three days weekly. He regularly sees new commitments on Monday, completes immunization services on Wednesday and on Friday gives general medical attention. There is no set amount of time for each visit. He performs those services necessary at the time.

A dentist is available one day weekly at which time he gives general dental services. In addition he prepares impressions for the manufacture of prosthetic devices. The prosthetic devices are manufactured at a commercial laboratory.

B. Psychiatric Services

A psychiatrist is available two days weekly for direct service to the committed population for specialized psychiatric treatment. There is presently a psychologist on the staff of the Division of Vocational Rehabilitation who works in the institution one day each week. He works mainly with the rehabilitation counselor and the medical department in screening inmates to be seen by the psychiatrist. He supervises all testing and meets for group counseling with those inmates who are accepted for the services of the Division of Vocational Rehabilitation. Two days monthly he works with the institutional staff, training them to cope adequately with the problems the inmates present.

C. Educational Services

There is one full time academic teacher and six full time vocational teachers; they work under the direction of the school principal. Academic education is built around remedial reading, basic education and education directly oriented toward preparation for the High School Equivalency Certificate. Part time teachers tutor inmates preparatory to taking the High School Equivalency Test. Sometimes a local school will send an inmate's school work to the Center for completion. This allows him to keep up with his school work and to continue upon discharge from the institution. Juveniles transferred from the Boys Training Center, who have the mental ability to benefit from school or vocational education, are expected to take part in the program.

One-third of the inmate population is in some form of vocational training. The institution provides training in building construction, electricity, welding, auto mechanics, small engine repair, front end alignment, printing, and graphic arts.

D. Work Placement

The work placement assignments include woodwork, janitor work, commissary, cooking, errand boy, boiler room, State parks maintenance, building maintenance at Southern Maine Vocational Technical Institute, storeroom, painting, blacksmithing, sawmill, trucking, butchering, laundry, bulldozer and loader operator, grounds care, electrical, garage and plumbing. Crews are sent from the Center to work placements at the State parks, and at some State institutions to carry on work assignments for which they receive no pay. From their work assignments some men receive sufficient training to qualify them for licenses necessary to perform similar work in the community. It is, however, the prime goal of the work assignment to train men to get along with each other and to teach them the discipline of working on a job. Most work placements are on a five day work week basis.

E. Recreation

A professionally trained recreation director and one assistant are in charge of the recreation program. This program serves as a substitute for the rehabilitative program when the men are not on work assignments or in educational pursuits. In the evenings, men are expected to be in the recreational program in the gym, the library, or hobby shop.

F. Process on Commitment

Upon commitment to the Center, all men are sent to a reception area where they are held for a two week period of tests, medical and psychological evaluations, and general evaluation of his problems. A family history is taken (see Appendix C). Such preliminary treatment as may be necessary is completed. At the end of this time the inmate goes before the classification board which makes the decisions about his educational, vocational and work programs which are so vital to him during the period of his commitment.

V. Religion

There are two chaplains at the Center. One is a Protestant chaplain, the other a Catholic. They are available for church services and for personal counseling. In addition, the Protestant chaplain does group counseling.

None of the organized religions have clergymen who make regular visits to members of their parishes who may be committed here.

VI. Care and Custody

Care and custody is under the direction of an assistant superintendent. Access to the outside is controlled by two barred traps. One is observed by an officer on duty at the trap, while the other is operated remotely from the control desk but is under constant television surveillance.

Movement within the institution is somewhat free in that as men move from place to place they go unaccompanied. They must, however, check in at their destination and at various clearance points.

A color coded assignment location board is kept showing where every man is scheduled to be at all times. This gives the officers on duty rapid access to the flow of inmate traffic.

Officers are on duty at every job station and at every surveillance point. Additionally, probable trouble areas are under constant scrutiny by closed circuit television.

The correctional officers work a 44-hour work week, on a three shift basis, as outlined below:

Times:	7 A.M. to 3 P.M.
Personnel:	1 Correctional Officer III - the duty officer
On Duty:	2 (1 outside and 1 inside) Correctional Officer II
	8 Correction Officer I
Times:	3 P.M. to 11 A.M.
Personnel:	Same as 7-3 Shift
Times:	11 P.M. to 7 A.M.
Personnel:	2 Correctional Officer II (one as duty officer)
On Duty:	6 Correction Officer I

SUPERINTENDENT, MEN'S REFORMATORY

DEFINITION

This is administrative work in superintending the reformatory for male criminal offenders.

The employee of this class is responsible for the custody and rehabilitation of all inmates, and for planning and directing institutional work programs and business management activities. Work involves the formulation of management policies and practices in keeping with modern sociological principles, and the application of appropriate staff training and supervisory methods in order that policies, rules, and regulations will be properly applied to reformatory operations and effect the social rehabilitation of inmates. Direction is given to a moderately large staff including corrections officers, and specialists in farm, shop, and educational work. General review of reformatory management effectiveness is made by the commissioner of institutional service through inspection of reformatory facilities and activities, and review of periodic and special reports.

EXAMPLES OF WORK PERFORMED (Any one position may not include all of the duties listed, nor do the listed examples include all tasks which may be found in positions of this class.)

Develops a program of activities and discipline for the safe custody and social rehabilitation and readjustment of inmates.

Establishes and provides for the enforcement of rules and regulations relating to inmates and employees.

Conducts hearings, makes investigations, and takes disciplinary action in cases involving infraction of the rules.

Confers with subordinate employees concerning problems involved in the management of a large institution farm and in the operation and maintenance of institutional equipment, buildings, and grounds.

Acts as counselor for inmates concerning major problems during confinement in the reformatory, and concerning adjustment after parole or discharge.

Supervises the keeping of all institutional records and the preparation of reports, budgets, and estimates; approves requisitions for institution supplies; and handles a variety of written and personal contracts on matters relating to the institution.

Exercises final authority in matters of discipline and directs the administration of punishment for infraction of rules.

Conducts regular inspections of dormitories and the reformatory farm and grounds.

Performs related work as required.

REQUIRED KNOWLEDGES, SKILLS AND ABILITIES

Thorough knowledge of the methods and practices of modern prison administration and penology.

Thorough knowledge of the laws and regulations relating to penal institution and familiarity with statutes dealing with criminal offense.

Considerable knowledge of the attitudes, problems, and behavior of young men under restraint, and of the factors leading to crime.

Working knowledge of food preparation, institutional purchasing, business management and farm management.

Demonstrated ability to plan procedures and to supervise a large number of employees, and the ability to enforce adherence to the policies of the institution.

Ability to gain and hold the confidence of, and to maintain a sympathetic and understanding attitude toward inmates.

Ability to anticipate the probable behavior of men.

Ability to enforce regulations with firmness, tact, and impartiality.

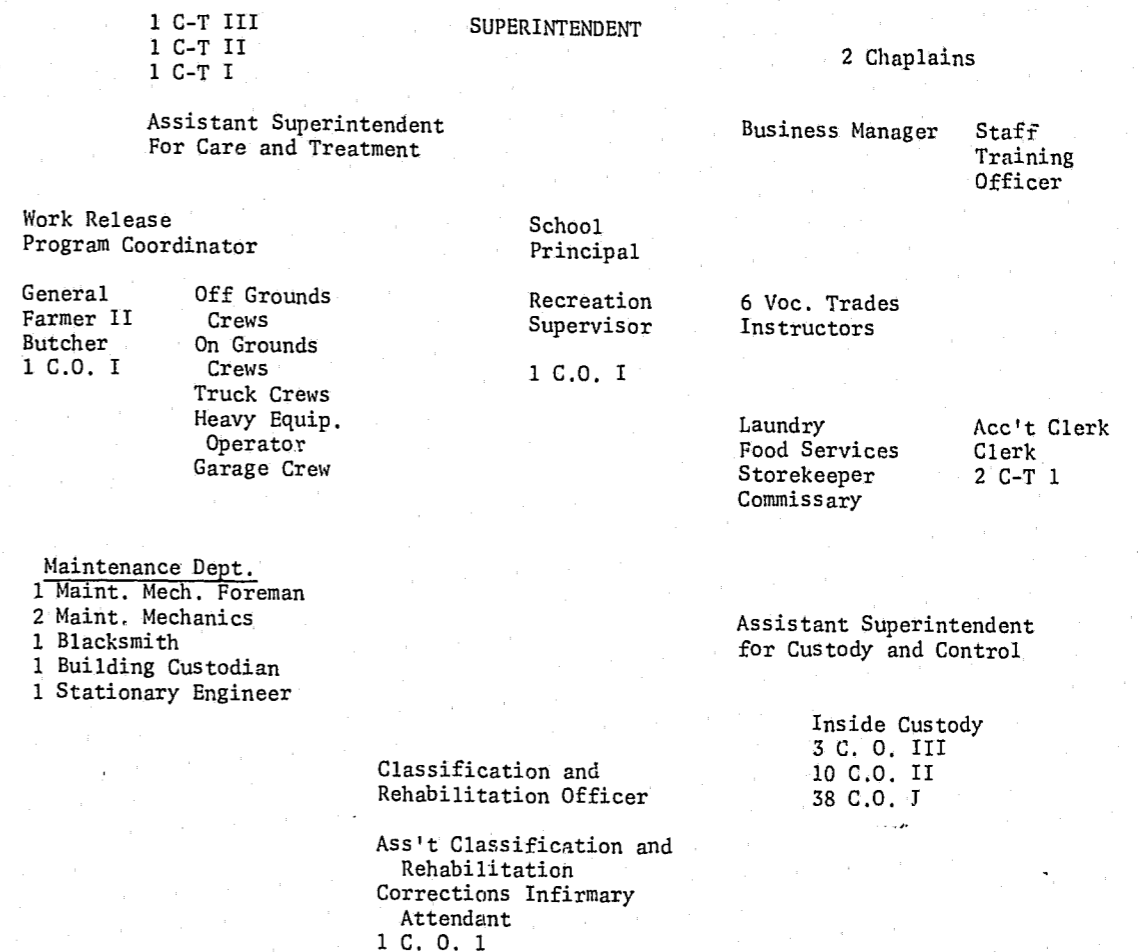
Ability to maintain records, prepare reports, and conduct correspondence relating to reformatory work.

DESIRABLE EXPERIENCE AND TRAINING

Considerable progressively responsible experience in a male correctional institution including some experience in an administrative capacity; and graduation from a four-year college or university with specialization in criminology, sociology, psychology, or penology.

APPENDIX A

Men's Correctional Center - Organizational Chart



APPENDIX B

Men's Correctional Center - South Windham, Maine March 9, 1971

Below is a list of buildings at this institution and their uses.

1. Administration Building
Institutional Warehouse
Business and Records Offices
Dining and Kitchen Facilities
Chapel
Special Treatment Unit
Segregation
2. Reception Building
Reception Facilities and Housing
Medical Offices and Infirmary
Counseling Offices
Officers' Lounge and Dining Area
3. Gymnasium
4. Industrial Building
Automotive Repairs
Graphic Arts
Classrooms
Electrical School
Hobby Shop
Library
Laundry
4 Twelve-Man Dormitories
5. Vocational Building
Building Construction Course
Welding
Auto Mechanics
Small Engine Maintenance
Front End Alignment
6. Security Housing
Ninety-Six individual Medium Security Rooms
7. Barracks
Four Twelve-Man Dormitories and 2 Dayrooms
8. Maintenance Shop
Blacksmith
Electrical
Plumbing
9. Boiler Room
Institutional Heating Plant
10. Slaughterhouse
Butchering and Meat Cutting
11. *Five Storage Buildings

*The storage buildings were formally farm buildings.

APPENDIX C

TO BE COMPLETED WITHIN 48 HOURS AFTER COMMITMENT

Upon completion, questionnaire will be turned in to the Deputy Superintendent Office.

ANSWER ALL QUESTIONS THAT APPLY TO YOU. PRINT ALL ANSWERS.

Your Name: _____ Age: _____ Date of Report: _____

Where were you born? _____ When? _____
month day year

Are you a citizen of the U.S.? _____ If not, of what country? _____

Where were you living when arrested? _____

What is your residence? _____
WHERE HAVE YOU LIVED in your life? List the last place you have lived first and then each before that on a line as far back as you can recall. DO NOT include time spent in institutions or Armed Services.

Name of persons with whom you were living, if any.	Address	Dates From	To

IF YOU NEED MORE SPACE, USE THE BACK OF THIS SHEET

Are you registered with the Draft Board? _____ Board No. _____ Address of Board? _____

Are you registered with Social Security? _____ Social Security No. _____

Name and address of person who will always know your address: _____

Relationship: _____

Who in the community will help you when you are released from this institution?

Name	Address

Who in the community will employ you after released from this institution?

Name	Address

COURT AND SENTENCE DATA:

What charge are you here for? _____

When were you arrested? _____ By whom? _____

In what court were you first heard? _____

Sentenced? _____ Name of District Court Bound over? _____

Were you out on bond waiting trial? _____ How much? _____

Who provided bonds?	Name	Address	Relationship

How long did you wait in jail for trial? _____

Did you have a lawyer? _____ Name _____

What did you plead? _____ What Superior Court? _____ Judge _____

Were you alone in this crime? _____ If not alone, who was with you? _____

Names

Were your co-defendants tried? _____ What sentence did they receive? _____

Names and sentences

Have you ever served any sort of sentence before? (jail, boy's School, Reformatory or Prison). _____

Institution	Location	Date you went there	How long did you serve and crime
_____	_____	_____	_____
_____	_____	_____	_____

IF YOU NEED MORE SPACE, USE BACK OF THIS SHEET

Have you ever been on parole? _____ Did you violate? _____

Name and address of parole officer: _____

Have you ever been on probation? _____ Did you violate? _____

Name and address of probation officer: _____

Have you ever escaped from an institution, jail or police officer? _____

When and where: _____

YOUR FAMILY:

FATHER

His full name _____ Address _____

Age, if living _____ Year of death _____ Birthplace _____

Occupation _____

MOTHER

Full name _____ Maiden Name _____

Address _____ Birthplace _____

Age, if living _____ Year of death _____

Are your parents separated or divorced? _____ When? _____

If divorced, have either re-married? _____

Name and residence of step-father _____

Name and residence of step-mother _____

Occupation of step-father, if any _____

If not raised by parents or step-parents, by what relative were you raised?

Name and address	Relationship
_____	_____

Were you a "state Ward"? _____ Name and address of Social Worker _____

With whom did you reside while under the care of the state?

Name of persons	Address	How long with this family?
_____	_____	_____
_____	_____	_____

IF YOU NEED MORE SPACE, USE OTHER SIDE OF THIS SHEET

BROTHERS, SISTERS, HALF-BROTHERS, AND SISTERS.

If you have any brothers, sisters, half-brothers or half-sisters, list them below showing the oldest first.

Name	age	Where are they living now?
_____	_____	_____
_____	_____	_____

IF YOU NEED MORE SPACE, USE OTHER SIDE OF THIS SHEET

MARITAL HISTORY

Have you ever been married? _____ I married _____

at _____ place _____ on _____ date

Age of wife at time of marriage _____ Birthplace _____

Were you living with your wife at time of arrest? _____

Are you separated or divorced? _____ Date of separation _____

If divorced who started action? _____ In what court _____

_____ Court _____ on _____ Date divorce was granted

Do you have to pay alimony or for the support of children by court order? _____

If so, amounts and payable to whom? _____

Where is your wife now? _____

How is she being supported now? _____

If she receives public aid give name of office providing aid. _____

How much aid is she receiving? _____

Have you been married more than once? _____ Give details _____

YOUR CHILDREN

Do you have any children? _____

LIST NAME (S) OF YOUR CHILDREN, LISTING OLDEST CHILD FIRST.

Name of Child	Age	Address of child With whom is this child living now
_____	_____	_____
_____	_____	_____
_____	_____	_____

IF YOU NEED MORE SPACE, USE OTHER SIDE OF THIS SHEET

Do you have any dependents other than wife and children? _____

Who are they and where do they live? _____

How are they being supported now? _____

If married, have you always supported your wife? _____

Have you ever received public aid for any reason? _____ Place where you received aid and amounts: _____

YOUR EMPLOYMENT:

Give the name and address of the person or company for whom you have worked the longest in your life. _____

Address

How long did you work? _____ What did you do? _____

Why did you leave? _____ What did you make a week? _____

If you have never had a regular, steady job say so. _____

Did you have a job when arrested? _____ Did you have a job while waiting for trial? _____

Name and address of employer _____

Name all the places where you have worked below, starting with the LAST job you held on the first line and go back as far as you can recall.

Name and address of employer	How long with each	Why did you leave	(From-To) Year of Employment
_____	_____	_____	_____
_____	_____	_____	_____

Have you any skill? _____ If you think you have any particular training that might be called a skill or trade list them _____

MILITARY HISTORY

Were you ever in the Army, Navy, Air Force, Coast Guard, or Marines? _____

Date inducted or enlisted _____ Where? _____

Date of discharge _____ Where? _____

Name of last outfit and your serial No. _____

Overseas service _____ Where? _____ How long _____

IF DISCHARGED OTHER THAN HONORABLE what was the reason? _____

If court martialed, what type? _____

Were you sentenced to any Service prison, stockade or brig? _____

Which? _____ Type, sentence, address _____

How much of the sentence did you serve? _____

EDUCATION

What is the highest grade in school you completed? _____

List the schools you have attended: _____

Grade Schools	Name and address	Highest grade completed	Year you attended
_____	_____	_____	_____
_____	_____	_____	_____

High school _____

Other _____

Why did you finally stop school? (check one) Graduated _____ Dismissed _____

Reached age 16 _____ Had to work after 16 _____ No longer interested in school _____

Could not do the work _____ Any other reason? _____

HEALTH

Have you ever had any serious accidents, illnesses, or operations? If so, give details _____

Do you have any effects today from accidents, illnesses, or operations in the past, if any? Describe _____

Have you ever had any venereal disease? _____ Type: _____

How many times? _____ Treated by whom? _____

Have you ever been a patient in a mental hospital? _____

Name and address _____

In a sanitorium for the treatment of tuberculosis? _____

Do you wear glasses? _____ All of the time? _____

Do you wear dentures or partial plates _____

If so state _____

RELIGION

What church do you prefer? _____ Do you attend regularly _____

If not, at what age did you stop? _____ Why? _____

ALCOHOLIC BEVERAGES Answer carefully, you're not going to drink on PAROLE!

Do you drink alcoholic beverages? _____ Age at first drink _____ Do you think you can handle liquor? _____ If your answer is YES would you say that liquor has anything to do with your present crime which brought you here? _____

Do you think you are an "Alcoholic" or in plain terms, a "drunk"? _____

Have you ever been a member of Alcoholics Anonymous? _____ Where _____

If you drink quite a bit have you ever tried to stop? _____ For how long? _____

Why did you start again? _____

Because of drinking have you: (check any that apply)

_____ Ever lost a job?

_____ Lost a wife or family?

_____ Committed a crime?

_____ Been arrested?

Have you ever used drugs? _____ Type _____

What sports do you like? _____

What sport do you play best? _____

List any hobbies _____

Do you play any musical instrument? _____ Name of instrument _____

What are your vocational goals? _____

What specific trade would you be interested in, if available? _____

Visiting is not restricted to any person or groups but all visitors must be approved by the officer in charge of visits. List the persons you expect to visit you here, their relationship to you and their present address.

NAME	ADDRESS	RELATIONSHIP

Mail is not restricted to any person or groups, but all mail must be approved by the mail censor.

List the persons whom you expect to correspond with while you are here:

NAME	ADDRESS	RELATIONSHIP

You will not be permitted to correspond with any person who is confined in another institution. (Men's Correctional Center, B.T.C., Prison, or County Jail), nor will you be permitted to correspond with any person who is on parole, probation, or entrustment.

YOUR IDEA OF THE CRIME FOR WHICH YOU ARE HERE

(Now that you are here at the Men's Correctional Center we want you to tell us, in your own words, just what brought you here; your version of the crime and the reason you were involved in the crime, etc.)

Receiving Unit Officer

Name of Inmate

APPENDIX I

WOMEN'S CORRECTIONAL CENTER

MAINE PLANNING COMMITTEE FOR THE PREVENTION AND CONTROL OF JUVENILE DELINQUENCY

UNIVERSITY OF MAINE ORONO, MAINE

I. Purpose of the Women's Correctional Center

The purpose of the Women's Correctional Center has been defined as a setting for the confinement of an individual who has committed an act, or who has been involved in a situation which is in violation of the law, and the court has determined that she is not to remain in her own community, for the protection of the community, or its citizens, or for the general welfare.

Any individual sentenced to an institution for any period of time, is there AS a punishment, not FOR punishment.

Female juveniles returned to the juvenile court may after judicial review be committed to the Women's Correctional Center. Otherwise, all females committed must be at least seventeen years of age but not over forty. Additionally, all women sentenced to the State Prison serve their sentences at the Women's Correctional Center.

II. Organizational Structure

The organizational chart of the Center appears as Appendix A.

Management of the Center is under the direction of the Superintendent Miss Ward Murphy, a full-time employee at the Women's Correctional Center, who divides her time between the center and Stevens School. Likewise, Miss Murphy's assistant Mrs. Dorothy Hanauer, a full-time assistant superintendent, divides her responsibility between the two institutions.

January 15, 1971

ADDENDUM

Miss Ward Murphy is now the State Director of the Bureau of Corrections.

Mrs. Dorothy Hanauer has been confirmed as Superintendent of the Women's Correctional Center. She continues also as acting superintendent of Stevens School, dividing her time between the two institutions.

Two duty officers holding the classification of Corrections Officer III, direct the two phases of the program. The first being the institutional phase, the second, the community or the halfway house program.

Working directly for the duty officers are the five shift supervisors. They hold the title of Correction Officer II. They are responsible for that shift during which they are on duty. Directly working with the individual program, are nineteen Correction Officers I. Four work with the Halfway House program, two maintain the Control desk, one supervises the laundry, one supervises the sewing room, one works with crafts and one operates the canteen. Nine hold relief positions and fill in as necessary. In addition, there is one teacher who operates a remedial and secondary program for eight students. There is also one nurse who supervises the health of the population.

The Business Office is operated with one accountant, one storekeeper, and two clerk-typists.

Maintenance is under the direction of a plant maintenance engineer who has working with him one stationary engineer, one painter, and six firemen. Their position is one of general maintenance as well as the care of the heating of the buildings.

The staff provide services to the inmates of the institution on a three shift basis, 7 days a week.

III. Facilities

The Women's Correctional Center is located on 280 acre tract of land starting at the north bank of the Kennebec River and running northward for about one mile. Much of this land is woodland, however, part of the tillable land has been leased to a local farmer. On the property are located five buildings which are used in the treatment of the committed population. There are two halfway houses, one for young girls, many of whom are transferred from Stevens School and one for older women who are inmates of the Correctional Center. There is one main dormitory living facility and one security facility which provides for maximum security and punishment cells.

Administration offices are located in the Office and Treatment Center. In addition, there are two residential facilities on the grounds. The two halfway houses are old wooden structures which have been converted for this use. They are all equipped with fire

alarm systems, but they are most inadequate for their present use.

The main living dormitory is a brick building which has been to some degree built over to bring it up to modern standards. In this building is the kitchen and dining room, a large living room and play area, and living space is on the second floor. The third floor has been condemned as being unsafe. In the basement of this building is the laundry and a large room which is presently used as an AA Center.

The security building is a heavily protected building which has an attached fenced-in yard. This area is used to contain those women who are difficult to handle or those women who are in the institution but under a sentence at the Maine State Prison. This building is of fireproof construction and is quite adequate for its present use. In the basement of this building are four cells which are used as punishment cells or as holding areas for women who are totally out of control. These cells are approximately six feet by six feet, cement in construction with a cement shelf which is used for sitting and sleeping. A toilet and lavatory are also available in the cell. There is no light inside the cell, which is closed off by a barred door. Women are placed in these cells, dressed only in their nightgown. They are given a mattress and blanket when they can be depended upon to use them for their intended purpose.

The office and treatment center are in an old building which was originally established as a hospital center and has been since adapted to its present use. The administrative offices are in this building as well as the office of the nurses, the area for medical treatment, the area for dental treatment, the area designated for control, the reception center and the chapel. Women upon admission to the center, are first placed in the reception center. These quarters consist of five bedrooms, a kitchen, a bathroom with shower and tub, and a laundry. The rooms are small but adequate with modern furniture, good beds and related equipment. This area is separated from the other parts of the building by barred doors and girls when they are placed here are kept locked in their rooms with the exception of periods of time for exercise, bathing and bathroom privileges. During the time the girls are held in the rooms, they are allowed toilet privileges only at designated times. There is a pail facility provided in the bedroom.

There is a visiting room in the administration building. Visitors may meet here with one person at a time in the presence of a staff member. Visiting hours are from nine o'clock to eleven o'clock in the morning and from one o'clock to four o'clock in the afternoon on weekdays. If the name of a visitor is on a list approved by the center's administration, he may visit on Saturday and Sunday by special appointment.

Juveniles attend school at the Center, or in the public schools of Skowhegan if their behavior is satisfactory. When academically eligible they may graduate from the Skowhegan High School, or may complete the high school general equivalency test for an equivalency certificate.

IV. Rehabilitative Services

Mrs. Johnson is the coordinator of rehabilitative services. She gives direction to three supervisors and one acting supervisor, in three areas of responsibility. They are vocational activities within the Center, security, and cottage life. The three supervisors are also duty officers.

When a newly committed girl arrives at the Center, the supervisor on duty handles the paper work of admission. Orientation for new girls lasts from seven to ten days. There is a quarantine period of up to forty-eight hours. This gives time for a physical examination and blood tests. During the orientation phase the girls are interviewed by psychologists, social workers, and examined by a physician and a nurse. Tests are administered to determine educational level, vocational aptitude, and personality characteristics. At the end of the initial period, a girl is moved into a dormitory. She is placed in school, or on a work assignment. The dormitory will be an open or a security setting, and the school and work assignments will all be determined by the tests and interviews. The Center does not have the services of psychiatrists. Two psychologists, Mr. Luango and Miss Bruce, are available one day a week on a contractual basis. They interview girls as referrals are made by the supervisors, using the office of either Miss Murphy or Mr. Hanauer. Mrs. Johnson is the psychometrist.

Mrs. Bond, who is also assigned to Stevens School, is the vocational rehabilitation counselor at the Center. She is there one to two days a week and works closely with the supervisors and counselors at the institution. Marian Strickland, M.D. contracts her services as the Center's physician, Dr. Robert P. Gould as dentist, and Leonard A. Page as optometrist.

Each girl can pick an officer as a counselor, and is allowed to work with this person during the evening. The counselor may be any one on the staff of the institution,

which makes everyone a potential counselor, including the maintenance men.

The librarian is employed jointly by the Women's Correctional Center and the Stevens School. She is at the center two days a week.

V. Religion

There are two chaplains (serving under contract, rather than as employees) attached to the Center. The Protestant chaplain is the Rev. Richard J. Simeone and the Roman Catholic is the Rev. Bertrand Poussard.

The Catholic chaplain is available for interviews on the third Monday of each month, with mass being held on the third Tuesday. The Protestant does not make regular visits.

VI. Care and Custody

The daily routine calls for the following schedule:

6:00 a.m. - kitchen girls are up.

6:30 a.m. - kitchen girls at work.

6:30 a.m. - all others up and clean their rooms.

7:30 a.m. - breakfast.

8:00 a.m. - job assignment or school

Each girl has an eight hour day unless sick. If sick, she stays in Elmhurst Cottage.

12:00 p.m. - Dinner.

1:00 p.m. - Work or school.

4:00 p.m. - Return to dormitory.

4:30 p.m. - Time for daily required bath.

5:30 p.m. - Supper.

6:00 p.m. - Attention to personal needs.

7:00 p.m. - Recreation such as playing games and watching TV. May be outside until dusk on fair summer nights.

9:30 p.m. - Get ready for bed, except two nights a week when bedtime is 10:00 p.m. When a special movie is being shown on TV, special permission may be given to stay up until 11:00 p.m.

10:30 p.m. - Lights out.

Three holidays (Easter, Independence Day, and Christmas) are observed during the year with a change of the daily schedule. There is a dormitory party for all who have had a birthday during the month. Girls are allowed to receive presents on these three holidays and on their birthdays. Hallmark cards are available for all occasions, at no cost. On Sundays, the time for getting up is nine o'clock.

There is an honor system designed to reward satisfactory behavior. A girl becomes eligible for the "Honor Roll" after three months residence if she has cooperated with officers and with the other girls.

A report is prepared every two weeks on each girl. The report contains information from work placement, arts and crafts, a supervisor, maintenance men, and anything which is especially detrimental to discipline. Mrs. Hanauer meets with the supervisors weekly. Every girl's card is reviewed and evaluated monthly, including the housemother's recommendation. Three favorable recommendations are required for a girl to be placed on the "honor roll". To remain there, she must continue with her approved behavior. Girls receive these privileges when on honor status: an extra package of cigarettes free, they may attend parties held for all girls on this status, they have the use of money, they may go home when accompanied by an officer and with special permission, and they go into Skowhegan to shop when accompanied by an officer.

By continuing on the "honor roll", a girl may become a "high-honor citizen". She may then go off grounds, when accompanied by an officer without first receiving special permission and, in general, is able to move about with much more freedom.

Girls are encouraged to "talk-out" their problems with the dormitory mothers and the social worker.

When there is a disciplinary problem, the first person involved is the officer on duty on the floor. If it is necessary for the girl(s) involved to go to her room(s), the officer notifies the supervisor on duty who comes to the trouble spot and brings a man with her. The duty officer is also advised of what is happening. If it is necessary, the police are called. If the girl is out of control, she is placed in a cell, or in a room stripped of furniture. Such girls are allowed to wear only a nightgown, or a nightgown with a housecoat if there is some self-control. When indication is given that the articles will not be misused, a mattress and bedding are provided. There are not, at present, facilities to give sedation to acting out girls.

The police are always called when there is a runaway.

In general, disciplinary problems are handled as they arise. The institution is small enough to give immediate and individual attention to each instance.

The duty officer at control knows the location of all girls and all workers at all times. When there is trouble in any location, control is the first to be notified. Control, in turn, notifies the duty officer and all others as necessary.

VII. Halfway House

Girls from this Center must be paroled to the halfway house program. Those from Stevens School may be placed directly into the program by the superintendent of the Stevens School. Girls in the program are halfway out of an institution. They agree to live by certain regulations, including the use of the halfway house as their home. Fifteen adults and four juveniles, at present, work in the community, but pay board and room to the Center. There are more community activities for those in the halfway home program at Skowhegan than at Hallowell.

APPENDIX J

SERVICES AVAILABLE TO YOUTH IN MAINE

MAINE PLANNING COMMITTEE FOR THE PREVENTION AND CONTROL OF JUVENILE DELINQUENCY

UNIVERSITY OF MAINE ORONO, MAINE

Services Available to Youth in Maine

Refer to:

1. Directory of Educational Opportunities in Maine
Harold M. Kearney, Ed.D., Cooperative Extension
Service, University of Maine, Orono, Maine, 1971.
2. Maine Human Resources Index, Human Resources Index
Policy Board, Arco Inc., 85 Cony Street, Augusta,
Maine.
3. Youth Services in Maine, Harold M. Kearney, Ed.D.,
Cooperative Extension Service, University of Maine,
Orono, Maine, 1971.

APPENDIX K

STATISTICAL REVIEW OF JUVENILE DELINQUENCY IN MAINE

MAINE PLANNING COMMITTEE FOR THE PREVENTION AND CONTROL OF JUVENILE DELINQUENCY

UNIVERSITY OF MAINE ORONO, MAINE

FROM POLICE DEPARTMENT RECORDS

JULY 1, 1969 - JUNE 30, 1970

JUVENILE CASES PROCESSED
 JULY 1, 1969 - JUNE 30, 1970

DEPARTMENT	REPEATERS	FIRST OFFENDERS	TOTAL	% REPEATERS	% 1ST OFFENDERS
Auburn			305		
Augusta			56		
Bangor	131	372	503	26%	74%
Lewiston	610	450	1060	58%	42%
Millinocket			142		
Portland	674	497	1171	58%	42%
State Police			725		
Waterville			144		

JUVENILE RECORDS MAINTAINED BY POLICE DEPARTMENTS
 JULY 1, 1969 - JUNE 30, 1970

DEPARTMENTS	BANGOR	PORTLAND	MILLINOCKET	WATERVILLE	AUGUSTA	STATE POLICE	AUBURN	LEWISTON
Breakdown By Offense	X	X		X	X	X	X	X
Breakdown By Age	X				X	X	X	
Breakdown by Sex	X	X	X		X	X	X	X
Monthly Totals					X			
Present Year Totals	X	X	X	X	X	X	X	X
Totals For Past Year	X	X						X
Disposition By Offense	X	X						
Disposition Not By Offense					X			
Record On Repeaters	X	X						X
Record of No. Of Juv. Picked Up Who Were Also Handled By Another Agency (Court etc.)	X	X	X	X	X		X	X
Breakdown Race							X	
Record of No. Handled by Poli. Dept. & Ret. Home	X	X		X			X	X

POLICE DEPARTMENT BREAKDOWN OF JUVENILE CASES BY OFFENSE AND SEX

OFFENSE	Auburn		Augusta	Bangor		Lewiston		Portland		State Police		Waterville	Total	
	M	F	*	M	F	M	F	M	F	M	F	*	M	F
Assault	5			9		34	8	50	19	4			102	27
Assault and Robbery								4	4				4	4
Aggravated Assault	1					9	1						10	1
Assault and Battery			2											
Assault on an Officer												1		
Larceny	45	3		55	14			271	59	40	1	9	411	77
Larceny of a M/V	7	1				17		28		51	1		103	2
Petty Larceny			14											
Attempt to Breaking & Ent.								4					4	
B.E. & Att. L.								11					11	
B.E. & L.			6	28		28		40	3				90	3
Larceny over \$50						5	1						5	1
Larceny \$5-\$50						28	23						28	23
Larceny Under \$5						109	47						109	47
B.E. & L. in Nighttime												1		
Stolen Property						2				3			5	
Robbery from a Prison			2											
Robbery										2			2	
Shoplifting				33	16							76	33	16

2

OFFENSE	Auburn	Augusta	Bangor	Lewiston	Portland	State Police	Waterville	Total
Alt. Larceny				12				12
Incorrible child				4	13			17
Unruly				37				37
Disordely Conduct	14		6		14	16		50
Behavior				256	70			326
Vagrancy				1				1
Trespassing				38	14			52
Malicious Mischief				111	7			118
Runaway	17	21	8	118	21	21		204
Truancy				6	8			14
Bycycles				9				9
Taking or using M/V w/o consent		7			2			9
Vandalism	57	5			14			76
Calling out public agency on false report							3	3
Discharging fir-arms w/i city limits							1	1
False bomb report							4	4
Bomb Threat							4	4
Burglary						46		46
Resisting Arrest							1	1
Willful Con- cealment								6

3

OFFENSE	Auburn		Augusta	Bangor		Lewiston		Portland		State Police		Waterville	Total	
	M	F	*	M	F	M	F	M	F	M	F	*	M	F
Indecent Exposure			1					4						4
Traffic												10		
Interfering with an Officer												1		
Altering a Check			1									3		
Uttering Forgery and Counterfeiting								4						4
Fraud										2	1		2	1
Arson						4				3			3	
Weapons						6				2	1		6	1
Firearms				3									3	
Sodomy				1									1	
Sex and Vice						5	13						5	13
Sex Offenses		5								2	1		2	6
Danger of Falling into Vice			1		9							2		9
Forgery						3							3	
Violation of Probation				7	1	8	4	3	2				18	7
Violation of Parole								4					4	
Violation of Curfew Law				84	33	116	43					7	200	76
Intoxication	7			14	2	21	1			5	1	3	47	4
Illegal possession of liquor				6									6	
Breaking & Entering								16					16	

OFFENSE	Auburn		Augusta	Bangor		Lewiston		Portland		State Police		Waterville	Total			
	M	F	*	M	F	M	F	M	F	M	F	*	M	F		
Illegal transportation of liquor			1													
Intoxication in m/v			1													
Intoxication in public place			1													
Liquor Laws	5	1				29	2			291	46		325	49		
Illegal possession of Marijuana			1									9				
Illegal possession of drugs				14	3											
Narcotics or drugs						3	3					2	14	3		
Narcotics Drug Laws	17	1											3	3		
O.W.I.			1							36	7		53	7		
Suspicion	7	1											7	1		
Curfew & Loitering Laws	10	2														
Driving under the influence													10	2		
Other departments						8				12	1		12	1		
All...others						32	15						8			
All other offenses (exc. traffic)	47	6											32	15		
TOTALS	254	51	56	391	112	757	303	876	295	105	8	144	152	14		
* Not broken down by sex													649	76	2927	837

JUVENILE CASES BY AGE, OFFENSE AND SEX

IN COMMUNITIES WHERE THIS INFORMATION IS KEPT

OFFENSE	** LOCALITY	10 & Und		10-11		11-12		12-13		13-14		14-15		15		16		17		TOTAL
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Assault	S													1		2		1		4
	A	1								3						1				5
	B			1								3				5				9
Liquor Laws	S									1				17	4	57	20	216	22	337
	A									1						2	1	2		6
	B							3				1				2				6
Intoxication	S														1	2		3		6
	A													1		4		2		7
	B							2				8	2			4				16
Driving under the Influence	S															3		9		12
	A																			
	B																			
Curfew and Loitering law violations	S																			
	A									3		2	2	5						12
	B		4		17		23	9				37	16			7	1			117
Runaways	S						1			4	2			9	1	5	2	3	2	29
	A	1				1				5	15			6	4	4	2			38
	B								3			4	4			3	5			19
Taking a car w/o owner's consent	S	1				1				5				13		16	1	15		52
	A													4	1	1		2		8
	B							3				4				4	2			13
All Other Offenses (exc. Traffic)	S									14	1			14		15	4	22	3	73
	A	3				3				15	5			12	1	8		6		53
	B																			
TOTALS		36	4	42	6	21	4	69	24	120	27	157	46	146	21	275	61	342	31	1432

* Not all departments kept this information, therefore it is presented only for those having the information.

** S = State Police A = Auburn B = Bangor

CASE LOADS OF PROBATION AND PAROLE OFFICERS

APRIL 30, 1970

Caseloads of Probation and Parole Officers
District I
April 30, 1970

County	Court	Juvenile Probation Caseload by Court										Court Total
		Berry	Blake	Brown	Doherty	LaDoucer	Manning	Mower	Parker	Peaco	Chantal**	
Cumberland	Bridgton										0	0
	Brunswick										12	12
	Portland										108	108
Oxford	Rumford									31		31
	So. Paris									25		25
Sagadahoc	Bath					21						21
York	Kittery						0					0
	Saco						0					0
	Sanford						0					0
Sub Total-Juvenile Cases						21	0			56	120	197
		Parole and Other Probation Caseload										
Other Juvenile Sources		2			4							
Entrustment from Stevens School			3	8								
Adult Probation		72	*	27	51	25	73	52	23	69		
Adult Parole		30	2	11	18	11	32	18	9	4		
Sub Total Adult Cases		94	5	46	73	36	70	105	32	73		
Total Caseload		94	5	46	73	57	70	105	32	129	120	

* not reported

** Cumberland County Juvenile Probation Department

Caseloads of Probation and Parole Officers
District II
April 30, 1970

Juvenile Probation Caseload by Court

County	Court	Brown	Dodger	Fraser	Gottardi	Hamilton	Heath	Manchester	Quinn	Stephenson	Terrill	White	Court Total
Androscoggin	Lewiston			13		8		10					31
	Livermore Falls							3					3
Franklin	Farmington		1			1		1					3
Kennebec	Augusta	1			4		1		20	7			33
	Water-ville	13	1			1	1				28	1	45
Knox	Rockland	2										23	25
Lincoln	Wiscasset	1			1					8			10
Penobscot	Bangor											24	24
	Newport											9	9
Somerset	Skowhegan	8			15		1						24
Waldo	Belfast	4					16						20
Sub Total-Juvenile Cases		29	2	13	20	10	19	14	20	15	28	57	227

Parole and Other Probation Caseload

Entrustment from Stevens School	5					1							
Adult Probation	11	34	29	49	4	24	29	25	41	42	26		
Adult Parole	4	6	13	15	3	11	10	20	11	16	11		
Sub Total Adult Cases	20	40	42	64	8	35	39	45	52	58	37		
Total Caseload	49	42	55	84	18	54	53	65	67	86	95		

Caseloads of Probation and Parole Officers
District I
April 30, 1970

Juvenile Probation Caseload by Court

County	Court	Berry	Blake	Brown	Doherty	LaDoucer	Manning	Mower	Parker	Peaco	Chantal**	Court Total
Cumberland	Bridgton										0	0
	Brunswick										12	12
	Portland										108	108
Oxford	Rumford									31		31
	So. Paris									25		25
Sagadahoc	Bath					21						21
York	Kittery						0					0
	Saco						0					0
	Sanford						0					0
Sub Total-Juvenile Cases						21	0			56	120	197

Parole and Other Probation Caseload												
Other Juvenile Sources	2				4							
Entrustment from Stevens School		3	8									
Adult Probation	72	*	27	51	25	73	52	23	69			
Adult Parole	30	2	11	18	11	32	18	9	4			
Sub Total Adult Cases	94	5	46	73	36	70	105	32	73			
Total Caseload	94	5	46	73	57	70	105	32	129	120		

* not reported

** Cumberland County Juvenile Probation Department.

Caseloads of Probation and Parole Officers
District III
April 30, 1970

Juvenile Probation Caseload by Court

County	Court	Brown	Calor	Carpenter	Doten	Gesner	Howley	Heath	Ingalls	McCrossin	Mace	Marshall	Weatherbee	White	Court Total
Aroostook	Caribou				18					9					27
	Fort Kent														0
	Houlton			8						2					10
	Madawaska				6										6
	Presque Isle			24						7					31
Hancock	Van Buren				1										1
	Bar Harbor		9												9
Penobscot	Ellsworth		8			1									9
	Bangor		5			24	35				39			24	127
Piscataquis	Lincoln												6		6
	Millinocket										1		14		15
	Newport										1	9		9	19
Waldo	Dover-Foxcroft										1	20			21
	Superior							2							2
Washington	Belfast	4	3					14						1	22
	Calais								12		3				15
	Machias								2						2
Sub Total-Juvenile Cases		4	25	32	25	25	35	16	14	18	45	29	20	34	322

Parole and Other Probation Caseload

Entrustment from Stevens School										10	7				
Adult Probation	11	58	82	59	63	48	24	43	14	32	87	55	26		
Adult Parole	4	13	14	8	21	10	11	13	14	4	14	7	11		
Sub Total Adult Cases	25	71	96	67	84	58	35	56	38	43	101	62	37		
Total Caseload	*	96	128	92	109	93	*	70	56	88	130	82	*		

* See District II for Totals

SHOWING DISTRICT, COURT TITLE, ADDRESS,
JUDGE, AND JUDGES AT LARGE

DISTRICT COURTS IN MAINE

DISTRICT COURTS IN MAINE JULY 1, 1969 - JUNE 30, 1970

DISTRICT	COURT TITLE*	ADDRESS	JUDGE
I	Eastern Aroostook	Caribou	Arthur J. Nadeau, Jr.
	Western Aroostook	Madawaska	
	Western Aroostook	Fort Kent	
	Western Aroostook	Van Buren	
II	Central Aroostook	Presque Isle	Julian Turner
	Southern Aroostook	Houlton	
III	Southern Penobscot	Bangor	Ian MacInnes & Morris G. Pilot
	Western Penobscot	Newport	
IV	Northern Washington	Calais	John M. Dudley
	Southern Washington	Machias	
V	Central Hancock	Ellsworth	Edwin R. Smith
	Waldo	Belfast	
	Southern Hancock	Bar Harbor	
VI	Sagadahoc	Bath	Paul A. MacDonald
	Lincoln	Wiscasset	
	Knox	Rockland	
VII	Southern Kennebec	Augusta	Roland J. Poulin
	Northern Kennebec	Waterville	
VIII	Southern Androscoggin	Lewiston	Israel Alpren
	Eastern Cumberland	Brunswick	
IX	Southern Cumberland	Portland	Bernard M. Devine Mark L. Barrett
	Northern Cumberland	Bridgton	
X	Eastern York	Saco	George D. Varney
	Western York	Sanford	
	Southern York	Kittery	
XI	Southern Oxford	So. Paris	John L. Batherson
	Northern Oxford	Rumford	
	Northern Androscoggin	Livermore Falls	
XII	Somerset	Skowhegan	Edward N. Merrill, II
	Franklin	Farmington	
XIII	Central Penobscot	Lincoln	Matthew Williams
	Piscataquis	Dover-Foxcroft	
	Northern Penobscot	Millinocket	

*Division of

Judges At Large
Robert L. Browne
Ralph H. Ross
Simon Spill

97 Hammond Street
Town Hall
308 Main Street 13

Bangor
Sanford
Saco

DISTRICT COURT STUDY

STATE OF MAINE

SUMMARY

CONTINUED

5 OF 8

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE

AND

JUVENILE CASES BY PERSONS IN COURT AND SEX

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE
 State of Maine District Courts
 July 1, 1969 - June 30, 1970

Sentence	No Lawyer	Lawyer	Total
Probation	477	233	710
Continued	461	124	585
Dismissed	210	123	333
Filed	104	50	154
Fine	154	39	193
Health and Welfare	16	5	21
Stevens School	42	31	73
Boys Training Center	99	121	220
Unofficial Probation	37	18	55
Not Adjudicated	29	14	43
Not Processed	8	1	9
Released to Parents or Guard.	45	10	55
License Suspended	25	3	28
Pay Expense or Costs	8	8	16
Appealed to Superior Court	8	10	18
Unavailable Information	2	1	3
Men's Correctional or Women's Correctional	1	12	13
H & W in another State	1		1

JUVENILE CASES BY PERSONS IN COURT AND SEX
 State of Maine District Courts
 July 1, 1969 - June 30, 1970

Person in Court	Male	Female	Total
Father	499	46	545
Mother	746	180	926
Both Parents	483	93	576
Neither Parents	28	11	39
Social Worker for H & W	14	9	23
Guardian	16	2	18
No Information	316	71	387
Training Centers	8		8
Probation Officers			
Own Lawyer			488
Court Appointed Lawyer			315
Relative	7	1	8
Previous Court Hearing	198	20	218

JUVENILE CASES BY OFFENSE, SEX AND AGE

JUVENILE CASES BY OFFENSE, SEX AND AGE
 State of Maine District Courts
 July 1, 1969 - June 30, 1970

Offense	Male								Female							
	UK.	11& UND	12	13	14	15	16& UP	T	UK.	11& UND	12	13	14	15	16& UP	T
Arson			2		3	1		6					2		1	3
Armed robbery							1	1								
Attempting to cheat by false pretenses						1	1	2								
Fraudulent collection of money		1						1								
Cheating by false pretenses						2	1	3								
Accessory before the fact							1	1								
Assault			3	2	3	11	10	29				1				1
Assault with a deadly weapon							1	1								
Assault with intent to maim						1	1	2								
Assault with intent to rob							1	1								
Robbery from the person					2			2								
Assault & attempted larceny			1					1								
Acces. before the fact assault w/i commit L.							1	1								
Attempted assault							1	1								
Assault & battery		3	3	7	8	8	13	42								
Assault & battery (high & aggravated)						1	1	2								
Attempted B. & E.	1			1	2	2	1	7								
B. & E.	2			1	1	5	2	11								
B. & E. with intent to commit larceny	1	1	2	2	6	13	8	33								

JUVENILE CASES BY OFFENSE, SEX AND AGE
 State of Maine District Courts
 July 1, 1969 - June 30, 1970

Offense	Male								Female							
	UK.	11& UND	12	13	14	15	16& UP	T	UK.	11& UND	12	13	14	15	16& UP	T
B.E. & L.	3	15	15	26	38	33	21	151	4	1	2	4	4	2	17	
Attempted B. E. & L.						1		1								
B. & E. in the nighttime						3		3								
B. & E. in nighttime w/i to commit larceny					2		3	5								
Attempted B.E. & L. in the nighttime					1	1	1	3								
B.E. & L. in the nighttime	1		1	11	13	34	41	101								
Acces. to the fact B.E. & L. -nighttime*						2	1	3								
Burglary					1			1								
Broke arrest and fled custody of officer							1	1								
Concealing or carrying concealed weapon						2	3	5								
Danger of falling	1		1		4	5	3	14	4		7	7	12	25	8	63
Behaving in an incorrigible manner				1	3	9	5	18		1		6	2	5	14	
Incorrigible	1		2	8	8	11	13	43	1		3	9	11	12	36	
Deserting home						1	1	2		1			1	1	4	
Runaway	1			1	1	6	6	15	1		5	10	10	12	37	
Wayward girl												1		1	2	
Lascivious speech and behavior						1		1						1	1	
Disturbance							1	1								
Street affray							2	2								

JUVENILE CASES BY OFFENSE, SEX AND AGE
 State of Maine District Courts
 July 1, 1969 - June 30, 1970

Offense	Male								Female							
	UK.	11& UND	12	13	14	15	16& UP	T	UK.	11& UND	12	13	14	15	16& UP	T
Disorderly conduct	1	2	3	1	8	20	18	53							2	2
Contributing to the delinquency of a minor					1			1								
Contempt for U. S. flag					1	1		2								
False bomb report		1	2	3	6	7	3	22								
Conspiring to call false bomb report						4	1	5								
False fire alarm	1	1	2	1	1	2	1	9						1	2	3
Unlaw. & malc. giving false report of fire*						1		1								
False report to a police officer				1	2		1	4					2			2
Illegal possession of firecrackers						3		3								
Discharging fireworks							3	3						1	1	
Discharging rifle in viol. of town ord.*							1	1								
Extortion							1	1								
Littering				2	4	3		9								
Insufficient lifesaving devices in a boat														1		1
No lifesaving equipment in boat							1	1								
Fail. to file written report on w/c accident*							1	1								
Operating motorboat in imprudent way							1	1								
Taking boat w/o consent							2	2								
Injury to or tampering with watercraft							3	3								

JUVENILE CASES BY OFFENSE, SEX AND AGE
 State of Maine District Courts
 July 1, 1969 - June 30, 1970

Offense	Male							Female								
	UK.	11& UND	12	13	14	15	16& UP	T	UK.	11& UND	12	13	14	15	16& UP	T
Negligently shooting a human being						1	1	2								
Murder							1	1								
Operating a m/v w/o a license		1			1			2								
Leaving the scene of an accident							1	1								
Hitchhiking						2	1	3								
Operating snowmobile w/o lights						1	1	2								
Operating snowmobile on a public way		2		1	2	2	4	11								
Reckless operation of a snowmobile					1	1		2								
Taking m/v w/o authority							1	1								
Operating unregistered snowmobile						2	1	3						1		1
Receiving stolen property				1	3	3	4	11								
Receiving stolen money		2			1			3								
Receiving & aiding in stolen goods*						1		1								
Concealing stolen goods							1	1								
Aid in concealing stolen goods							1	1								
Possession of stolen property				1				1								
H & W custody from BTC				1				1								
Prowling	1							1								
Suspended from school	1							1								

JUVENILE CASES BY OFFENSE, SEX AND AGE
 State of Maine District Courts
 July 1, 1969 - June 30, 1970

Offense	Male							Female								
	UK.	11& UND	12	13	14	15	16& UP	T	UK.	11& UND	12	13	14	15	16& UP	T
Taking or using m/v w/o authority	3	2	6	9	26	54	51	151							2	2
Tampering with a m/v		1	3		1	1	1	7								
Using motorcycle w/o authority						1		1								
Rape					1			1								
Sexual Assault						1		1								
Sodomy			1					1								
Threatening communication	1				1		1	3								
Threat by oral communication						1		1								
Threat by written communication					1			1								
Trespass		2	7	2	12	9	8	40			1	4	1	1		7
Camp trespass							1	1								
Truancy	1	2	4	10	23	26	31	97	4		1	4	10	16	8	43
Unlawful entry		1	2	1			1	5								
Entering building w/o owner's consent			2		1			3								
Uttering & forgery				1	5	7	4	17								
Con. in off. of uttering of false inst.*					2		1	3								
Conspiring to forge bank checks						1		1								
Soliciting by false pretenses					1	1		2								
Violation of curfew				3	7	21	12	43			1	4	1	3	3	12

JUVENILE CASES BY OFFENSE, SEX AND AGE
State of Maine District Courts
July 1, 1969 - June 30, 1970

Offense	Male							Female								
	UK.	11& UND	12	13	14	15	16& JP	T	UK.	11& UND	12	13	14	15	16& UP	T
Counsel false bomb report*						1		1								
Counsel B & L in nighttime*												1				1
Use of false token						1		1								
Redisposition to WCC									1						1	2
Redisposition to MCC	2					6	12	20								
Unknown offense							1	1								
Incomplete records	5					1		6								
Illegal possession of liquor	1	1	2	2	11	41	113	171	1			2	6	8	17	
Presenting false I.D.							2	2								
Intoxication	1			3	7	17	44	72				1	2	2	3	8
Intoxicated in m/v						2	3	5								
Possession of liquor in m/v						4	5	9							2	2
Operating m/v while impaired							12	12								
Illegal transportation of liquor				1		4	23	28							2	2
Supplying liquor to a juvenile							3	3								
Intoxicated in public place							2	2				1				1
Drinking in m/v						1	1	2								
Sunday sale of liquor						1		1								
Illegal possession of drugs					1		3	4						2	3	5

JUVENILE CASES BY OFFENSE, SEX AND AGE
State of Maine District Courts
July 1, 1969 - June 30, 1970

Offense	Male							Female								
	UK.	11& UND	12	13	14	15	16& UO	T	UK.	11& UND	12	13	14	15	16& UP	T
Dispensing drugs							2	1	3							
Dispensing drugs w/o a license							1		1							
Present where cannabis is							3	3	6						2	2
Possession of cannabis						1	1	10	12						4	4
Furnishing patent medicinal drugs															1	1
Inhalation of vapors		2		5	2	2	5	16							1	1
Sale of marijuana					1			1								
Possession of narcotic drugs							1	1							2	2
Illegally fishing							4	4								
Illegal possession of short trout							1	1								
Hauling lobster traps in closed season					1			1								
Digging clams in closed season					1	1		2								
More than 1/2 bushel clams w/o a license							1	1								
Illegal possession of short lobster					1		2	3								
Fishing w/o a license							1	1								
Illuminating deer							1	1								
Hunting in closed season							3	3								
Illegal possession of deer killed at night							1	1	2							
Night hunting							1	3	4							

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX

MALE

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 State of Maine District Courts
 July 1, 1969 - June 30, 1970

Offense	Male														
	BTC	Probation	Continued	Dismissed	Not Adjudicated	Unofficial Probation	Payment of Costs	Filed	Released in Custody *	Fine	H & W	Appealed to Sup. Court	MCC	License Suspended	
Arson	1	2			1	2									
Armed robbery				1											
Attempting to cheat by false pretenses							2								
Fraudulent collection of money			1												
Cheating by false pretenses		1		2											
Accessory before the fact				1											
Assault	2	10	8	7	1			1							
Assault with a deadly weapon	1														
Assault with intent to maim	1	1													
Assault with intent to rob				1											
Robbery from the person			2												
Assault and attempted larceny				1											
Acces. before the fact assault w/i commit L.*		1													
Attempted assault		1													
Assault & battery	5	9	10	10	2		2		4						
Assault & battery (high & aggravated)	1						1								
Attempted breaking and entering		5	2												

* of parents or guardian

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 State of Maine District Courts
 July 1, 1969 - June 30, 1970

Offense	Male														
	BTC	Probation	Continued	Dismissed	Not Adjudicated	Unofficial Probation	Payment of Costs	Filed	Released in Custody *	Fine	H & W	Appealed to Sup. Court	MCC	License Suspended	
B. & E.	2	6	2	1											
B. & E. with intent to commit larceny	2	15	9	6				1							
B.E. & L.	32	56	35	24		1		2		1					
Attempted B.E. & L.						1									
B. & E. in the nighttime			1	2											
B. & E. in nighttime w/i to commit larceny	1	4													
Attempted B.E. & L. in the nighttime		2	1												
B.E. & L. in the nighttime	20	53	13	10	1	1		3							
Acces. to the fact B.E. & L.-nighttime*		1	1	1											
Burglary		1													
Broke arrest & fled custody of officer						1									
Concealing or carrying concealed weapon	2	1	1	1											
Danger of falling	3	3	4	4											
Behaving in incorrigible manner	4	4	4	2							2	2			
Incorrigible	18	7	10	2	1			1		2	2				
Deserting home	1	1													
Runaway	1	6	5	1		2									

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 State of Maine District Courts
 July 1, 1969 - June 30, 1970

Offense	Male													
	BTC	Probation	Continued	Dismissed	Not Adjudicated	Unofficial Probation	Payment of Costs	Filed	Released in Custody *	Fine	H & W	Appealed to Sup. Court	MCC	License Suspended
Lascivious speech & behavior											1			
Disturbance			1											
Street affray			2											
Disorderly conduct	5	10	14	12	4	1	4		3					
Contributing to the del. of a minor*		1												
Contempt for U. S. flag			2											
False bomb report	4	9	1	8										
Conspiracy to call false bomb report	3	1									1			
False fire alarm			4	4		1								
Unlaw. & malc. giving false report of fire*	1													
False report to police officer		2	1	1										
Illegal possession of firecrackers			1	1					1					
Discharging fireworks				2				1						
Discharging rifle in viol. of town ord.*			1											
Extortion			1											
Littering		1	1	2			3		2					
No life saving equipment on boat								1						

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 State of Maine District Courts
 July 1, 1969 - June 30, 1970

Offense	Male													
	BTC	Probation	Continued	Dismissed	Not Adjudicated	Unofficial Probation	Payment of Costs	Filed	Released in Custody *	Fine	H & W	Appealed to Sup. Court	MCC	License Suspended
Fail. to file written report on w/c accident*				1										
Operating motorboat in imprudent way				1										
Taking boat w/o consent								1			1			
Injury or tampering with watercraft		1						2						
Negligently shooting a human being		2												
Murder	1													
Operating a m/v w/o a license			1	1										
Leaving the scene of an accident											1			
Hitchhiking				2							1			
Operating a snowmobile w/o lights											2			
Operating snowmobile on a public way							1			1	9			
Reckless operation of a snowmobile			1								1			
Taking snowmobile w/o authority				1										
Operating unregistered snowmobile											3			
Receiving stolen property	1	3		5						1	1			
Receiving stolen money	1		2											
Receiving & aiding in stolen goods*		1												

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 State of Maine District Courts
 July 1, 1969 - June 30, 1970

Offense	Male													
	BTC	Probation	Continued	Dismissed	Not Adjudicated	Unofficial Probation	Payment of Costs	Filed	Released in Custody *	Fine	H & W	Appealed to Sup. Court	MCC	License Suspended
Concealing stolen goods		1												
Aid in concealing stolen goods		1												
Possession of stolen property				1										
H & W Custody from BTC											1			
Prowling			1											
Suspended from school			1											
Using or taking m/v w/o authority	30	44	37	21	2	1	3	6	4		2			
Tampering with a m/v	2	3	1	1										
Using motorcycle w/o authority	1													
Rape			1											
Sexual assault	1													
Sodomy		1												
Threatening communication		1		2										
Threat by oral communication				1										
Threat by written communication		1												
Trespass	6	5	21	4			4							
Camp trespass			1											

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 State of Maine District Courts
 July 1, 1969 - June 30, 1970

Offense	Male													
	BTC	Probation	Continued	Dismissed	Not Adjudicated	Unofficial Probation	Payment of Costs	Filed	Released in Custody *	Fine	H & W	Appealed to Sup. Court	MCC	License Suspended
Truancy	12	28	40	9	1	1		3			1	2		
Unlawful entry	2		2	1										
Entering building w/o owner's consent				3										
Uttering & forgery	4	3	3	4						2		1		
Con. in off. of uttering of false inst.*		3												
Conspiring to forge bank check				1										
Soliciting by false pretenses		2												
Violation of curfew	3	4	10	10				4	9	3				
Counsel false bomb report*				1										
Use of false token			1											
Redisposition to MCC			8	1									11	
Unknown offense				1										
Incomplete records								1			4			
Illegal possession of liquor	3	36	26	29	4	2	2	10		57				2
Presenting false ID		1		1										
Intoxication	5	24	13	7	2	1		2	4	13	1			
Intoxication in m/v			1	2						2				

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 State of Maine District Courts
 July 1, 1969 - June 30, 1970

Offense	Male													
	BTC	Probation	Continued	Dismissed	Not Adjudicated	Unofficial Probation	Payment of Costs	Filed	Released in Custody*	Fine	H & W	Appealed to Sup. Court	MCC	License Suspended
Possession of liquor in m/v			3						6					
Operating m/v while impaired	4	2		1					4					1
Illegal transportation of liquor		2	5					2	2					17
Supplying liquor to a juvenile	1	1	1											
Intoxicated in a public place	1		1											
Drinking in a m/v	1								1					
Sunday sale of liquor									1					
Illegal possession of drugs	4													
Dispensing drugs	1		2											
Dispensing drugs w/o a license			1											
Present where cannabis is	4	1			1									
Possession of cannabis	1	2	2	4	1		1		1					
Inhalation of vapors	4	2	8								2			
Sale of marijuana			1											
Possession of narcotic drugs	1													
Illegally fishing									4					
Illegal possession of short trout	1													

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 State of Maine District Courts
 July 1, 1969 - June 30, 1970

Offense	Male														
	BTC	Probation	Continued	Dismissed	Not Adjudicated	Unofficial Probation	Payment of Costs	Filed	Released in Custody*	Fine	H & W	Appealed to Sup. Court	MCC	License Suspended	Unknown
Hauling lobster traps in closed season								1							
Digging clams in closed season										2					
More than 1/2 bushel of clams w/o a license										1					
Illegal possession of short lobsters										3					
Fishing w/o a license										1					
Illuminating deer						1									
Hunting in closed season							1			2					
Illegal possession of deer killed in night						2									
Night hunting		1		1	1										1
Illegal camping and fire building										1					
Kindling fire w/o permission	1	1													
Larceny	21	120	76	40	10	20	1	10	6	9	2	1		3	1
Grand larceny		3	2												
Larceny of a m/v	3	1	4	4		2		2							
Accessory to fact-larceny		2													
Petty larceny	1	12	22	3	1	2	1	1	3	5	2				
Concealing merchandise	1	3	4	1		1			1	5	2				

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
State of Maine District Courts
July 1, 1969 - June 30, 1970

Offense	Male												
	BTC	Probation	Continued	Dismissed Not Adjudicated	Unofficial Probation	Payment of Costs	Filed	Released in Custody *	Fine	H & W	Appealed to Sup. Court	MCC	License Suspended
Willful concealment		7	5	4		1			2				
Attempted larceny		1	4	1									
Malicious mischief	3	72	23	40	13		9	6	6	2	1		
Defacing a building		1											
Willful damaging of property	1	1		1									
Shooting BB's at a train		4											
Placing injurious substance on highway		1											
Throwing snowball on public highway				1									
Boarding a freight train				4									
B. E. & attempted larceny	1												
Drinking in a public place			1										
Accessory to the fact of B.E. & L.	1												
Petition to return juv. to another State				1									
Issuing fraudulent checks	2	2		1									
Disturbing traps		1											
Indecent exposure				1									
Harassment				2									

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
State of Maine District Courts
July 1, 1969 - June 30, 1970

Offense	Male												
	BTC	Probation	Continued	Dismissed Not Adjudicated	Unofficial Probation	Payment of Costs	Filed	Released in Custody *	Fine	H & W	Appealed to Sup. Court	MCC	License Suspended
Obstructed police officer*									2				
Assault with intent to kill		1											

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX

FEMALE

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 State of Maine District Courts
 July 1, 1969 - June 30, 1970

Offense	Female												
	Stevens	Probation	Continued	Dismissed	H & W	Released in Custody *	Unofficial Probation	Filed	Fine	Appealed to Sup. Court	WCC	Not Adjudicated License Suspended Payment of Costs	
Arson		2		1									
Assault					1								
B.E. & L.		5	10	1				1					
Danger of falling	24	8	15	9	4	3							
Behaving in incorrigible manner	9		3		2								
Incorrigible	12	12	5	1	2	1	3						
Deserting home	3	1											
Runaway	9	11	9	3	3	1	1						
Wayward girl	1				1								
Lascivious speech & behavior				1									
Disorderly conduct								1	1				
False fire alarm		1					2						
False report to police officer		2											
Discharging fireworks	1												
Insufficient life saving devices in a boat				1									
Operating unregistered snowmobile								1					
Using or taking a m/v w/o authority			1	1									

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 State of Maine District Courts
 July 1, 1969 - June 30, 1970

Offense	Female												
	Stevens	Probation	Continued	Dismissed	H & W	Released in Custody *	Unofficial Probation	Filed	Fine	Appealed to Sup. Court	WCC	Not Adjudicated License Suspended Payment of Costs	
Trespass			7										
Truancy	6	19	13	1				2		2			
Violation of curfew		2		7	1			2					
Counsel B. & L. in nighttime*			1										
Redisposition to WCC										2			
Illegal possession of liquor		1	3	4				8			1		
Intoxication	1	2	2	2				1					
Possession of liquor in m/v				2									
Illegal transportation of liquor				1								1	
Intoxicated in a public place			1										
Illegal possession of drugs			5										
Present where cannabis is		1	1										
Possession of cannabis	1	1	1	1									
Furnishing patent medicinal drugs		1											
Inhalation of vapors		1											
Possession of narcotic drugs		1						1					
Larceny	2	10	12	7	1	1	6	2	17				1

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 State of Maine District Courts
 July 1, 1969 - June 30, 1970

Offense	Female											
	Stevens	Probation	Continued	Dismissed	H & W	Released in Custody * Unofficial Probation	Filed	Fine	Appealed to Sum Court	WTC	Not Adjudicated License Suspended	Payment of Costs
Petty larceny		3	3	1		3	2	1			1	
Concealing merchandise			3	3		2		4				
Willful concealment		9	3	2				1				2
Malicious mischief	1	1	2	1							2	
Malicious damage to property				1								
Issuing fraudulent checks		1										

DISTRICT COURT STUDY

ANDROSCOGGIN COUNTY

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE
 Androscoggin County District Courts
 July 1, 1969 - June 30, 1970

Sentence	No Lawyer	Lawyer	Total
Probation	28	19	47
Continued	84	11	95
Dismissed	6	4	10
Filed	11	1	12
Fine	4	2	6
Health and Welfare	5		5
Stevens School	6	7	13
Boys Training Center	1	17	18
Unofficial Probation			
Not Adjudicated	1		1
Not Processed			
Released to Parents or Guard.		1	1
License Suspended	1		1
Pay Expense or Costs			
Appealed to Superior Court	1	5	6
Unavailable Information			

JUVENILE CASES BY PERSONS IN COURT AND SEX
 Androscoggin County District Courts
 July 1, 1969 - June 30, 1970

Person in Court	Male	Female	Total
Father	18		18
Mother	52	11	63
Both Parents	29	11	40
Neither Parents	1	1	2
Social Worker for H & W Guardian		1	1
No Information	63	28	91
Training Centers			
Probation Officers			
Own Lawyer			32
Court Appointed Lawyer			35
Previous Court Hearing	9	3	12

JUVENILE CASES BY OFFENSE, SEX AND AGE
 Androscoggin County District Courts
 July 1, 1969 - June 30, 1970

Offense	Male								Female							
	10	11	12	13	14	15	16& UP	T	10	11	12	13	14	15	16& UP	T
Assault				1	1	1	1	4								
Attempted assault							1	1								
Assault & battery				1	1	1		3								
B.E. & L.		2		2	1	2	1	8								
B.E. & L. in the nighttime	1 JK.					6	5	12								
Burglary					1			1								
Concealing or carrying concealed weapon							1	1								
Danger of falling							1	1	1 UK.			2	2	6	3	14
Behaving in an incorrigible manner				1	2	9	5	17			1		3	2	4	10
Deserting home											1			1		2
Runaway				1		1		2				2	1	4	1	8
Wayward girl												1				1
Disturbance							1	1								
Street affray							1	1								
Disorderly conduct						1		1								
False bomb report						1		1								
Littering							1	1								
Operating motorboat in imprudent way						1		1								
Receiving stolen property							1	1								

JUVENILE CASES BY OFFENSE, SEX AND AGE
 Androscoggin County District Courts
 July 1, 1969 - June 30, 1970

Offense	Male								Female							
	10	11	12	13	14	15	16& UP	T	10	11	12	13	14	15	16& UP	T
Suspended from school	1 UK.							1								
Taking or using m/v w/o authority	1 UK.					7	8	16								
Trespass				1	4	1	2	8				1		1		2
Truancy	1 UK.			1	2	2	1	7					2	1		3
Uttering & forgery							2	2								
Use of false token						1		1								
Illegal possession of liquor						1	2	3								
Intoxication							2	2					1			1
Intoxicated in m/v						2		2								
Illegal transport of liquor							1	1								
Supplying liquor to juvenile							2	2								
Illegal possession of drugs														1	2	3
Inhalation of vapors				4	1	1	2	8								
Larceny	2 UK.	4	4	4	9	8	13	44	1 UK.		1		3	2	1	8
Attempted larceny				1	1			2								
Malicious mischief		1	1	1	1	2	1	7								
TOTALS	6 UK.	7	5	18	24	4	55	163	2 UK.		3	5	13	18	11	52

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Androscoggin County District Courts
 July 1, 1969 - June 30, 1970

Offense	Male										
	BTC	Probation	Continued	Dismissed Not Adjudicated	H & W	Appealed	Fine	License Suspended			
Assault	1	1	2								
Attempted assault		1									
Assault & battery											
B., E. & L.	3	3	2								
B. E. & L. in the nighttime	1	5	3	3							
Burglary		1									
Concealing or carrying concealed weapon			1								
Danger of falling				1							
Behaving in an incorrigible manner	3	4	4	2	2	2					
Runaway		1	1								
Disturbance			1								
Street affray			1								
Disorderly conduct			1								
False bomb report	1										
Littering						1					
Operating motorboat in imprudent way				1							
Receiving stolen property				1							

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Androscoggin County District Courts
 July 1, 1969 - June 30, 1970

Offense	Male										
	BTC	Probation	Continued	Dismissed Not Adjudicated	H & W	Appealed	Fine	License Suspended			
Suspended from school			1								
Taking or using m/v w/o authority	2	5	6	2			1				
Trespass	3		5								
Truancy		1	2	2	1	1					
Uttering & forgery			1			1					
Use of false token			1								
Illegal possession of liquor			1				2				
Intoxication			1				1				
Intoxication in m/v				1			1				
Illegal transport of liquor								1			
Supplying liquor to juvenile		1		1							
Inhalation of vapors	1	1	4			2					
Larceny	3	10	25	4	1	1					
Attempted larceny			2								
Malicious mischief		3	3	1							
TOTALS	18	39	67	23	1	4	6	5	1		

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Androscoggin County District Courts
 July 1, 1969 - June 30, 1970

Offense	Female										
	Stevens	H & W	Continued	Dismissed							
Danger of falling	2	4	8								
Behaving in an incorrigible manner	6	2	2								
Deserting home	2										
Runaway	2	1	4	1							
Wayward girl		1									
Trespass			2								
Truancy	1		2								
Intoxication			1								
Illegal possession of drugs			3								
Larceny		1	7								
TOTALS	13	9	29								

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE
 Lewiston District Court
 July 1, 1969 - June 30, 1970

Sentence	No Lawyer	Lawyer	Total
Probation	25	18	43
Continued	81	11	92
Dismissed	6	3	9
Filed	11	1	12
Fine		2	2
Health and Welfare	4		4
Stevens School	4	7	11
Boys Training Center	1	17	18
Unofficial Probation			
Not Adjudicated	1		1
Not Processed			
Released to Parents or Guard.		1	1
License Suspended	1		1
Pay Expense or Costs			
Appealed to Superior Court	1	5	6
Unavailable Information			

JUVENILE CASES BY PERSONS IN COURT AND SEX
 Lewiston District Court
 July 1, 1969 - June 30, 1970

Person in Court	Male	Female	Total
Father	16		16
Mother	44	10	54
Both Parents	28	10	38
Neither Parents			
Social Worker for H & W Guardian		1	1
No Information	63	28	91
Training Centers			
Probation Officers			
Own Lawyer			30
Court Appointed Lawyer			35
Previous Hearings	9	3	12

JUVENILE CASES BY OFFENSE, SEX AND AGE
Lewiston District Court
July 1, 1969 - June 30, 1970

Offense	Male								Female							
	10	11	12	13	14	15	16 & UP	T	10	11	12	13	14	15	16 & UP	T
Assault				1	1	1	1	4								
Attempted assault							1	1								
Assault & battery				1	1	1		3								
B.E. & L.		2		2	1	2	1	8								
B.E. & L. in nighttime	1 UK.					3	4	8								
Burglary					1			1								
Concealing or carrying a concealed weapon							1	1								
Danger of falling							1	1 UK.				2	2	6	3	14
Behaving in an incorrigible manner				1	2	9	5	17			1		3	2	4	10
Deserting home														1		1
Runaway				1		1		2				2	1	4	1	8
Disturbance							1	1								
Street affray							1	1								
Disorderly conduct						1		1								
False bomb report						1		1								
Operating motorboat in imprudent way						1		1								
Receiving stolen property							1	1								
Suspended from school	1 UK.							1								
Using or taking m/v without authority	1 UK.					7	8	16								

JUVENILE CASES BY OFFENSE, SEX AND AGE
Lewiston District Court
July 1, 1969 - June 30, 1970

Offense	Male								Female							
	10	11	12	13	14	15	16 & UP	T	10	11	12	13	14	15	16 & UP	T
Trespass				1	4	1	2	8				1			1	2
Truancy	1 UK.			1	2	2	1	7					1	1		2
Uttering & forging							2	2								
Use of false token							1	1								
Intoxication							1	1					1			1
Intoxicated in m/v							2	2								
Illegal transp. of liquor							1	1								
Supplying liquor to juvenile							2	2								
Illegal possession of drugs															1	2
Inhalation of vapors				4	1	1	2	8								
Larceny	2 UK.	4	4	4	9	8	10	41	1 UK.		1		3	2	1	8
Attempted larceny				1	1			2								
Malicious mischief		1	1	1	1	2	1	7								
TOTALS	6 UK.	7	5	18	24	44	47	151	2 UK.	0	2	5	11	18	11	49

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Lewiston District Court
 July 1, 1969 - June 30, 1970

Offense	Male										Female				
	BTC	Probation	Continued	Dismissed	Not Adjudicated H & W	Appealed Fine	Lics. Susp.	Stevens	Probation	Continued	Dismissed				
Assault	1	1	2												
Attempted assault		1													
Assault & battery		2		1											
B.E. & L.	3	3		2											
B.E. & L. nighttime	1	2	3	2											
Burglary		1													
Concealing or carrying a concealed weapon			1												
Danger of falling				1			2	4	8						
Behaving in incorrigible manner	3	4	4	2	2	2	6	2	2						
Deserting home							1								
Runaway		1	1				2	1	4	1					
Disturbance			1												
Street affray			1												
Disorderly conduct			1												
False bomb report	1														
Operating motorboat in imprudent way				1											
Receiving stolen property				1											

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Lewiston District Court
 July 1, 1969 - June 30, 1970

Offense	Male										Female				
	BTC	Probation	Continued	Dismissed	Not Adjudicated H & W	Appealed Fine	Lics. Susp.	Stevens	Probation	Continued	Dismissed				
Suspended from school			1												
Using or taking m/v w/o consent	2	5	6	2						1					
Trespass	3		5									2			
Truancy		1	2	2	1	1						2			
Uttering or forging			1		1										
Using false token			1												
Intoxication			1									1			
Intoxication in m/v				1		1									
Illegal transp. of liquor												1			
Supplying liquor to juvenile		1		1											
Illegal possession of drugs													3		
Inhalation of vapors	1	1	4			2									
Larceny	3	9	23	4	1	1				1	7				
Attempted larceny			2												
Malicious mischief		3	3	1											
TOTALS	18	35	63	21	1	4	6	2	1	11	8	29	1		

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE
Livermore Falls District Court
July 1, 1969 - June 30, 1970

Sentence	No Lawyer	Lawyer	Total
Probation	3	1	4
Continued	3		3
Dismissed		1	1
Filed			
Fine	4		4
Health and Welfare	1		1
Stevens School	2		2
Boys Training Center			
Unofficial Probation			
Not Adjudicated			
Not Processed			
Released to Parents or Guard.			
License Suspended			
Pay Expense or Costs			
Appealed to Superior Court			
Unavailable Information			

JUVENILE CASES BY PERSONS IN COURT AND SEX
Livermore Falls District Court
July 1, 1969 - June 30, 1970

Person in Court	Male	Female	Total
Father	2		2
Mother	8	1	9
Both Parents	1	1	2
Neither Parents	1	1	2
Social Worker for H & W			
Guardian			
No Information			
Training Centers			
Probation Officers			
Own Lawyer			2
Court Appointed Lawyer			0
Previous Court Hearing	0	0	0

JUVENILE CASES BY OFFENSE, SEX AND AGE
Livermore Falls District Court
July 1, 1969 - June 30, 1970

Offense	Male							Female								
	10	11	12	13	14	15	16	T	10	11	12	13	14	15	16	T
B. E. & L. in the nighttime						3	1	4								
Deserting home											1					1
Wayward girl														1		1
Littering							1	1								
Truancy													1			1
Illegal possession of liquor						1	2	3								
Intoxication							1	1								
Larceny							3	3								
Totals						4	8	12			1		1	1		3

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Livermore Falls District Court
 July 1, 1969 - June 30, 1970

Offense	Male					Female				
	BTC	Probation	Continued	Dismissed	Fine	Stevens	Probation	Continued	Dismissed	H & W
B. E. & L. in the nighttime	3		1							
Deserting home						1				
Wayward girl									1	
Littering				1						
Truancy						1				
Illegal possession of liquor		1		2						
Intoxication				1						
Larceny	1	2								
TOTALS	4	3	1	4		2			1	

DISTRICT COURT STUDY

AROOSTOOK COUNTY

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE
Aroostook County District Court
July 1, 1969 - June 30, 1970

Sentence	No Lawyer	Lawyer	Total
Probation	55	26	81
Continued	101	16	117
Dismissed	32	12	44
Filed	23	13	36
Fine	46	14	60
Health and Welfare	5		5
Stevens School	7	5	12
Boys Training Center	18	18	36
Unofficial Probation		1	1
Not Adjudicated	5	5	10
Not Processed			
Released to Parents or Guard.	34	8	42
License Suspended	5	1	6
Pay Expense or Costs	3	4	7
Appealed to Superior Court			
Unavailable Information			

JUVENILE CASES BY PERSONS IN COURT AND SEX
Aroostook County District Courts
July 1, 1969 - June 30, 1970

Person in Court	Male	Female	Total
Father	112	16	128
Mother	149	37	186
Both Parents	73	14	87
Neither Parents	8	5	13
Social Worker for H & W	4	2	6
Guardian	4		4
No Information	24	8	32
Training Centers			
Probation Officers			
Own Lawyer			95
Court Appointed Lawyer			28
Relative		1	1
Previous Court Hearing	43	5	48

JUVENILE CASES BY OFFENSE, SEX AND AGE
Aroostook County District Courts
July 1, 1969 - June 30, 1970

Offense	Male								Female							
	UNK.	11& UND.	12	13	14	15	16& UP	T	10	11& UND.	12	13	14	15	16& UP	T
Arson					1			1								
Cheating by false pretenses						2		2								
Assault & battery					1	1	2	4								
Attempted B. & E.						1		1								
B. & E.	2 UK.							2								
B.E. & L.	1 UK.	5	4	5	4	1	2	22	4	1		1				6
B.E. & L. in the nighttime				1	2	1	5	9								
Danger of falling	1 UK.						2	3	2 UK.		2	2	4	3	3	16
Incorrigible			1	2	2	4	2	11				5	2	2	2	9
Lascivious speech & behavior							1	1							1	1
Disorderly conduct	1 UK.	1	2		2	5	4	15							1	1
False fire alarm	1 UK.	1	1					3								
False report to police officer					1			1				2				2
Discharging fireworks							1	1								
Littering					1	2	1	4								
Insufficient lifesaving devices in a boat														1		1
Operating snowmobile in public way				1	1			3	5							
Reckless operation of snowmobile						1		1								
Operating unregistered snowmobile						2	1	3						1		1

JUVENILE CASES BY OFFENSE, SEX AND AGE
Aroostook District Courts
July 1, 1969 - June 30, 1970

Offense	Male								Female							
	10	11& UND.	12	13	14	15	16& UP	T	10	11& UND.	12	13	14	15	16& UP	T
Receiving stolen merchandise					1			1								
Receiving stolen money		2			1			3								
Taking or using m/v w/o authority	1 UK.			2	3	7	6	19								
Tampering with a m/v						1		1								
Rape					1			1								
Threatening communication					1			1								
Trespass		2	3	1	7	1	3	17			1	3	1			5
Truancy			1	2	6	1		10	2 UK.							2
Uttering & forgery					2	1		3								
Con. in off. of utter- ing of false inst.*					2			2								
Conspiring to forge bank check						1		1								
Violation of curfew				3	5	14	10	32				2	1	2	2	7
Unknown offense							1	1								
Illegal possession of liquor					1	10	27	38	1 UK.						2	3
Intoxication	1 UK.			1	2	3	9	16				1	1		1	3
Operating a m/v while impaired							4	4								
Illegal transportation of liquor						2	5	7								
Present where cannabis is						2	1	3							2	2
Possession of cannabis							1	1							1	1

JUVENILE CASES BY OFFENSE, SEX AND AGE
Aroostook County District Courts
July 1, 1969 - June 30, 1970

Offense	Male							Female								
	10	11& UND	12	13	14	15	16& UP	T	10	11& UND	12	13	14	15	16& UP	T
Inhalation of vapors					1		1	2								
Possession of narcotic drugs															1	1
Hunting in closed season							3	3								
Larceny		7	1	3	4	4	7	26							1	1
Grand larceny		2				1		3								
Petty larceny	2 UK.	2	1	3	10	7	2	27	1	2	1	3	1	3	11	
Concealing merchandise		2		2	6	5	2	17	1	1	1	3	2	2	10	
Attempted larceny					1		1	2								
Malicious mischief	2 UK.	4	4	10	10	6	7	43								
Disturbing traps							1	1								
TOTALS	12 UK.	28	18	36	79	86	115	374	5 UK.	6	7	10	21	12	22	83

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
Aroostook County District Courts
July 1, 1969 - June 30, 1970

Offense	Male													
	BTC	Probation	Continued	Dismissed License	Suspended	Payment of Costs	Released in Custody *	Filed	Fine	H & W	Not Adjudicated	Unofficial Probation		
Arson													1	
Cheating by false pretenses				2										
Assault & battery		1	1	1				1						
Attempted B & E			1											
B. & E.		2												
B. E. & L.	3	4	15											
B. E. & L. in the nighttime	2	7												
Danger of falling	1	1		1										
Incorrigible	4	2	3	1				1						
Lascivious speech & behavior											1			
Disorderly conduct	1	3	5	1					1	1			3	
False fire alarm			3											
False report to police officer		1												
Discharging fireworks								1						
Littering					3				1					
Operating snowmobile in a public way						1	1			3				
Reckless operation of snowmobile									1					

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
Aroostook County District Courts
July 1, 1969 - June 30, 1970

Offense	Male										
	BTC	Probation	Continued	Dismissed License	Suspended Payment of Costs	Released in Custody *	Filed	Fine	H & W	Not Adjudicated Unofficial Probation	
Operating unregistered snowmobile								3			
Receiving stolen merchandise	1										
Receiving stolen money	1	2									
Taking or using m/v w/o authority	6	1	4	3		4		1			
Tampering with a m/v	1										
Rape			1								
Threatening communication		1									
Trespass		2	11			4					
Truancy	3	2	5								
Uttering & forgery	1						2				
Con. in off. of uttering of false inst.*		2									
Conspiring to forge				1							
Violation of curfew	2	2	7	5		9	4	3			
Unknown offense				1							
Illegal possession of liquor		6	3	2	1	1	6	17	2		
Intoxication	3	2	4	1		4	1	1			
Operating a m/v while impaired		1						2			

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
Aroostook County District Courts
July 1, 1969 - June 30, 1970

Offense	Male										
	BTC	Probation	Continued	Dismissed License	Suspended Payment of Costs	Released in Custody *	Filed	Fine	H & W	Not Adjudicated Unofficial Probation	
Illegal transport of liquor				1	2	2		2			
Present where cannabis is		2	1								
Possession of cannabis	1										
Inhalation of vapors	2										
Hunting in closed season					1			2			
Larceny	3	9	3	1		4		3	1	2	
Grand larceny		1	2								
Petty larceny	1	1	13		1	3	1	5	2		
Concealing merchandise	1	2	4	1		1		5	2	1	
Attempted larceny		1	1								
Malicious mischief		13	8	10		4	2	3	1	2	
Disturbing traps		1									
TOTALS	37	70	97	32	4	7	34	20	55	7	10

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
Aroostook County District Courts
July 1, 1969 - June 30, 1970

Offense	Female										
	Stevens	Probation	Continued	Dismissed	Released in Custody *	Fine	Filed				
B.E. & L.		6									
Danger of falling	5	2	3	3	3						
Incorrigible	5	2	1		1						
Lascivious speech & behavior				1							
Disorderly conduct						1					
False report to police officer		2									
Insufficient lifesaving devices in a boat				1							
Operating unregistered snowmobile						1					
Trespass			5								
Truancy		2									
Violation of curfew		2		2	1		2				
Illegal possession of liquor						3					
Intoxication	1			1		1					
Present where cannabis is			1	1							
Possession of cannabis	1										
Possession of narcotic drugs							1				
Larceny						1					

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
Aroostook County District Courts
July 1, 1969 - June 30, 1970

Offense	Female										
	Stevens	Probation	Continued	Dismissed	Released in Custody *	Fine	Filed				
Petty larceny		2	2	1	3	1	2				
Concealing merchandise			3	3	2	1	1				
TOTALS	12	12	21	13	10	8	7				

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE Caribou District Court July 1, 1969 - June 30, 1970			
Sentence	No Lawyer	Lawyer	Total
Probation	23	8	31
Continued	47	6	53
Dismissed	5	4	9
Filed	5	8	13
Fine	9	2	11
Health and Welfare	1		1
Stevens School	2	3	5
Boys Training Center	2	7	9
Unofficial Probation			
Not Adjudicated	1	4	5
Not Processed			
Released to Parents or Guard.	1	1	2
License Suspended			
Pay Expense or Costs			
Appealed to Superior Court			
Unavailable Information			

JUVENILE CASES BY PERSONS IN COURT AND SEX Caribou District Court July 1, 1969 - June 30, 1970			
Person in Court	Male	Female	Total
Father	38	8	46
Mother	41	18	59
Both Parents	11	1	12
Neither Parents	1		1
Social Worker for H & W			
Guardian			
No Information	16	5	21
Training Centers			
Probation Officers			
Own Lawyer			30
Court Appointed Lawyer			13
Previous Court Hearing	17	4	21

JUVENILE CASES BY OFFENSE, SEX AND AGE Caribou District Court July 1, 1969 - June 30, 1970																
Offense	Male								Female							
	10	11	12	13	14	15	16 & UP	T	10	11 & UND	12	13	14	15	16	T
Arson					1			1								
Assault & battery					1			1								
B. & E.	2 UK.							2								
B. E. & L.	1 UK.	2	2	1	2	1		9								
Danger of falling	1 UK.							2	2 UK.	1	2	2	2	2	2	11
Incorrigible								1	1				1			1
Lascivious speech & behavior								1	1							
Disorderly conduct	1 UK.	1	2					3	3	10					1	1
False fire alarm	1 UK.	1	1						3							
Operating snowmobile on public way				1					1							
Operating unregistered snowmobile								1	1	2						
Receiving stolen merchandise					1				1							
Using or taking m/v w/o authority	1 UK.							2	1	4						
Threatening communication					1				1							
Trespass		2	3	1	5			2	13		1	3	1			5
Truancy			1		2				3	2 UK.						2
Uttering & forgery						1			1							
Conspiring to forge bank check						1			1							
Violation of curfew						1			1			2	1	1	1	5

JUVENILE CASES BY OFFENSE, SEX AND AGE
 Caribou District Court
 July 1, 1969 - June 30, 1970

Offense	Male							Female								
	10	11	12	13	14	15	16 & UP	T	10	11 & IND.	12	13	14	15	16	T
Unknown offense							1	1								
Illegal possession of liquor						1	1	2								
Intoxication	1 UK.						1	2			1			1	2	
Operating m/v while impaired							2	2								
Larceny	5 UK.			2	2		4	13								
Grand larceny		2						2								
Petty larceny	2 UK.				4	2	1	9	1						1	
Concealing merchandise				2	4	3		9	1	1	1			1	4	
Malicious mischief	2 UK.	1	1	1	2		2	9								
TOTALS	17 UK.	9	10	8	25	16	22	107	4 UK.	2	3	9	5	3	6	32

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Caribou District Court
 July 1, 1969 - June 30, 1970

Offense	Male							Female						
	BTC	Probation	Continued	Dismissed Not Adjudicated	H & W	Filed	Fine	Stevens	Probation	Continued	Dismissed Released in Custody *	Filed	Fine	
Arson				1										
Assault & battery		1												
B. & E.		2												
B.E. & L.	2	2	5											
Danger of falling	1	1						4	2	3	2			
Incorrigible			1							1				
Lascivious speech & behavior					1									
Disorderly conduct		1	5	2		1	1					1		
False fire alarm			3											
Operating snowmobile on public way							1							
Operating unregistered snowmobile						2								
Receiving stolen merchandise	1													
Taking or using m/v w/o authority	1			3										
Threatening communication		1												
Trespass		2	9			2				5				
Truancy	1	1	1						2					
Uttering & forgery	1													

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Caribou District Court
 July 1, 1969 - June 30, 1970

Offense	Male								Female							
	BTC	Probation	Continued	Dismissed	Not Adjudicated	H & W	Filed	Fine	Stevens	Probation	Continued	Dismissed	Released in Custody *	Filed	Fine	
Conspiring to forge bank check				1												
Violation of curfew	1								2		1				2	
Unknown offense				1												
Illegal possession of liquor							2									
Intoxication			1			1		1							1	
Operating m/v while impaired		1					1									
Larceny	1	6	3	1	2											
Grand larceny			2													
Petty larceny		1	6			2									1	
Concealing merchandise	1	2	2				4		1	1			1	1		
Malicious mischief		4	5													
TOTALS	9	26	43	6	5	3	6	9	5	6	10	2	2	5	2	

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE
 Fort Kent District Court
 July 1, 1969 - June 30, 1970

Sentence	No Lawyer	Lawyer	Total
Probation	2		2
Continued	5		5
Dismissed		1	1
Filed	2		2
Fine	2		2
Health and Welfare			
Stevens School			
Boys Training Center			
Unofficial Probation			
Not Adjudicated			
Not Processed			
Released to Parents or Guard.			
License Suspended			
Pay Expense or Costs			
Appealed to Superior Court			
Unavailable Information			

JUVENILE CASES BY PERSONS IN COURT AND SEX
 Fort Kent District Court
 July 1, 1969 - June 30, 1970

Person in Court	Male	Female	Total
Father	2	1	3
Mother	7		7
Both Parents			
Neither Parents			
Social Worker for H & W	1		1
Guardian			
No Information	1		1
Training Centers			
Probation Officers			
Own Lawyer			
Court Appointed Lawyer			1

JUVENILE CASES BY OFFENSE, SEX AND AGE
 Fort Kent District Court
 July 1, 1969 - June 30, 1970

Offense	Male								Female							
	10	11	12	13	14	15	16	T	10	11	12	13	14	15	16	T
Trespass						1		1								
Truancy				1	2			3								
Illegal possession of liquor							4	4							1	1
Petty Larceny						1		1								
Malicious Mischief				1		1		2								
TOTALS				2	2	3	4	11							1	1

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Fort Kent District Court
 July 1, 1969 - June 30, 1970

Offense	Male						Female					
	BTC	Probation	Continued	Dismissed	Filed	Fine	Stevens	Probation	Continued	Dismissed	Fine	
Trespass					1							
Truancy		3										
Illegal possession of liquor	1	1		1	1					1		
Petty Larceny		1										
Malicious Mischief	1	1										
TOTALS	2	6		2	1					1		

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE
 Houlton District Court
 July 1, 1969 - June 30, 1970

Sentence	No Lawyer	Lawyer	Total
Probation	7	6	13
Continued	18	3	21
Dismissed	2		2
Filed	3		3
Fine	6	2	8
Health and Welfare	3		3
Stevens School	2		2
Boys Training Center	4	4	8
Unofficial Probation			
Not Adjudicated	1	1	2
Not Processed			
Released to Parents or Guard.	9		9
License Suspended	2	1	3
Pay Expense or Costs	1		1
Appealed to Superior Court			
Unavailable Information			

JUVENILE CASES BY PERSONS IN COURT AND SEX
 Houlton District Court
 July 1, 1969 - June 30, 1970

Person in Court	Male	Female	Total
Father	10		10
Mother	31	6	37
Both Parents	19	4	23
Neither Parents			
Social Worker for H & W	2	2	4
Guardian	1		1
No Information			
Training Centers			
Probation Officers			
Own Lawyer			12
Court Appointed Lawyer			5
Previous Court Hearing	5		5

JUVENILE CASES BY OFFENSE, SEX AND AGE
 Houlton District Court
 July 1, 1969 - June 30, 1970

Offense	Male								Female							
	10 & Und.	11	12	13	14	15	16	T	10 & Und.	11	12	13	14	15	16	T
Attempted B. & E.						1		1								
B.E. & L.	2	1	2	3	2		2	12	3	1	1		1			6
B.E. & L. in the nighttime								1	1							
Incorrigible				1	1			2					2			2
Disorderly Conduct					1	2		3								
False report to police officer													2			2
Littering								1	1							
Insuf. life saving devices in boat														1		1
Operating snowmobile in public way					1			1								
Operating unregistered snowmobile														1		1
Taking or using m/v w/o authority						2	2	4								
Rape					1			1								
Truancy				1	1	1		3								
Illegal possession of liquor						4	4	8								
Intoxication							2	2								
Operating m/v while impaired								2	2							
Illegal transport of liquor								5	5							
Larceny	2		1	1	1	1	1	7								
Grand Larceny						1		1								

JUVENILE CASES BY OFFENSE, SEX AND AGE
Houlton District Court
July 1, 1969 - June 30, 1970

Offense	Male							Female								
	10 & Und.	11	12	13	14	15	16	T	10 & Und.	11	12	13	14	15	16	T
Concealing Merchandise	2						1	3								
Attempted Larceny				1			1	2								
Malicious Mischief	1					2	1	4								
TOTALS	7	1	3	6	9	14	23	63	3	1	1		5	2		12

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
Houlton District Court
July 1, 1969 - June 30, 1970

Offense	Male *										Female				
	BTC	Probation	Continued	Dismissed	H & W	Fine	Rel. in cust.	Not Adjud.	License Susp	Pay of costs	Stevens	Probation	Continued	Dismissed	Fine
Attempted B. & E.			1												
B.E. & L.	1	1	10									6			
B.E. & L. in the nighttime		1													
Incorrigible	2									2					
Disorderly Conduct	1	2													
False report to police officer											2				
Littering					1										
Insuf. life saving devices in boat												1			
Operating snowmobile in public way								1							
Operating unregistered snowmobile													1		
Taking or using m/v w/o authority	2					2									
Rape			1												
Truancy	1	1	1												
Illegal possession of liquor		1				4	2								
Intoxication						2									
Operating mv while impaired						1	1								
Illegal transport of liquor						1	2	1							

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Houlton District Court
 July 1, 1969 - June 30, 1970

Offense	Male										Female				
	BTC	Probation	Continued	Dismissed	H & W	Fine	Rel. in cust*	Not adjud.	Lic. Susp.	Pay of costs	Stevens	Probation	Continued	Dismissed	Fine
Larceny	1	1			1	4									
Grand Larceny		1													
Concealing merchandise			1	2											
Attempted Larceny		1	1												
Malicious Mischief		2		1	1										
TOTALS	8	11	15	1	3	10	9	2	3	1	2	2	6	1	1

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE
 Madawaska District Court
 July 1, 1969 - June 30, 1970

Sentence	No Lawyer	Lawyer	Total
Probation	2	1	3
Continued	2		2
Dismissed		2	2
Filed	1	1	2
Fine	2		2
Health and Welfare	1		1
Stevens School			
Boys Training Center	1	2	3
Unofficial Probation		1	1
Not Adjudicated	1		1
Not Processed			
Released to Parents or Guard.			
License Suspended			
Pay Expense or Costs			
Appealed to Superior Court			
Unavailable Information			

JUVENILE CASES BY PERSONS IN COURT AND SEX
 Madawaska District Court
 July 1, 1969 - June 30, 1970

Person in Court	Male	Female	Total
Father	11		11
Mother	3		3
Both Parents	2		2
Neither Parents			
Social Worker for H & W			
Guardian			
No Information	1		1
Training Centers			
Probation Officers			
Own Lawyer	4		4
Court Appointed Lawyer	3		3
Previous Court Hearing	2		2

JUVENILE CASES BY OFFENSE, SEX AND AGE
 Madawaska District Court
 July 1, 1969 - June 30, 1970

Offense	Male							Female								
	10	11	12	13	14	15	16	T	10	11	12	13	14	15	16	T
Assault & battery						1		1								
Incorrigible							1	1								
Disorderly conduct							1	1								
Using or taking m/v w/o authority							1	1								
Trespass							1	1								
Intoxication					2	1	4	7								
Larceny					1	2		3								
Petty larceny					1			1								
Concealing merchandise					1			1								
TOTALS					5	4	8	17								

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Madawaska District Court
 July 1, 1969 - June 30, 1970

Offense	Male							Female				
	BTC	Probation	Continued	Dismissed Not Adjud.	Filed	Fine H & W	Unofficial Probation	Stevens	Probation	Continued	Dismissed	
Assault & battery				1								
Incorrigible				1								
Disorderly conduct				1								
Using or taking m/v w/o authority		1										
Trespass					1							
Intoxication		2	2	2		1						
Larceny		1				1	1					
Petty larceny					1							
Concealing merchandise									1			
TOTALS		3	3	2	2	1	22	1	1			

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE
 Presque Isle District Court
 July 1, 1969 - June 30, 1970

Sentence	No Lawyer	Lawyer	Total
Probation	20	11	31
Continued	22	5	27
Dismissed	25	5	30
Filed	8	4	12
Fine	23	9	32
Health and Welfare			
Stevens School	3	2	5
Boys Training Center	12	3	15
Unofficial Probation			
Not Adjudicated	2		2
Not Processed			
Released to Parents or Guard.	24	7	31
License Suspended	2		2
Pay Expense or Costs	2	4	6
Appealed to Superior Court			
Unavailable Information			

JUVENILE CASES BY PERSONS IN COURT AND SEX
 Presque Isle District Court
 July 1, 1969 - June 30, 1970

Person in Court	Male	Female	Total
Father	43	5	48
Mother	62	9	71
Both Parents	40	9	49
Neither Parents	7	5	12
Social Worker for H & W	1		1
Guardian	3		3
No Information	5	3	8
Training Centers			
Probation Officers			
Own Lawyer			45
Court Appointed Lawyer			5
Relative		1	1
Previous Hearings	19	1	20

JUVENILE CASES BY OFFENSE, SEX AND AGE
 Presque Isle District Court
 July 1, 1969 - June 30, 1970

Offense	Male								Female							
	10	11	12	13	14	15	16	T	10	11	12	13	14	15	16	T
Cheating by false pretenses						2		2								
Assault & battery							2	2								
B.E. & L.				1				1								
B.E. & L. in nighttime					1	1	4	6								
Danger of falling							1	1			1		2	1	1	5
Incorrigible			1	1	1	4		7					2	2	2	6
Lascivious speech & behavior															1	1
Disorderly conduct					1			1								
False report to police officer					1			1								
Discharging fireworks							1	1								
Littering					1	2		3								
Operating snowmobile on public way							3	3								
Reckless operating of a snowmobile						1		1								
Operating unregistered snowmobile						1		1								
Using or taking m/v w/o authority					2	5	3	10								
Tampering with a m/v						1		1								
Trespass					2			2								
Truancy					1			1								
Uttering & forgery					2			2								

JUVENILE CASES BY OFFENSE, SEX AND AGE
 Presque Isle District Court
 July 1, 1969 - June 30, 1970

Offense	Male								Female							
	UND 11	11	12	13	14	15	16	T	10	11	12	13	14	15	16	T
Con. in off. of uttering of false inst.*						2		2								
Violation of curfew				3	5	13	10	31						1	1	2
Illegal possession of liquor					1	5	16	22								
Intoxication			1		2	2	5				1					1
Illegal transp. of liquor						1		1								
Present where cannabis is						2	1	3							2	2
Possession of cannabis							1	1							1	1
Inhalation of vapors					1		1	2								
Possession of narcotic drugs															1	1
Hunting in closed season							2	2								
Larceny						1	2	3							1	1
Petty larceny	1	1	1	3	3	4	1	14			2	1	3	1	3	10
Concealing merchandise						2		2					2			2
Malicious mischief	2		3	7	7	3	4	26								
Disturbing traps							1	1								
TOTALS	3	1	5	16	29	52	55	161			3	1	10	5	13	32

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Presque Isle District Court
 July 1, 1969 - June 30, 1970

Offense	Male								Female							
	Not Adjud. B/C	Probation	Continued	Dismissed	Payment of Costs	Filed in Cust.*	Fine	Stevens	Probation	Continued	Dismissed Released in Custody	Filed	Fine			
Cheating by false pretenses				2												
Assault & battery		1		1												
B.E. & L.		1														
B. E. & L. in the nighttime	1	5														
Danger of falling				1				1			3	1				
Incorrigible	2	2	2			1		3	2			1				
Lascivious speech & behavior											1					
Disorderly conduct				1												
False report to police officer		1														
Discharging fireworks						1										
Littering				3												
Operating snowmobile on public way						1	2									
Reckless operation of snowmobile							1									
Operating unregistered snowmobile							1									
Using or taking m/v w/o authority	3	4				2	1									
Tampering with a m/v	1															
Trespass							2									

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Presque Isle District Court
 July 1, 1969 - June 30, 1970

Offense	Male							Female							
	Not Adjud. File	Probation	Continued	Dismissed	Payment of Costs Filed	Rel. in Cust.*	Fine	Stevens	Probation	Continued	Dismissed	Released in Custody	Filed	Fined	
Truancy	1														
Uttering & forgery							2								
Con. in off. of uttering a false inst.*		2													
Violation of curfew	2	1	7	5	4	9	3			1	1				
Illegal possession of liquor		4	1	2	1	3	11								
Intoxication	1		1	1		2				1					
Illegal transp. of liquor						1									
Present where cannabis is		2	1						1	1					
Possession of cannabis	1							1							
Inhalation of vapors	2														
Possession of narcotic drugs												1			
Hunting in closed season					1		1								
Larceny			2				1							1	
Petty larceny	1		4		1	3	5		2	2	1	3	1	1	
Concealing merchandise				1		1						2			
Malicious mischief	2	6	1	9	2	4	2								
Disturbing traps		1													
TOTALS	2	15	27	24	22	6	1025	30	5	4	3	8	8	2	2

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE
 Van Buren District Court
 July 1, 1969 - June 30, 1970

Sentence	No Lawyer	Lawyer	Total
Probation	1		1
Continued	7	2	9
Dismissed			
Filed	3		3
Fine	4	1	5
Health and Welfare			
Stevens School			
Boys Training Center		2	2
Unofficial Probation			
Not Adjudicated			
Not Processed			
Released to Parents or Guard.			
License Suspended	1		1
Pay Expense or Costs			
Appealed to Superior Court			
Unavailable Information			

JUVENILE CASES BY PERSONS IN COURT AND SEX
 Van Buren District Court
 July 1, 1969 - June 30, 1970

Person in Court	Male	Female	Total
Father	8	2	10
Mother	5	4	9
Both Parents	1		1
Neither Parents			
Social Worker for H & W			
Guardian			
No Information	1		1
Training Centers			
Probation Officers			
Own Lawyer	3		3
Court Appointed Lawyer	2		2

JUVENILE CASES BY OFFENSE, SEX AND AGE
 Van Buren District Court
 July 1, 1969 - June 30, 1970

Offense	Male								Female							
	10	11	12	13	14	15	16	T	10	11	12	13	14	15	16	T
B.E. & L. in nighttime				1	1			2								
Receiving Stolen Money		2			1			3								
Illegal possession of liquor							2	2	1	Unk.					1	2
Illegal transport of liquor						1		1								
Hunting in Closed Season							1	1								
Petty Larceny					2			2								
Concealing Mdse.					1		1	2					1	2	1	4
Malicious Mischief				1	1			2								
TOTALS		2		2	6	1	4	15	1	Unk.			1	2	2	6

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Van Buren District Court
 July 1, 1969 - June 30, 1970

Offense	Male						Female				
	BTC	Probation	Continued	Dismissed	Fine	Lic. Susp.	Stevens	Probation	Continued	Dismissed	Fine
B.E. & L. in the Nighttime	1	1									
Receiving Stolen Money	1		2								
Illegal possession of liquor			1		1					2	
Illegal transport of liquor						1					
Hunting in Closed Season					1						
Petty Larceny			2								
Concealing Mdse.			1		1				2	2	
Malicious Mischief			1	1							
TOTALS	2	1	7	1	3	1		2	2	2	

DISTRICT COURT STUDY

CUMBERLAND COUNTY

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE
Cumberland County District Courts
July 1, 1969 - June 30, 1970

Sentence	No Lawyer	Lawyer	Total
Probation	57	47	104
Continued	30	24	54
Dismissed	21	33	54
Filed			
Fine	3		3
Health and Welfare	2		2
Stevens School	5	3	8
Boys Training Center	8	17	25
Unofficial Probation	35	17	52
Not Adjudicated	8	2	10
Not Processed		1	1
Released to Parents or Guard.	3	1	4
License Suspended			
Pay Expense or Costs			
Appealed to Superior Court	6		6
Unavailable Information			
Women's Correctional		11	11

JUVENILE CASES BY PERSONS IN COURT AND SEX
Cumberland County District Courts
July 1, 1969 - June 30, 1970

Person in Court	Male	Female	Total
Father	63	7	70
Mother	104	28	132
Both Parents	43	12	55
Neither Parents	5	1	6
Social Worker for H & W	4	1	5
Guardian	2		2
No Information	48	8	56
Training Centers	0		8
Probation Officers			
Own Lawyer			84
Court Appointed Lawyer			72

JUVENILE CASES BY OFFENSE, SEX AND AGE
Cumberland County District Courts
July 1, 1969 - June 30, 1970

Offense	Male								Female							
	10	11& UNE	12	13	14	15	16& UP	T	10	11& JND	12	13	14	15	16& UP	T
Arson			1		1			2								
Fraudulent collection of money		1						2								
Assault					1	4	5	10					2		1	3
Assault & attempted larceny			1					1								
Assault & battery				2		1		3								
Attempted B. & E.	1 UK.				1	1	1	4								
B. & E.				1		2	1	4								
B. & E. with intent to commit larceny						1		1								
B.E. & L.	2 UK.	1	2		6	3	3	17								
Attempted B.E. & L.						1		1								
B. & E. in nighttime w/i to commit larceny					2			2								
Attempted B.E. & L. in the nighttime					1	1		2								
B. E. & L. in the nighttime				1	4	4	6	15								
Danger of falling													2		2	
Incorrigible	1 UK.			3	2	2	5	13				2		3	4	9
Runaway	1 UK.					3	5	9	1 UK.			3	4	5	9	22
Disorderly conduct					1	1	3	5								
Contributing to delinquency of a minor					1			1								
Contempt for U.S. flag					1	1		2								

JUVENILE CASES BY OFFENSE, SEX AND AGE
Cumberland County District Courts
July 1, 1969 - June 30, 1970

Offense	Male								Female							
	10	11& UND	12	13	14	15	16& UP	T	10	11& UND	12	13	14	15	16& UP	T
False bomb report		1	1	2	4	1	3	12								
False fire alarm					1	1	1	3								
Illegal possession of firecrackers						1		1								
Discharging rifle in viol. of town ord.*						1		1								
H & W custody from BTC				1				1								
Prowling	1 UK.							1								
Taking or using m/v w/o authority					3	4	4	11								
Threatening communication	1 UK.							1								
Trespass							1	1								
Truancy			1	1	4			6	1 UK.			3	1			5
Uttering & forgery				1	3	1	1	6								
Violation of curfew										1	2					3
Counsel false bomb report*						1		1								
Counsel B. & L. in nighttime*												1				1
Redisposition to MCC	2 UK.					6	12	20								
Incomplete records	5 UK.							5								
Illegal possession of liquor					1		6	7					1			1
Intoxication					1	1	4	6							1	1
Dispensing drugs							1	1								

JUVENILE CASES BY OFFENSE, SEX AND AGE
Cumberland County District Courts
July 1, 1969 - June 30, 1970

Offense	Male								Female							
	10	11& UND	12	13	14	15	16& UP	T	10	11& UND	12	13	14	15	16& UP	T
Present where cannabis is							1	1								
Possession of cannabis							1	1							1	1
Illegal possession of short lobster							1	1								
Illuminating deer							1	1								
Night hunting							1	1								
Larceny	2 UK.	4	5	9	10	20	12	62			1	5		1	2	9
Larceny of a m/v				1	1		2	2	6							
Petty larceny,						4		4								
Attempted larceny							1	1								
Malicious mischief			1	1	2	11	3	18								
Indecent exposure							1	1								
Harrassment							1	1								
Obstructed police officer*							2	2								
TOTALS	16 UK.	7	13	23	50	79	89	277	2 UK.		2	12	10	13	18	57

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Cumberland County District Courts
 July 1, 1969 - June 30, 1970

Offense	Male										
	BTC	Probation	Continued	Dismissed	MCC	H & W	Released in Custody	Appealed	Fine	Not Adjudicated	Not Processed Unofficial Probation
Arson											2
Fraudulent collection of money		1									
Assault	5	3	1			1					
Assault & attempted larceny			1								
Assault & battery	1	1	1								
Attempted B & E		3	1								
B. & E.		3	1								
B. & E. with intent to commit larceny	1										
B. E. & L.	5	4	1	6						1	
Attempted B.E. & L.										1	
B. & E. in nighttime w/i to commit larceny		2									
Attempted B. E. & L. in the nighttime		2									
B. E. & L. in the nighttime	4	6	2	1					1	1	
Incorrigible	4	5	2	1		1					
Runaway		5	1	1						2	
Disorderly conduct	1	2							1	1	
Contributing to delinquency of a minor		1									

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Cumberland County District Courts
 July 1, 1969 - June 30, 1970

Offense	Male										
	BTC	Probation	Continued	Dismissed	MCC	H & W	Released in Custody	Appealed	Fine	Not Adjudicated	Not Processed Unofficial Probation
Contempt for U. S. flag		2									
False bomb report		4	1	7							
False fire alarm				2							1
Illegal possession of firecrackers								1			
Discharging rifle in viol. of town ord.*			1								
H & W custody from BTC						1					
Prowling			1								
Taking or using m/v w/o authority	1	6	2	1							1
Threatening communication				1							
Trespass	1										
Truancy	1	1	3								1
Uttering & forgery	1	2		3							
Counsel false bomb report*				1							
Redisposition to MCC			8	1	11						
Incomplete records						1	4				
Illegal possession of liquor			2	2					1		2
Intoxication		3	1					1			1

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Cumberland County District Courts
 July 1, 1969 - June 30, 1970

Offense	Male												
	BTC	Probation	Continued	Dismissed	MCC	H & W	Released in Custody	Appealed	Fine	Not Adjudicated	Not Processed	Unofficial Probation	
Dispensing drugs		1											
Present where cannabis is											1		
Possession of cannabis											1		
Illegal possession of short lobsters								1					
Illuminating deer											1		
Night hunting									1				
Larceny	2	22	5	7					6		20		
Larceny of m/v	1	1	2								2		
Petty larceny		1	1								2		
Attempted larceny			1										
Malicious mischief	2	4	5	7									
Indecent exposure				1									
Harassment				1									
Obstructed police officer*											2		
TOTALS	25	84	45	48	11	1	2	5	3	9	1	43	

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Cumberland County District Courts
 July 1, 1969 - June 30, 1970

Offense	Female										
	Stevens	Probation	Continued	Dismissed	Unofficial Probation	Released in Custody	Appealed	H & W			
Arson		2		1							
Danger of falling			1	1							
Incorrigible	2	3	1		3						
Runaway	6	10	3		1	1		1			
Truancy		4					1				
Violation of curfew				3							
Counsel B & L in nighttime*			1								
Illegal possession of liquor				1							
Intoxication		1									
Possession of cannabis			1								
Larceny		2		6	1						
TOTALS	8	22	7	6	10	2	1	1			

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE
 Bridgton District Court
 July 1, 1969 - June 30, 1970

Sentence	No Lawyer	Lawyer	Total
Probation	2		2
Continued	3	3	6
Dismissed	3	1	4
Filed			
Fine			
Health and Welfare			
Stevens School			
Boys Training Center		1	1
Unofficial Probation			
Not Adjudicated	5		5
Not Processed			
Released to Parents or Guard.			
License Suspended			
Pay Expense or Costs			
Appealed to Superior Court			
Unavailable Information			

JUVENILE CASES BY PERSONS IN COURT AND SEX
 Bridgton District Court
 July 1, 1969 - June 30, 1970

Person in Court	Male	Female	Total
Father	9		9
Mother			
Both Parents	7		7
Neither Parents			
Social Worker for H & W			
Guardian			
No Information	1	1	2
Training Centers			
Probation Officers			
Own Lawyer			3
Court Appointed Lawyer			2
Previous Court Hearing	0	0	0

JUVENILE CASES BY OFFENSE, SEX AND AGE
 Bridgton District Court
 July 1, 1969 - June 30, 1970

Offense	Male								Female							
	10	11	12	13	14	15	16	T	10	11	12	13	14	15	16	T
Attempted B. E. & L. in the nighttime					1	1		2								
Truancy						2		2								
Illegal possession of liquor														1		1
Larceny					1	5	3	9								
Malicious mischief				1		2	1	4								
TOTALS				1	2	10	4	17						1		1

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Bridgton District Court
 July 1, 1969 - June 30, 1970

Offense	Male					Female					
	BTC	Probation	Continued	Dismissed	Not Adjudicated	Stevens	Probation	Continued	Dismissed		
Attempted B. E. & L. in the nighttime		2									
Truancy		2									
Illegal possession of liquor								1			
Larceny	1	2	1	5							
Malicious mischief			1	3							
TOTALS	1	2	6	3	5			1			

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE
 Brunswick District Court
 July 1, 1969 - June 30, 1970

Sentence	No Lawyer	Lawyer	Total
Probation	5	12	17
Continued	10	3	13
Dismissed	6	16	22
Filed			
Fine	1		1
Health and Welfare	1		1
Stevens School			
Boys Training Center		5	5
Unofficial Probation	2	1	3
Not Adjudicated	1	2	3
Not Processed		1	1
Released to Parents or Guard.			
License Suspended			
Pay Expense or Costs			
Appealed to Superior Court			
Unavailable Information			

JUVENILE CASES BY PERSONS IN COURT AND SEX
 Brunswick District Court
 July 1, 1969 - June 30, 1970

Person in Court	Male	Female	Total
Father	13		13
Mother	30	4	34
Both Parents	8	1	9
Neither Parents	1		1
Social Worker for H & W	1		1
Guardian			
No Information	7		7
Training Centers			
Probation Officers			
Own Lawyer			23
Court Appointed Lawyer			17
Relative	1		1
Previous Court Hearing	12	1	13

JUVENILE CASES BY OFFENSE, SEX AND AGE
 Brunswick District Court
 July 1, 1969 - June 30, 1970

Offense	Male								Female							
	10	11	12	13	14	15	16	T	10	11	12	13	14	15	16	T
Assault							1	1								
Assault and battery				2		1		3								
B. E. & L.	1 UK.				1	2	1	5								
B. E. & L. in nighttime					3	2	4	9								
Danger of falling														2		2
Runaway							1	1							1	1
Disorderly conduct						1	3	4								
Contempt for U.S. flag					1	1		2								
False bomb report			1	2	4	1	2	10								
False fire alarm						1		1								
Prowling	1 UK.							1								
Taking or using m/v w/o authority					1	2	1	4								
Counsel false bomb report*						1		1								
Counsel B. & E. in nighttime*													1			1
Illegal possession of liquor					1		1	2								
Intoxication					1	1	3	5								
Larceny		1			1		2	4				1				1
Petty larceny						4		4								
Malicious mischief						4		4								
TOTALS	2 UK.	1	1	4	13	21	19	61				1	1	2	1	5

* see abbreviations

CONTINUED

6 OF 8

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Brunswick District Court
 July 1, 1969 - June 30, 1970

Offense	Male							Female						
	BTC	Probation	Continued	Dismissed	Not Processed	Not Adjudicated Fine	Unofficial Prob.	Stevens	Probation	Continued	Dismissed	H & W		
Assault			1											
Assault & battery	1	1		1										
B. E. & L.		1		4										
B. E. & L. in nighttime	3	2	2	1	1									
Danger of falling									1	1				
Runaway				1							1			
Disorderly conduct	1	2				1								
Contempt for U. S. flag			2											
False bomb report		3		7										
False fire alarm				1										
Prowling			1											
Taking or using m/v w/o authority		2		1		1								
Counsel false bomb report*				1										
Counsel B. & E. in nighttime*									1					
Illegal possession of liquor			1	1										
Intoxication		3		1		1								
Larceny		1	1			1	1	1						

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Brunswick District Court
 July 1, 1969 - June 30, 1970

Offense	Male								Female				
	BTC	Probation	Continued	Dismissed	Not Processed	Not Adjudicated	Fine	Unofficial Prob.	Stevens	Probation	Continued	Dismissed H & W	
Petty larceny	1	1					2						
Malicious mischief		2	2										
TOTALS	5	16	11	21	1	3	1	3	1	2	1	1	

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE
 Portland District Court
 July 1, 1969 - June 30, 1970

Sentence	No Lawyer	Lawyer	Total
Probation	50	35	85
Continued	17	18	35
Dismissed	12	16	28
Filed			
Fine	2		2
Health and Welfare	1		1
Stevens School	5	3	8
Boys Training Center	8	11	19
Unofficial Probation	33	16	49
Not Adjudicated	2		2
Not Processed			
Released to Parents or Guard.	3	1	4
License Suspended			
Pay Expense or Costs			
Appealed to Superior Court	6		6
Unavailable Information			
Women's Correctional & Men's Correctional		11	11

JUVENILE CASES BY PERSONS IN COURT AND SEX
 Portland District Court
 July 1, 1969 - June 30, 1970

Person in Court	Male	Female	Total
Father	41	7	48
Mother	74	24	98
Both Parents	28	11	39
Neither Parents	4	1	5
Social Worker for H & W	3	1	4
Guardian	1		1
No Information	40	7	47
Training Centers	8		8
Probation Officers			
Own Lawyer			58
Court Appointed Lawyer			53
Previous Court Hearing	8	2	10

JUVENILE CASES BY OFFENSE, SEX AND AGE
 Portland District Court
 July 1, 1969 - June 30, 1970

Offense	Male							Female								
	10	11 & UND	12	13	14	15	16 & IIP	T	10	11	12	13	14	15	16	T
Arson			1		1			2								
Fraudulent collection of money		1						1								
Assault					1	4	4	9					2		1	3
Assault & attempted larceny			1					1								
Attempted B. & E.	1 UK.				1	1	1	4								
B. & E.				1		2	1	4								
B. & E. with intent to commit larceny						1		1								
B. E. & L.	1 UK.	1	2		5	1	2	12								
Attempted B. E. & L.						1		1								
B. E. in nighttime w/i commit larceny					2			2								
B. E. & L. in the nighttime				1	1	2	2	6								
Incorrigible	1 UK.			3	2	2	5	13				2		3	4	9
Runaway	1 UK.					3	4	8	1 UK.			3	4	5	8	21
Disorderly conduct					1		1									
Contributing to delinquency of minor				1			1									
False bomb report		1					1	2								
False fire alarm					1		1	2								
Illegal possession of fire crackers						1		1								
Discharging rifle in viol. of town ord.							1	1								

JUVENILE CASES BY OFFENSE, SEX AND AGE
 Portland District Court
 July 1, 1969 - June 30, 1970

Offense	Male							Female								
	10	11 & UND	12	13	14	15	16 & IIP	T	10	11	12	13	14	15	16	T
H & W custody from BTC					1			1								
Taking or using m/v w/o authority					2	2	3	7								
Threatening communication	1 UK.							1								
Trespass							1	1								
Truancy				1	1	2		4	1 UK.				3	1		5
Uttering & forgery				1	3	1	1	6								
Violation of curfew											1	2				3
Redisposition to MCC	2 UK.						6	12	20							
Incomplete records	5 UK.								5							
Illegal possession of liquor							5	5								
Intoxication							1	1							1	1
Dispensing drugs							1	1								
Present where cannabis is							1	1								
Possession of cannabis							1	1							1	1
Illegal possession of short lobster							1	1								
Illuminating deer							1	1								
Night hunting							1	1								
Larceny	2 UK.	3	5	9	8	15	7	49			1	4		1	2	8
Larceny of a m/v			1	1		2	2	6								

JUVENILE CASES BY OFFENSE, SEX AND AGE
 Portland District Court
 July 1, 1969 - June 30, 1970

Offense	Male							Female								
	10	11 & JND.	12	13	14	15	16 & HP	T	10	11	12	13	14	15	16	T
Attempted larceny							1	1								
Malicious mischief			1		2	5	2	10								
Indecent exposure							1	1								
Harassment							1	1								
Obstructed police officer *							2	2								
TOTALS	14 UK.	6	11	19	31	54	64	199	2 UK.		2	11	9	10	17	51

* see abbreviations

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Portland District Court
 July 1, 1969 - June 30, 1970

Offense	Male										Female				
	Appealed BTC	Probation	Continued	Dismissed MCC	Not Adjud.	Rel. in Cust. *	Fine H & W	Unofficial Prob.	Stevens	Probation	Continued	Dismissed Unofficial Probation	Released in Custody	Appealed	
Arson								2	2		1				
Fraudulent collection of money			1												
Assault		5	2	1	1										
Assault & attempted larceny				1											
Attempted B & E		3	1												
B. & E.		3		1											
B. & E. with intent to commit larceny	1														
B. E. & L.	5	3	1	2				1							
Attempted B. E. & L.								1							
B. & E. in nighttime w/i to commit larceny		2													
B. E. & L. in the nighttime	1	4						1							
Incorrigible	1	4	5	2	1				2	3	1	3			
Runaway		5	1						2	6	10	3	1	1	
Disorderly conduct								1							
Contributing to the delinquency of minor		1													
False bomb report		1	1												
False fire alarm				1				1							

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Portland District Court
 July 1, 1969 - June 30, 1970

Offense	Male								Female					
	Appealed BTC	Probation	Continued	Dismissed MCC	Not Adjud. Rel. in Cust.	Fine H & W	Unofficial Prob.	Stevens	Probation	Continued	Dismissed Unofficial Probation	Released in Custody	Appealed	
Illegal possession of fire crackers					1									
Discharging rifle in viol. of town ord.*		1												
H & W custody from BTC					1									
Taking or using m/v w/o authority	1	4	2											
Threatening communication			1											
Trespass	1													
Truancy	1	1	1			1		4					1	
Uttering & forgery	1	2	3											
Violation of curfew									3					
Redisposition to MCC			8	1	11									
Incomplete records	4				1									
Illegal possession of liquor		1	1	1		2								
Intoxication						1		1						
Dispensing drugs		1												
Present where cannabis is						1								
Possession of cannabis						1		1						
Illegal possession of short lobster					1									

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Portland District Court
 July 1, 1969 - June 30, 1970

Offense	Male								Female							
	Appealed BTC	Probation	Continued	Dismissed MCC	Not Adjud. Rel. in Cust.	Fine H & W	Unofficial Prob.	Stevens	Probation	Continued	Dismissed Unofficial Probation	Released in Custody	Appealed			
Illuminate deer										1						
Night hunting					1											
Larceny	1	19	3	7				19	1		6	1				
Larceny of m/v	1	1	2					2								
Attempted larceny			1													
Malicious mischief	2	4	2	2												
Indecent exposure				1												
Harassment				1												
Obstructed police officer *								2								
TOTALS	5	19	64	30	24	11	22	2	139	8	21	5	4	10	2	1

DISTRICT COURT STUDY

FRANKLIN COUNTY

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE Franklin County District Courts July 1, 1969 - June 30, 1970			
Sentence	No Lawyer	Lawyer	Total
Probation	6	1	7
Continued		1	1
Dismissed	7	2	9
Filed	1		1
Fine			
Health and Welfare			
Stevens School			
Boys Training Center			
Unofficial Probation			
Not Adjudicated			
Not Processed			6
Released to Parents or Guard.	6		2
License Suspended	2		1
Pay Expense or Costs	1		1
Appealed to Superior Court		1	
Unavailable Information			
JUVENILE CASES BY PERSONS IN COURT AND SEX Franklin County District Courts July 1, 1969 - June 30, 1970			
Person in Court	Male	Female	Total
Father	2		2
Mother	4	2	6
Both Parents	16		16
Neither Parents			
Social Worker for H & W			2
Guardian	2		2
No Information	1	1	2
Training Centers			
Probation Officers			3
Own Lawyer			2
Court Appointed Lawyer			

JUVENILE CASES BY OFFENSE, SEX AND AGE Franklin County District Courts July 1, 1969 - June 30, 1970																	
Offense	Male								Female								
	10	11	12	13	14	15	16	T	10	11	12	13	14	15	16	T	
Assault & Battery							1	1									
B.E. & L.			1		1	3	1	6									
B.E. & L. in the Nighttime							1	1									
Behaving in an incorrigible manner												1					1
Discharging Fireworks							2	2									
Receiving Stolen Property							1	1									
Taking or using m/v w/o authority							1	1									
Entering Building w/o owner consent			2		1			3									
Uttering & Forgery							1	1									
Illegal possession of liquor					1	1		2						1			1
Illegal transport of liquor							1	1									
Night Hunting							1	1									
Larceny				1	2			3								1	1
Malicious Mischief					1	1		2									
TOTALS			3	1	6	5	10	25					1	1	1	3	

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
Franklin County District Courts
July 1, 1969 - June 30, 1970

Offense	Male						Female				
	Pay. of Costs BTC	Probation	Continued	Dismissed	Lic. Susp.	Rel. in cust	Appealed	Stevens	Probation	Continued	Dismissed
Assault & Battery		1									
B.E. & L.		2	2		2						
B.E. & L. in nighttime		1									
Behaving in an incor- rigible manner								1			
Discharging Fireworks			2								
Receiving Stolen Property					1						
Using or taking m/v w/o authority						1					
Entering bldg. w/o owner's consent			3								
Uttering & Forgery			1								
Illegal possession of liquor	1		1						1		
Illegal transport of liquor				1							
Night Hunting			1								
Larceny		2			1			1			
Malicious Mischief					2						
TOTALS	1	6	9	2	6	1		1	1	1	

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE
Farmington District Court
July 1, 1969 - June 30, 1970

Sentence	No Lawyer	Lawyer	Total
Probation	6	1	7
Continued		1	1
Dismissed	7	2	9
Filed	1		1
Fine			
Health and Welfare			
Stevens School			
Boys Training Center			
Unofficial Probation			
Not Adjudicated			
Not Processed			
Released to Parents or Guard.	6		6
License Suspended	2		2
Pay Expense or Costs	1		1
Appealed to Superior Court		1	1
Unavailable Information			

JUVENILE CASES BY PERSONS IN COURT AND SEX
Farmington District Court
July 1, 1969 - June 30, 1970

Person in Court	Male	Female	Total
Father	2		2
Mother	4		4
Both Parents	16	2	18
Neither Parents			
Social Worker for H & W			
Guardian	2		2
No Information	1	1	2
Training Centers			
Probation Officers			
Own Lawyer			
Court Appointed Lawyer			3
			2

JUVENILE CASES BY OFFENSE, SEX AND AGE
 Farmington District Court
 July 1, 1969 - June 30, 1970

Offense	Male								Female							
	10	11	12	13	14	15	16	T	10	11	12	13	14	15	16	T
Assault & Battery							1	1								
B.E. & L.			1		1	3	1	6								
B.E. & L. in the nighttime							1	1								
Behaving in incorrigible manner												1				1
Discharging Fireworks							2	2								
Receiving Stolen Property							1	1								
Taking or using m/v w/o authority							1	1								
Entering building w/o owner consent			2		1			3								
Uttering & Forgery							1	1								
Illegal possession of liquor				1	1			2						1		1
Illegal transport of liquor							1	1								
Night Hunting							1	1								
Larceny				1	2			3							1	1
Malicious Mischief				1	1			2								
TOTALS			3	1	6	5	10	25				1	1	1	3	

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Farmington District Court
 July 1, 1969 - June 30, 1970

Offense	Male								Female			
	Pay. of Cost ETC	Probation	Continued	Dismissed	Lic. Susp.	Rel. in cust.	Appealed	Stevens	Probation	Continued	Dismissed	
Assault & Battery		1										
B.E. & L.		2	2			2						
B.E. & L. in the nighttime		1										
Behaving in an incorrigible manner									1			
Discharging Fireworks			2									
Receiving stolen Property					1							
Using or taking m/v w/o authority							1					
Entering bldg. w/o owner's consent			3									
Uttering & Forgery			1									
Illegal possession of liquor	1		1									
Illegal transport of liquor				1						1		
Night Hunting					1							
Larceny		2				1			1			
Malicious Mischief					2							
TOTALS	1	6	9	2	6	1		1	1	1		

DISTRICT COURT STUDY

HANCOCK COUNTY

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE
Hancock County District Courts
July 1, 1969 - June 30, 1970

Sentence	No Lawyer	Lawyer	Total
Probation	22	8	30
Continued	3		3
Dismissed	3	3	6
Filed	15	8	23
Fine	3		3
Health and Welfare	1	1	2
Stevens School	1	1	2
Boys Training Center	3	5	8
Unofficial Probation	2		2
Not Adjudicated		2	2
Not Processed			
Released to Parents or Guard.		2	5
License Suspended	3	2	6
Pay Expense or Costs	4	2	
Appealed to Superior Court			
Unavailable Information			

JUVENILE CASES BY PERSONS IN COURT AND SEX
Hancock County District Courts
July 1, 1969 - June 30, 1970

Person in Court	Male	Female	Total
Father	8		8
Mother	29	5	34
Both Parents	23	4	27
Neither Parents	2		2
Social Worker for H & W	1		1
Guardian	1		1
No Information	15	4	19
Training Centers			
Probation Officers			22
Own Lawyer			10
Court Appointed Lawyer			

JUVENILE CASES BY OFFENSE, SEX AND AGE
Hancock County District Courts
July 1, 1969 - June 30, 1970

Offense	Male							Female								
	10	11 & UND	12	13	14	15	16	T	10	11	12	13	14	15	16	T
Attempting to cheat by false pretenses						1	1	2								
B. & E. with intent to commit larceny						2	1	3								
B. E. & L.							3	3				1	1			2
B. E. & L. in the nighttime				3				1	4							
Incorrigible													1		1	2
Disorderly conduct						1		1								
False bomb report					1	1		2								
False fire alarm														1	2	3
No life saving equipment in boat							1	1								
Taking boat w/o consent						1		1								
Injuring to or tampering with w/c*						3		3								
Taking or using m/v w/o authority				1	2	8	2	13								
Truancy					1	1	2	4						2		2
Uttering & forgery						1		1								
Illegal possession of liquor					1	2	4	7								
Intoxication							2	2								
Illegal transport of liquor							1	1								
More than 1/2 bushel clams w/o license							1	1								
Night hunting							1	1								

JUVENILE CASES BY OFFENSE, SEX AND AGE
 Hancock County District Courts
 July 1, 1969 - June 30, 1970

Offense	Male								Female							
	10	11 & UND	12	13	14	15	16	T	10	11	12	13	14	15	16	T
Larceny		1	2	5	4	3	4	19					1			1
Larceny of m/v						2		2								
Willful concealment							1	1					1			1
Malicious mischief				2	3	1	1	7					2			2
TOTALS		1	2	11	12	27	26	79				1	3	6	3	13

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Hancock County District Courts
 July 1, 1969 - June 30, 1970

Offense	Male											
	BTC	Probation	Continued	Dismissed	Filed	Fine	Not Adjudicated	License Suspended	H & W	Payment of Costs		
Attempting to cheat by false pretenses												
B. & E. with intent to commit larceny		2		1							2	
B. E. & L.		3										
B. E. & L. in the nighttime	1	3										
Disorderly conduct											1	
False bomb report	1	1										
No lifesaving equipment in boat					1							
Taking boat w/o consent					1							
Injury to or tampering with watercraft		1		2								
Taking or using m/v w/o authority	7	5		1								
Truancy		1		1	2							
Uttering & forgery			1									
Illegal possession of liquor		1		3	2		1					
Intoxication		1						1				
Illegal transport of liquor							1					
More than 1/2 bushel clams w/o license					1							
Night hunting	1											

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Hancock County District Courts
 July 1, 1969 - June 30, 1970

Offense	Male									
	BTC	Probation	Continued	Dismissed	Filed	Fine	Not Adjudicated	License Suspended	H & W	Payment of Costs
Larceny		7	1	3	3		1	3		1
Larceny of m/v	1				1					
Willful concealment									1	
Malicious mischief					6			1		
TOTALS	10	26	2	5	21	3	1	5	2	4

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Hancock County District Courts
 July 1, 1969 - June 30, 1970

Offense	Female							
	Stevens	Probation	Continued	Dismissed	Unofficial Probation	Payment of Costs	Filed	Not Adjudicated
B.E. & L.		2						
Incorrigible			1	1				
False fire alarm		1			2			
Truancy		1					1	
Larceny						1		
Willful concealment						1		
Malicious mischief							1	1
TOTALS		4	1	1	2	2	2	1

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE Bar Harbor District Court July 1, 1969 - June 30, 1970			
Sentence	No Lawyer	Lawyer	Total
Probation	7	3	10
Continued	1		1
Dismissed	1		1
Filed	1	4	5
Fine	2		2
Health and Welfare	1	1	2
Stevens School	1	1	2
Boys Training Center			
Unofficial Probation	2		2
Not Adjudicated			
Not Processed			
Released to Parents or Guard.			
License Suspended	2	2	4
Pay Expense or Costs			
Appealed to Superior Court			
Unavailable Information			

JUVENILE CASES BY PERSONS IN COURT AND SEX Bar Harbor District Court July 1, 1969 - June 30, 1970			
Person in Court	Male	Female	Total
Father			
Mother	10	4	14
Both Parents	6	1	7
Neither Parents	2		2
Social Worker for H & W			
Guardian			
No Information	5		5
Training Centers			
Probation Officers			
Own Lawyer			9
Court Appointed Lawyer			2
Previous Court Hearing	1	1	2
Relative	1		1

JUVENILE CASES BY OFFENSE, SEX AND AGE Bar Harbor District Court July 1, 1969 - June 30, 1970																
Offense	Male							Female								
	10	11	12	13	14	15	16	T	10	11	12	13	14	15	16	T
B.E. & L. in the Nighttime				3				3								
Incorrigible															1	1
Disorderly Conduct						1		1								
False Fire Alarm														1	2	3
Taking or using m/v w/o authority						3	1	4								
Truancy														1		1
Illegal possession of liquor					1	1	3	5								
Intoxication								2	2							
Illegal transportation of liquor								1	1							
More than ½ bushel clams w/o license								1	1							
Larceny			1	3	2			6								
Malicious Mischief					1			1								
TOTALS			1	6	4	5	8	24						2	3	5

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Bar Harbor District Court
 July 1, 1969 - June 30, 1970

Offense	Male							Female					
	BTC	Probation	Continued	Dismissed	Filed	Fined	H & W	Lic. Susp.	Stevens	Probation	Continued	Dismissed	Unofficial Probation
B.E. & L. in the Nighttime		3											
Incorrigible									1				
Disorderly Conduct			1										
False Fire Alarm								1			2		
Taking or using a m/v w/o authority	2	2											
Truancy									1				
Illegal possession of liquor		1		3	1								
Intoxication		1				1							
Illegal transportation of liquor							1						
More than 1/2 bushel clams w/o license					1								
Larceny		1		2			3						
Malicious Mischief						1							
TOTALS	2	8	1	5	2	2	4	2	1		2		

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE
 Ellsworth District Court
 July 1, 1969 - June 30, 1970

Sentence	No Lawyer	Lawyer	Total
Probation	15	5	20
Continued	2		2
Dismissed	2	3	5
Filed	14	4	18
Fine	1		1
Health and Welfare			
Stevens School			
Boys Training Center	3	5	8
Unofficial Probation			
Not Adjudicated		2	2
Not Processed			
Released to Parents or Guard.			
License Suspended	1		1
Pay Expense or Costs	4	2	6
Appealed to Superior Court			
Unavailable Information			

JUVENILE CASES BY PERSONS IN COURT AND SEX
 Ellsworth District Court
 July 1, 1969 - June 30, 1970

Person in Court	Male	Female	Total
Father	8		8
Mother	19	1	20
Both Parents	17	3	20
Neither Parents			
Social Worker for H & W Guardian	1		1
No Information	10	4	14
Training Centers			
Probation Officers			
Own Lawyer			13
Court Appointed Lawyer			8
Previous Court Hearings	13	1	14

JUVENILE CASES BY OFFENSE, SEX AND AGE
 Ellsworth District Court
 July 1, 1969 - June 30, 1970

Offense	Male							Female								
	10	11	12	13	14	15	16	T	10	11	12	13	14	15	16	T
Attempting to cheat by false pretenses						1	1	2								
B. & E. with intent to commit larceny						2	1	3				1	1			2
B. E. & L.								3								3
B. E. & L. in night time							1	1								
Incorrigible												1				1
False bomb report					1	1		2								
No life saving equipment on boat							1	1								
Taking boat w/o consent						1		1								
Injury to or tampering with watercraft						3		3								
Taking or using m/v w/o authority				1	2	5	1	9								
Truancy					1	1	2	4						1		1
Uttering, forgery						1		1								
Illegal possession of liquor						1	1	2								
Night hunting							1	1								
Larceny	1		1	2	2	3	4	13						1		1
Larceny of m/v						2		2								
Willful concealment							1	1						1		1
Malicious mischief				2	2	1	1	6						2		2
TOTAL	1		1	5	8	22	18	55				1	2	5		8

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Ellsworth District Court
 July 1, 1969 - June 30, 1970

Offense	Male							Female								
	BTC	Probation	Continued	Dismissed	Payment of Costs	Filed	Fined	Not Adjud.	Lics. Susp.	Stevens	Probation	Continued	Dismissed	Payment of Costs	Filed	Not Adjudicated
Attempting to cheat by false pretenses					2											
B. & E. with intent to commit larceny		2			1											
B. E. & L.		3								2						
B. E. & L. in night time	1															
Incorrigible													1			
False bomb report	1	1														
No life saving equipment on boat																
Taking boat w/o consent																
Injury to or tampering with watercraft		1														
Taking or using m/v w/o authority	5	3				1										
Truancy		1				2									1	
Uttering & forgery			1													
Illegal possession of liquor													1	1		
Night hunting		1														
Larceny		6	1	3	1	1	1								1	
Larceny of m/v	1						1									
Willful concealment														1		

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Ellsworth District Court
 July 1, 1969 - June 30, 1970

Offense	Male										Female					
	BTC	Probation	Continued	Dismissed	Payment of Costs	Filed	Fined	Not Adjud.	Lics. Susp.	Stevens	Probation	Continued	Dismissed	Payment of Costs	Filed	Not Adjudicated
Malicious mischief						6								1		1
TOTAL	8	18	2	4	4	161	1	1		2		1	2	2		1

DISTRICT COURT STUDY

KENNEBEC COUNTY

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE
 Kennebec County District Courts
 July 1, 1969 - June 30, 1970

Sentence	No Lawyer	Lawyer	Total
Probation	79	15	94
Continued	29	10	29
Dismissed	34	12	46
Filed	2		2
Fine	10	1	11
Health and Welfare			
Stevens School	3	1	4
Boys Training Center	8	3	11
Unofficial Probation			
Not Adjudicated	2		2
Not Processed			
Released to Parents or Guard.			
License Suspended			
Pay Expense or Costs			
Appealed to Superior Court			
Unavailable Information			
Women's Correctional	1	1	2

JUVENILE CASES BY PERSONS IN COURT AND SEX
 Kennebec County District Courts
 July 1, 1969 - June 30, 1970

Person in Court	Male	Female	Total
Father	50	3	53
Mother	59	15	74
Both Parents	42	9	51
Neither Parents		3	3
Social Worker for H & W	1	1	2
Guardian			
No Information	12	3	15
Training Centers			
Probation Officers			
Own Lawyer			34
Court Appointed Lawyer			9
Relative	3		3
Previous Court Hearing	7	0	7

JUVENILE CASES BY OFFENSE, SEX AND AGE
 Kennebec County District Courts
 July 1, 1969 - June 30, 1970

Offense	Male							Female								
	10	11	12	13	14	15	16	T	10	11	12	13	14	15	16	T
Arson			1		1	1		3								
Accessory before the Fact							1	1								
Assault w/i to Rob							1	1								
Robbery from the Person				2				2								
Assault & Battery				1			2	3								
B.E. w/i to commit Larceny				1				1								
B.E. & L.				1	2	2		5								
B.E. in nighttime w/i to commit larceny								2	2							
B.E. & L. in the Nighttime					1	3		4								
Danger of Falling				3				3		2		2	1	1	6	
Deserting Home						1		1								
Disorderly Conduct														1	1	
False Bomb Report						1		1								
False Fire Alarm			1	1				2								
False Report to Police Officer				1				1								
Operating m/v w/o a license					1			1								
Hitchhiking						1	1	2								
Taking or using m/v w/o authority			3	2	6	6	6	23								
Using motorcycle w/o authority						1		1								

JUVENILE CASES BY OFFENSE, SEX AND AGE
 Kennebec County District Court
 July 1, 1969 - June 30, 1970

Offense	Male							Female								
	10	11	12	13	14	15	16 & Up	T	10	11	12	13	14	15	16 & Up	T
Trespass						1		1								
Truancy					1	2	3	6							1	1
Violation of Curfew						1		1								
Redisposition to W.C.C.									1	Unk.					1	2
Illegal possession of Liquor					1	9	15	25								
Presenting false I.D.									1	1						
Intoxication					1				3	4						
Intoxicated in a motor vehicle									1	1						
Illegal transport of liquor									2	2						
Intoxicated in a public place									1	1						
Drinking in a motor vehicle									1	1						
Illegal possession of drugs									3	3						
Present where cannabis is						1	1	2								
Possession of cannabis							1	1							2	2
Larceny					4	4	4	12				1		2	1	4
Grand Larceny					2			2								
Larceny of m/v									1	1						
Petty Larceny			1			3	5	9	1	Unk.			1			2
Willful concealment				2	2	6	8	18			1	3	4	1	6	15

JUVENILE CASES BY OFFENSE, SEX AND AGE
 Kennebec County District Court
 July 1, 1969 - June 30, 1970

Offense	Male								Female								
	10	11	12	13	14	15	16 & Up	T	10	11	12	13	14	15	16 & Up	T	
Possession of narcotic drugs							1	1									
Malicious Mischief			2	4	3	2	3	14									
Shooting BB's at Train			1	1	2			4									
TOTALS			9	11	32	43	72	167	2 Unk.			3	4	7	4	14	34

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Kennebec County District Courts
 July 1, 1969 - June 30, 1970

Offense	Male									
	BTC	Probation	Continued	Dismissed	Not Adjudicated	Filed	Fine			
Arson	1	2								
Accessory before the fact				1						
Assault with intent to rob				1						
Robbery from the person			2							
Assault & battery		1	1		1					
B. & E. with intent to commit larceny		1								
B.E. & L.		2		3						
B. & E. in nighttime w/i to commit larceny		2								
B.E. & L. in the nighttime		1	2	1						
Danger of falling	2		1							
Deserting home	1									
False bomb report		1								
False fire alarm			1	1						
False report to police officer				1						
Operating m/v w/o a license				1						
Hitchhiking				2						
Taking or using m/v w/o authority	3	8	6	6						

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Kennebec County District Courts
 July 1, 1969 - June 30, 1970

Offense	Male										
	BTC	Probation	Continued	Dismissed	Not Adjudicated	Filed	Fine				
Using motorcycle w/o authority	1										
Trespass		1									
Truancy		4	1	1							
Violating of curfew				1							
Illegal possession of liquor	1	15	1	2		1	5				
Presenting false I. D.		1									
Intoxication	1	2		1							
Intoxication in m/v				1							
Illegal transport of liquor				2							
Intoxicated in public place				1							
Drinking in a m/v		1									
Illegal possession of drugs		3									
Present where cannabis is		2									
Illegal possession of cannabis		1									
Possession of narcotic drugs		1									
Larceny		7		5							
Grand larceny		2									

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Kennebec County District Courts
 July 1, 1969 - June 30, 1970

Offense	Male										
	BTC	Probation	Continued	Dismissed	Not Adjudicated	Filed	Fine				
Larceny of m/v	1										
Petty larceny		3	3	3							
Willful concealment		7	5	4			2				
Malicious mischief		9		3			2				
Shooting bb's at train		4									
TOTALS	11	81	23	41	1	1	9				

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Kennebec County District Courts
 July 1, 1969 - June 30, 1970

Offense	Female									
	Stevens	Probation	Continued	Dismissed	Not Adjudicated	Filed	Fine	WCC		
Danger of falling	4	1	1							
Disorderly conduct						1				
Truancy		1								
Redisposition to WCC							2			
Illegal possession of cannabis		1	1							
Possession of narcotic drugs		1								
Larceny		3	1							
Petty larceny			1	1						
Willful concealment		8	3	2		1	1			
TOTALS	4	13	7	4	1	1	2	2		

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE
 Augusta District Court
 July 1, 1969 - June 30, 1970

Sentence	No Lawyer	Lawyer	Total
Probation	29	6	35
Continued	8	10	18
Dismissed	24	7	31
Filed	2		2
Fine	6		6
Health and Welfare			
Stevens School	3	1	4
Boys Training Center	3	3	6
Unofficial Probation			
Not Adjudicated	2		2
Not Processed			
Released to Parents or Guard.			
License Suspended			
Pay Expense or Costs			
Appealed to Superior Court			
Unavailable Information			
Women's Correctional & Men's Correctional	1	1	2

JUVENILE CASES BY PERSONS IN COURT AND SEX
 Augusta District Court
 July 1, 1969 - June 30, 1970

Person in Court	Male	Female	Total
Father	30		30
Mother	25	6	31
Both Parents	28	2	30
Neither Parents		3	3
Social Worker for H & W Guardian	1	1	2
No Information	6	3	9
Training Centers			
Probation Officers			
Own Lawyer			19
Court Appointed Lawyer			9
Relative	1		1
Previous Court Hearing	2	0	2

JUVENILE CASES BY OFFENSE, SEX AND AGE
 Augusta District Court
 July 1, 1969 - June 30, 1970

Offense	Male									Female								
	10	11	12	13	14	15	16	T		10	11	12	13	14	15	16	T	
Arson						1		1										
Accessory before the fact							1	1										
Assault with intent to rob							1	1										
Robbery from the person					2			2										
Assault and battery					1		2	3										
B. & E. with intent to commit larceny					1			1										
B.E. & L.					1	2	1	4										
B. E. & L. in nighttime						1	2	3										
Danger of falling					3			3				2		2	1	1	6	
Deserting home						1		1										
Disorderly conduct																1	1	
False fire alarm				1	1			2										
Hitchhiking						1	1	2										
Taking or using m/v w/o authority				3		5	1	5	14									
Truancy					1		1	2										
Redisposition to WCC												1				1	2	
Illegal possession of liquor					1	1	3	5										
Intoxication							3	3										
Intoxicated in m/v							1	1										

JUVENILE CASES BY OFFENSE, SEX AND AGE
 Augusta District Court
 July 1, 1969 - June 30, 1970

Offense	Male									Female								
	10	11	12	13	14	15	16	T		10	11	12	13	14	15	16	T	
Illegal transport of liquor							1	1										
Intoxicated in a public place							1	1										
Drinking in a m/v							1	1										
Illegal possession of drugs							3	3										
Present where cannabis is						1	1	2										
Possession of cannabis							1	1								1	1	
Larceny					1	2		3										
Grand larceny					2			2										
Larceny of m/v							1	1										
Petty larceny			1			3	5	9				1					2	
Willful concealment					1	5	6	12					1			2	3	
Malicious mischief				1	1	1	3	6										
TOTALS			5	2	20	20	44	91				2	2	4	1	6	15	

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Augusta District Court
 July 1, 1969 - June 30, 1970

Offense	Male							Female						
	BTC	Probation	Continued	Dismissed Not Adjudicated	Filed	Fine	Stevens	Probation	Continued	Dismissed Not Adjudicated	Filed	Fine	WCC	
Arson	1													
Accessory before the fact				1										
Assault with intent to rob				1										
Robbery from the person		2												
Assault and battery	1	1		1										
B. & E. with intent to commit larceny	1													
B.E. & L.	1		3											
B.E. & L. in nighttime		2	1											
Danger of falling	2		1			4		1	1					
Deserting home	1													
Disorderly conduct													1	
False fire alarm			1	1										
Hitchhiking				2										
Taking or using m/v w/o authority	2	3	5	4										
Truancy		1		1										
Redisposition to WCC													2	
Illegal possession of liquor		2		1	1	1								

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Augusta District Court
 July 1, 1969 - June 30, 1970

Offense	Male							Female						
	BTC	Probation	Continued	Dismissed Not Adjudicated	Filed	Fine	Stevens	Probation	Continued	Dismissed Not Adjudicated	Filed	Fine	WCC	
Intoxication		2		1										
Intoxicated in m/v				1										
Illegal transport of liquor				1										
Intoxicated in a public place				1										
Drinking in a m/v		1												
Illegal possession of drugs		3												
Present where cannabis is		2												
Possession of cannabis		1							1					
Larceny		2		1										
Grand larceny		2												
Larceny of m/v	1													
Petty larceny		3	3	3					1		1			
Willful concealment		5	2	4		1			1		1	1		
Malicious mischief		4				2								
TOTALS	6	35	17	27	1	1	4	4	2	3	1	1	2	

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE
Waterville District Court
July 1, 1969 - June 30, 1970

Sentence	No Lawyer	Lawyer	Total
Probation	50	9	59
Continued	11		11
Dismissed	10	5	15
Filed			
Fine	4	1	5
Health and Welfare			
Stevens School			
Boys Training Center	5		5
Unofficial Probation			
Not Adjudicated			
Not Processed			
Released to Parents or Guard.			
License Suspended			
Pay Expense or Costs			
Appealed to Superior Court			
Unavailable Information			

JUVENILE CASES BY PERSONS IN COURT AND SEX
Waterville District Court
July 1, 1969 - June 30, 1970

Person in Court	Male	Female	Total
Father	20	3	23
Mother	34	9	43
Both Parents	14	7	21
Neither Parents			
Social Worker for H & W			
Guardian			
No Information	6		6
Training Centers			
Probation Officers			15
Own Lawyer			0
Court Appointed Lawyer			2
Relative	2		2
Previous Court Hearing	5		5

JUVENILE CASES BY OFFENSE, SEX AND AGE
Waterville District Court
July 1, 1969 - June 30, 1970

Offense	Male								Female							
	10	11	12	13	14	15	16	T	10	11	12	13	14	15	16	T
Arson			1		1			2								
B.E. & L.							1	1								
B.E. in nighttime w/ to commit larceny							2	2								
B.E. & L. in the nighttime							1	1								
False Bomb Report						1		1								
False report to police officer				1				1								
Operating a m/v w/o a license					1			1								
Taking or using a m/v w/o authority				2	1	5	1	9								
Trespass						1		1								
Truancy						2	2	4							1	1
Violation of Curfew						1		1								
Illegal possession of liquor						8	12	20								
Presenting false I.D.							1	1								
Intoxication					1			1								
Illegal transportation of liquor							1	1								
Possession of Cannabis															1	1
Possession of narcotic drugs							1	1							1	1
Larceny					3	2	4	9				1		2	1	4
Willful concealment				2	1	1	2	6			1	3	3	1	4	12

JUVENILE CASES BY OFFENSE, SEX AND AGE
 Waterville District Court
 July 1, 1969 - June 30, 1970

Offense	Male								Female							
	10	11	12	13	14	15	16	T	10	11	12	13	14	15	16	T
Malicious Mischief			2	3	2	1		8								
Shooting BB's at a train			1	1	2			4								
Using motorcycle w/o authority						1		1								
TOTALS			4	9	12	23	28	76			1	4	3	3	8	19

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Waterville District Court
 July 1, 1969 - June 30, 1970

Offense	Male						Female					
	BTC	Probation	Continued	Dismissed	Fine		Stevens	Probation	Continued	Dismissed		
Arson	1	1										
B.E. & L.		1										
B.E. in nighttime w/i to commit larceny		2										
B.E. & L. in the nighttime		1										
False Bomb report		1										
False report to police officer				1								
Operating a m/v w/o a license				1								
Taking or using m/v w/o authority	1	5	1	2								
Trespass		1										
Truancy		3	1					1				
Violation of curfew				1								
Illegal possession of liquor	1	13	1	1	4							
Presenting false I.D.		1										
Intoxication	1											
Illegal transport of liquor				1								
Possession of Cannabis								1				
Possession of narcotic drugs		1						1				

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Waterville District Court
 July 1, 1969 - June 30, 1970

Offense	Male						Female					
	BTC	Probation	Continued	Dismissed	Fine		Stevens	Probation	Continued	Dismissed		
Larceny		5		4				3	1			
Willful concealment		2	3		1			8	3	1		
Malicious Mischief		5		3								
Shooting BB's at a train		4										
Using motorcycle w/o authority	1											
TOTALS	5	46	6	14	5		13	5	1			

DISTRICT COURT STUDY

KNOX COUNTY

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE
Knox County District Courts
July 1, 1969 - June 30, 1970

Sentence	No Lawyer	Lawyer	Total
Probation	13	7	20
Continued	4	6	10
Dismissed		2	2
Filed	2		2
Fine	9	1	10
Health and Welfare	1	1	2
Stevens School		4	4
Boys Training Center	3	11	14
Unofficial Probation			
Not Adjudicated	2	2	4
Not Processed			
Released to Parents or Guard.			
License Suspended	3		3
Pay Expense or Costs			
Appealed to Superior Court			
Unavailable Information			

JUVENILE CASES BY PERSONS IN COURT AND SEX
Knox County District Courts
July 1, 1969 - June 30, 1970

Person in Court	Male	Female	Total
Father	13	1	14
Mother	26	9	35
Both Parents	18	2	20
Neither Parents			
Social Worker for H & W Guardian			
No Information	2		2
Training Centers			
Probation Officers			
Own Lawyer			19
Court Appointed Lawyer			15
Previous Court Hearing	4	2	6

JUVENILE CASES BY OFFENSE, SEX AND AGE
Knox County District Courts
July 1, 1969 - June 30, 1970

Offense	Male									Female								
	10	11	12	13	14	15	16	T	10	11	12	13	14	15	16	T		
Attempted B. & E.				1				1										
B.E. & L.				3	2	1	1	7				1	1			2		
B.E. in nighttime w/ to commit larceny							1	1										
Attempted B.E. & L. in nighttime							1	1										
B.E. & L. in the nighttime							1	1										
Accessory to the fact B.E. & L. nighttime							1	1										
Danger of Falling													2	3		5		
Incorrigible			1		1			2							1	2	3	
Runaway															1	1		
False Bomb Report					1	1		2										
Conspiracy to call False Bomb Report						2	1	3										
Discharging Fire- works															1	1		
Taking boat w/o consent						1		1										
Using or taking m/v w/o authority						2	2	4										
Truancy			1			1	4	6										
Conspiring in offense uttering false instr.							1	1										
Illegal possession of liquor	1 Unk.					1	4	6										
Intoxication						2	2	4										
Operating m/v while impaired							1	1										

JUVENILE CASES BY OFFENSE, SEX AND AGE
Knox County District Court
July 1, 1969 - June 30, 1970

Offense	Male									Female								
	10	11	12	13	14	15	16	T	10	11	12	13	14	15	16	T		
Illegal transport of liquor						1	1	2										
Night Hunting						1		1										
Larceny						5	1	6										
Petty Larceny						1	4	5										
Malicious Mischief					2		2	4										
TOTALS	1 Unk.				2	4	7	19	26	59				1	3	4	4	12

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Knox County District Courts
 July 1, 1969 - June 30, 1970

Offense	Male										
	BTC	Probation	Continued	Dismissed License	Suspended Not Adjudicated	Fine	H & W	Released in Custody	Filed		
Attempted B. & E.		1									
B.E. & L.	1	2	4								
B. & E. in nighttime w/i to commit larceny	1										
Attempted B.E. & L. in nighttime			1								
B.E. & L. in nighttime		1									
Accessory to the fact B.E. & L. in nighttime		1									
Incorrigible	2										
False bomb report	2										
Conspiring to call false bomb report	3										
Taking boat w/o consent						1					
Taking or using m/v w/o authority	1				1	1		1			
Truancy	2	2						1			
Con. in off. of uttering of false inst.*		1									
Illegal possession of liquor			1			5					
Intoxication		1	1			2					
Operating m/v while impaired						1					
Illegal transport of liquor					2						

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Knox County District Courts
 July 1, 1969 - June 30, 1970

Offense	Male										
	BTC	Probation	Continued	Dismissed License	Suspended Not Adjudicated	Fine	H & W	Released in Custody	Filed		
Night hunting			1								
Larceny	2	4									
Petty larceny		4			1						
Malicious mischief					2	1		1			
TOTALS	14	17	7	1	2	4	10	1	1	2	

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Knox County District Courts
 July 1, 1969 - June 30, 1970

Offense	Female									
	Stevens	Probation	Continued	Dismissed	H & W					
B.E. & L.		2								
Danger of falling	4	1								
Incorrigible		2		1						
Runaway			1							
Discharging fireworks	1									
TOTALS	5	2	3	1	1					

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE
 Rockland District Court
 July 1, 1969 - June 30, 1970

Sentence	No Lawyer	Lawyer	Total
Probation	13	7	20
Continued	4	6	10
Dismissed		2	2
Filed	2		2
Fine	9	1	10
Health and Welfare	1	1	2
Stevens School		4	4
Boys Training Center	3	11	14
Unofficial Probation			
Not Adjudicated	2	2	4
Not Processed			
Released to Parents or Guard.			
License Suspended	3		3
Pay Expense or Costs			
Appealed to Superior Court			
Unavailable Information			

JUVENILE CASES BY PERSONS IN COURT AND SEX
 Rockland District Court
 July 1, 1969 - June 30, 1970

Person in Court	Male	Female	Total
Father	13	1	14
Mother	26	9	35
Both Parents	18	2	20
Neither Parents			
Social Worker for H & W			
Guardian			
No Information	2		2
Training Centers			
Probation Officers			
Own Lawyer			19
Court Appointed Lawyer			15
Previous Court Hearing	4	2	6

JUVENILE CASES BY OFFENSE, SEX AND AGE
 Rockland District Court
 July 1, 1969 - June 30, 1970

Offense	Male								Female							
	10	11	12	13	14	15	16	T	10	11	12	13	14	15	16	T
Attempted B. & E.				1				1								
B.E. & L.				3	2	1	1	7				1	1			2
B.E. in nighttime w/ to commit larceny							1	1								
Attempted B.E. & L. in the nighttime							1	1								
B.E. & L. in the nighttime							1	1								
Accessory to the fact B.E. & L. in nighttime							1	1								
Danger of falling													2	3		5
Incorrigible			1		1			2						1	2	3
Runaway															1	1
False bomb report					1	1		2								
Conspiracy to call false bomb report						2	1	3								
Discharging fire works															1	1
Taking boat w/o consent						1		1								
Using or taking m/v w/o authority						2	2	4								
Truancy			1			1	4	6								
Conspiring in offense of uttering false inst.							1	1								
Illegal possession of liquor	1 UK.					1	4	6								
Intoxication						2	2	4								
Operating m/v while impaired							1	1								

JUVENILE CASES BY OFFENSE, SEX AND AGE
 Rockland District Court
 July 1, 1969 - June 30, 1970

Offense	Male								Female								
	10	11	12	13	14	15	16	T	10	11	12	13	14	15	16	T	
Illegal transportation of liquor							1	1	2								
Night Hunting							1		1								
Larceny							5	1	6								
Petty Larceny							1	4	5								
Malicious Mischief						2		2	4								
TOTALS	1 UK.		2	4	7	19	26	59				1	3	4	4	12	

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Rockland District Court
 July 1, 1969 - June 30, 1970

Offense	Male								Female			
	BTC	Probation	Continued	Dismissed	Lic. Susp. H & W	Fine Filed	Not Adjud. Re. in Cust.	Stevens	Probation	Continued	Dismissed	H & W
Attempted B.E.		1										
B.E. & L.	1	2	4						2			
B.E. in nighttime w/i to commit larceny	1											
Attempted B.E. & L. in nighttime			1									
B.E. & L. in the nighttime		1										
Accessory to the fact B.E. & L. in nighttime		1										
Danger of falling							4	1				
Incorrigible	2							2		1		
Runaway									1			
False Bomb report	2											
Conspiracy to call false bomb report	3											
Discharging fireworks							1					
Taking boat w/o consent				1								
Taking or using m/v w/o authority	1				1	1	1					
Truancy	2	2			1							
Conspiring in offense of uttering false inst.		1										
Illegal possession of liquor			1		5							

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Rockland District Court
 July 1, 1969 - June 30, 1970

Offense	Male								Female						
	BTC	Probation	Continued	Dismissed	Lic. Susp. H & W	Fine Filed	Not Adjud. Re. in Cust.	Stevens	Probation	Continued	Dismissed	H & W			
Intoxication		1	1												
Operating m/v while impaired															
Illegal transport of liquor															
Night Hunting															
Larceny	2	4													
Petty Larceny		4													
Malicious Mischief															
TOTALS	14	17	7	1	2	1	10	2	4	1	5	2	3	1	1

DISTRICT COURT STUDY

LINCOLN COUNTY

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE
Lincoln County District Courts
July 1, 1969 - June 30, 1970

Sentence	No Lawyer	Lawyer	Total
Probation	4	6	10
Continued	6	2	8
Dismissed	1	3	4
Filed			
Fine	7	5	12
Health and Welfare			
Stevens School		1	1
Boys Training Center		1	1
Unofficial Probation			
Not Adjudicated	1	2	3
Not Processed			
Released to Parents or Guard.			
License Suspended	3		3
Pay Expense or Costs			
Appealed to Superior Court			
Unavailable Information			

JUVENILE CASES BY PERSONS IN COURT AND SEX
Lincoln County District Courts
July 1, 1969 - June 30, 1970

Person in Court	Male	Female	Total
Father	11		11
Mother	14	1	15
Both Parents	9		9
Neither Parents	1		1
Social Worker for H & W			
Guardian		1	1
No Information	4		4
Training Centers			
Probation Officers			
Own Lawyer			15
Court Appointed Lawyer			5
Previous Court Hearing	2	1	3

JUVENILE CASES BY OFFENSE, SEX AND AGE
Lincoln County District Courts
July 1, 1969 - June 30, 1970

Offense	Male								Female							
	10	11	12	13	14	15	16	T	10	11	12	13	14	15	16	T
B.E. w/i to commit Larceny						2	2	4								
B.E. & L.		2						2								
B.E. & L. in the nighttime						1		1								
Runaway												2				2
Leaving the scene of an accident							1	1								
Taking or using m/v w/o authority						1	2	3								
Trespass						1		1								
Truancy						1	1	2								
Unlawful Entry							1	1								
Illegal possession of liquor					1	2	5	8								
Intoxication					1	1	2	4								
Operating m/v while impaired							1	1								
Illegal transport of liquor							3	3								
Digging clams in closed season					1	1		2								
Illegal possession of short lobsters					1		1	2								
Larceny				1				1								
Petty Larceny					1			1								
Malicious Mischief							3	3								
TOTALS		2		1	5	10	22	40					2			2

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Lincoln County District Courts
 July 1, 1969 - June 30, 1970

Offense	Male							Female				
	BTC	Probation	Continued	Dismissed License Suspended	Fine	Not Adjudicated	Stevens	Probation	Continued	Dismissed		
B. & E. with intent to commit larceny		3		1								
B.E. & L.			2									
B.E. & L. in the nighttime		1										
Runaway							1		1			
Leaving the scene of an accident					1							
Using or taking m/v w/o authority	1		2									
Trespass		1										
Truancy			2									
Unlawful entry				1								
Illegal possession of liquor				1	7							
Intoxication		2	1			1						
Operating m/v while impaired						1						
Illegal transport of liquor					3							
Digging clams in closed season						2						
Illegal possession of short lobster						2						
Larceny		1										
Petty larceny			1									

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Lincoln County District Courts
 July 1, 1969 - June 30, 1970

Offense	Male							Female				
	BTC	Probation	Continued	Dismissed License Suspended	Fine	Not Adjudicated	Stevens	Probation	Continued	Dismissed		
Malicious mischief		2										
TOTALS	1	10	8	3	3	12	3	1		1		

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE
Wiscasset District Court
July 1, 1969 - June 30, 1970

Sentence	No Lawyer	Lawyer	Total
Probation	4	6	10
Continued	6	2	8
Dismissed	1	3	4
Filed			
Fine	7	5	12
Health and Welfare			
Stevens School		1	1
Boys Training Center		1	1
Unofficial Probation			
Not Adjudicated	1	2	3
Not Processed			
Released to Parents or Guard.			
License Suspended	3		3
Pay Expense or Costs			
Appealed to Superior Court			
Unavailable Information			

JUVENILE CASES BY PERSONS IN COURT AND SEX
Wiscasset District Court
July 1, 1969 - June 30, 1970

Person in Court	Male	Female	Total
Father	11		11
Mother	14	1	15
Both Parents	9		9
Neither Parents	1		1
Social Worker for H & W			
Guardian			
No Information	4	1	5
Training Centers			
Probation Officers			
Own Lawyer			15
Court Appointed Lawyer			5
Previous Court Hearing	2	1	3

JUVENILE CASES BY OFFENSE, SEX AND AGE
Wiscasset District Court
July 1, 1969 - June 30, 1970

Offense	Male								Female							
	10	11	12	13	14	15	16	T	10	11	12	13	14	15	16	T
B. & E. with intent to commit larceny						2	2	4								
B. E. & L.		2						2								
B. E. & L. in the night time						1		1								
Runaway													2			2
Leaving the scene of an accident								1	1							
Taking or using a m/v w/o authority							1	2	3							
Trespass							1		1							
Truancy							1	1	2							
Unlawful entry								1	1							
Illegal possession of liquor						1	2	5	8							
Intoxication						1	1	2	4							
Operating m/v while impaired								1	1							
Illegal transport of liquor								3	3							
Digging clams in closed season						1	1		2							
Illegal possession of short lobsters						1		1	2							
Larceny				1					1							
Petty Larceny					1				1							
Malicious Mischief								3	3							
TOTAL		2		1	5	10	22	40					2			2

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
Wiscasset District Court
July 1, 1969 - June 30, 1970

Offense	Male							Female				
	BTC	Probation	Continued	Dismissed License Suspended	Fine Not Adjudicated	Stevens	Probation	Continued	Dismissed			
B. & E. with intent to commit larceny	3		1									
B. E. & L.		2										
B. E. & L. in the night time	1											
Runaway						1		1				
Leaving the scene of an accident				1								
Using or taking m/v w/o authority	1	2										
Trespass	1											
Truancy		2										
Unlawful Entry			1									
Illegal possession of liquor			1	7								
Intoxication	2	1			1							
Operating m/v while impaired					1							
Illegal transport of liquor				3								
Digging clams in closed season					2							
Illegal possession of short lobster					2							
Larceny	1											
Petty Larceny		1										

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
Wiscasset District Court
July 1, 1969 - June 30, 1970

Offense	Male							Female				
	BTC	Probation	Continued	Dismissed License Suspended	Fine Not Adjudicated	Stevens	Probation	Continued	Dismissed			
Malicious Mischief		2					1					
TOTAL	1	10	8	3	3	12	3	1		1		

DISTRICT COURT STUDY

OXFORD COUNTY

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE
Oxford County District Courts
July 1, 1969 - June 30, 1970

Sentence	No Lawyer	Lawyer	Total
Probation	53	11	64
Continued	29	1	30
Dismissed	21	5	26
Filed	9	3	12
Fine	29	1	30
Health and Welfare		1	4
Stevens School	3	2	5
Boys Training Center	3		
Unofficial Probation			
Not Adjudicated			
Not Processed			5
Released to Parents or Guard.	5		
License Suspended			
Pay Expense or Costs			
Appealed to Superior Court			
Unavailable Information			

JUVENILE CASES BY PERSONS IN COURT AND SEX
Oxford County District Courts
July 1, 1969 - June 30, 1970

Person in Court	Male	Female	Total
Father	43	3	46
Mother	44	12	56
Both Parents	40	5	45
Neither Parents	2		2
Social Worker for H & W		1	1
Guardian	3		3
No Information	22	2	24
Training Centers			18
Probation Officers			6
Own Lawyer			
Court Appointed Lawyer			

JUVENILE CASES BY OFFENSE, SEX AND AGE
Oxford County District Courts
July 1, 1969 - June 30, 1970

Offense	Male							Female								
	10	11&UND	12	13	14	15	16	T	10	11	12	13	14	15	16	T
Assault			2			3	2	7								
B.E. & L.				1	4	2	1	8								
B.E. & L. in the nighttime			1		2	3	1	7								
Acces. to the fact B.E. & L.-nighttime*						2		2								
Danger of falling														4		4
Behaving in a incorrigible manner					1			1							1	1
Runaway						1		1								
Disorderly conduct						2		2								
False report to a police officer							1	1								
Littering						1		1								
Negligently shooting a human being						1		1								
Hitchhiking						1		1								
Operating snowmobile in a public way					1		1	2								
Reckless operation of a snowmobile					1			1								
Taking m/v w/o authority							1	1								
Possession of stolen property				1				1								
Taking or using m/v w/o authority		1	1			3	2	7								
Threatening communication							1	1								
Trespass							2	2								

JUVENILE CASES BY OFFENSE, SEX AND AGE
Oxford County District Courts
July 1, 1969 - June 30, 1970

Offense	Male							Female								
	10	11& UND	12	13	14	15	16	T	10	11	12	13	14	15	16	T
Truancy					1		3	4			1			1		2
Soliciting by false pretenses					1	1		2								
Violation of curfew					1	1		2						1	1	2
Illegal possession of liquor				1		7	10	18				1	3	5	9	
Intoxication					1	1	3	5								
Intoxication in m/v							1	1								
Possession of liquor in m/v						4	3	7							1	1
Operating m/v while impaired							1	1								
Illegal transportation of liquor						1	3	4							1	1
Intoxicated in public place							1	1								
Drinking in m/v						1		1								
Sunday sale of liquor						1		1								
Inhalation of vapors							1	1					1		1	
Larceny	2 UK.		1	10	7	8	3	31								
Accessory to the fact of larceny					1		1	2								
Petty larceny	1 UK.				1	2	3	7				1				1
Willful concealment															1	1
Malicious mischief		3	2	1	4	2	6	18								
Throwing snowball on public highway							1	1								
TOTALS	3 UK.	4	7	14	26	48	52	154			1	2	10	10	23	

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
Oxford County District Courts
July 1, 1969 - June 30, 1970

Offense	Male									
	BTC	Probation	Continued	Dismissed	Fine	License Suspended	Filed	Unknown		
Assault	1	2	2	2						
B.E. & L.		8								
B.E. & L. in the nighttime	2	5								
Acces. to the fact B.E. & L. -nighttime*				1	1					
Behaving in an incorrigible manner	1									
Runaway		1								
Disorderly conduct				1	1					
False report to a police officer		1								
Littering		1								
Negligently shooting a human being		1								
Hitchhiking					1					
Operating snowmobile in a public way					2					
Reckless operation of a snowmobile		1								
Taking m/v w/o authority						1				
Possession of stolen property						1				
Taking or using m/v w/o authority		2				5				
Threatening communication						1				

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Oxford County District Courts
 July 1, 1969 - June 30, 1970

Offense	Male										
	BTC	Probation	Continued	Dismissed	Fine	License Suspended	Filed	Unknown			
Trespass		1	1								
Truancy	3	1									
Soliciting by false pretense	2										
Violation of curfew			2								
Illegal possession of liquor		5	5	8							
Intoxication	1			4							
Intoxicated in m/v				1							
Possession of liquor in m/v			1	6							
Operating m/v while impaired	1										
Illegal transport of liquor					4						
Intoxicated in a public place	1										
Drinking in m/v				1							
Sunday sale of liquor				1							
Inhalation of vapors	1										
Larceny	14	10	2			4	1				
Accessory to the fact of larceny	2										
Petty larceny	3	4									

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Oxford County District Courts
 July 1, 1969 - June 30, 1970

Offense	Male										
	BTC	Probation	Continued	Dismissed	Fine	License Suspended	Filed	Unknown			
Malicious mischief	12		6								
Throwing snowball in a public highway			1								
TOTALS	5	58	27	30	25	4	4	1			

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Oxford County District Courts
 July 1, 1969 - June 30, 1970

Offense	Female										
	Stevens	Probation	Continued	Dismissed	Fine	License Suspended					
Danger of falling	3	1									
Behaving in an incorrigible manner	1										
Truancy		1	1								
Violation of curfew				2							
Illegal possession of liquor		1	2	1	5						
Possession of liquor in m/v				1							
Illegal transport of liquor						1					
Inhalation of vapors		1									
Petty larceny		1									
Willful concealment		1									
TOTALS	4	6	3	4	5	1					

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE
 Rumford District Court
 July 1, 1969 - June 30, 1970

Sentence	No Lawyer	Lawyer	Total
Probation	34	5	39
Continued	19	1	20
Dismissed	9	4	13
Filed	8	2	10
Fine	22	1	23
Health and Welfare			
Stevens School	2	1	3
Boys Training Center	2	1	3
Unofficial Probation			
Not Adjudicated			
Not Processed			
Released to Parents or Guard.			
License Suspended	4		4
Pay Expense or Costs			
Appealed to Superior Court			
Unavailable Information	1		1

JUVENILE CASES BY PERSONS IN COURT AND SEX
 Rumford District Court
 July 1, 1969 - June 30, 1970

Person in Court	Male	Female	Total
Father	31	3	34
Mother	27	6	33
Both Parents	28	3	31
Neither Parents	1		1
Social Worker for H & W			
Guardian	3		3
No Information	12	2	14
Training Centers			
Probation Officers			
Own Lawyer			12
Court Appointed Lawyer			3

JUVENILE CASES BY OFFENSE, SEX AND AGE
Rumford District Court
July 1, 1969 - June 30, 1970

Offense	Male								Female								
	10	11	12	13	14	15	16	T	10	11	12	13	14	15	16	T	
Assault			2			1	2	5									
B. E. & L. in nighttime			1		2	1	1	5									
Acces. to the fact B.E. & L.-nighttime*						2		2									
Danger of falling														3		3	
Behaving in an incorrigible manner					1			1									
Disorderly conduct						2		2									
False report to police officer							1	1									
Littering						1		1									
Negligently shooting a human being						1		1									
Hitchhiking						1		1									
Reckless operation of a snowmobile					1			1									
Taking m/v w/o authority								1	1								
Possession of stolen property				1				1									
Taking or using m/v w/o authority						3	2	5									
Trespass							2	2									
Truancy							1	1							1	1	
Soliciting by false pretenses					1	1		2									
Violation of curfew					1	1		2							1	1	2
Illegal possession of liquor						1	5	6							2	4	6

JUVENILE CASES BY OFFENSE, SEX AND AGE
Rumford District Court
July 1, 1969 - June 30, 1970

Offense	Male								Female								
	10	11	12	13	14	15	16	T	10	11	12	13	14	15	16	T	
Intoxication						1	2	3									
Intoxicated in m/v							1	1									
Possession of liquor in m/v						4	3	7									
Operating m/v while impaired							1	1									
Illegal transport of liquor						1	3	4									
Intoxicated in a public place							1	1									
Drinking in m/v						1		1									
Sunday sale of liquor						1		1									
Inhalation of vapors							1	1									
Larceny	2 UK.		1	10	7	8	3	31									
Accessory to the fact of larceny					1		1	2									
Willful concealment																	
Malicious mischief		1	1	1	3		2	8							1	1	
Throwing snowball on public highway							1	1									
TOTALS	2 UK.	1	5	12	17	31	34	102							8	6	14

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
Rumford District Court
July 1, 1969 - June 30, 1970

Offense	Male								Female							
	BTC	Probation	Continued	Dismissed Payment of Fine	License Suspended Filed	Unknown	Stevens	Probation	Continued	Dismissed Payment of Fine	Probation	Continued	Dismissed Payment of Fine	Probation	Continued	Dismissed Payment of Fine
Assault	1	1	2	1												
B.E. & L. in nighttime		5														
Acces. to the fact B.E. & L.-nighttime*			1	1												
Danger of falling							3									
Behaving in an incor- rigible manner	1															
Disorderly conduct				1	1											
False report to police officer		1														
Littering			1													
Negligently shooting a human being		1														
Hitchhiking				1												
Reckless operation of a snowmobile			1													
Taking m/v w/o authority				1												
Possession of stolen property				1												
Using or taking m/v without authority		2		3												
Trespass			1	1												
Truancy			1						1							
Soliciting by false pretenses		2														

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
Rumford District Court
July 1, 1969 - June 30, 1970

Offense	Male								Female							
	BTC	Probation	Continued	Dismissed Payment of Fine	License Suspended Filed	Unknown	Stevens	Probation	Continued	Dismissed Payment of Fine	Probation	Continued	Dismissed Payment of Fine	Probation	Continued	Dismissed Payment of Fine
Violation of curfew				2									2			
Illegal possession of liquor			1	5							1	1	4			
Intoxication				3												
Intoxication in m/v				1												
Possession of liquor in m/v				1	6							1				
Operating m/v while impaired		1														
Illegal transportation of liquor					4											
Intoxicated in a public place		1														
Drinking in m/v				1												
Sunday sale of liquor				1												
Inhalation of vapors	1															
Larceny		14	10	2						4	1					
Accessory to fact of larceny		2														
Willful concealment														1		
Malicious mischief		8														
Throwing snowball on public highway				1												
TOTALS	3	38	18	15	19	4	4	1	3	1	2	4	4			

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE
 South Paris District Court
 July 1, 1969 - June 30, 1970

Sentence	No Lawyer	Lawyer	Total
Probation	19	6	25
Continued	10		10
Dismissed	12	1	13
Filed	1	1	2
Fine	7		7
Health and Welfare			1
Stevens School	1		1
Boys Training Center	1	1	2
Unofficial Probation			
Not Adjudicated			
Not Processed			
Released to Parents or Guard.			1
License Suspended	1		
Pay Expense or Costs			
Appealed to Superior Court			
Unavailable Information			

JUVENILE CASES BY PERSONS IN COURT AND SEX
 South Paris District Court
 July 1, 1969 - June 30, 1970

Person in Court	Male	Female	Total
Father	12		12
Mother	17	6	23
Both Parents	12	2	14
Neither Parents	1		1
Social Worker for H & W		1	1
Guardian			10
No Information	10		
Training Centers			
Probation Officers			6
Own Lawyer			3
Court Appointed Lawyer			

JUVENILE CASES BY OFFENSE, SEX AND AGE
 South Paris District Court
 July 1, 1969 - June 30, 1970

Offense	Male								Female								
	10 & Und	11	12	13	14	15	16	T	10	11	12	13	14	15	16	T	
Assault						2		2									
B.E. & L.				1	4	2	1	8									
B.E. & L. in the nighttime						2		2									
Danger of Falling														1		1	
Behaving in an incorrigible manner															1	1	
Runaway								1								1	
Operating snowmobile in a public way					1			1								2	
Taking or using m/v w/o authority	1		1													2	
Threatening Communication								1								1	
Truancy					1			2						1		1	
Illegal possession of liquor				1		6	5	12						1	1	1	3
Intoxication					1			1								2	
Illegal transportation of liquor																1	1
Inhalation of vapors															1		1
Petty Larceny	1				1	2	3	7					1				1
Malicious Mischief	1	1	1		1	2	4	10									
TOTALS	3	1	2	2	9	17	18	52			1		2	3	3	9	

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 South Paris District Court
 July 1, 1969 - June 30, 1970

Offense	Male					Female					
	BTC	Probation	Continued	Dismissed	Fine	Stevens	Probation	Continued	Dismissed	Fine	Lic. Susp.
Assault		1	1								
B.E. & L.		8									
B.E. & L. in the nighttime	2										
Danger of Falling							1				
Behaving in an incorrigible manner						1					
Runaway		1									
Operating a snowmobile in a public way				2							
Using or taking a m/v w/o authority			2								
Threatening communication			1								
Truancy		3					1				
Illegal possession of liquor			4	5	3		1	1	1		
Intoxication		1		1							
Illegal transport of liquor										1	
Inhalation of vapors							1				
Petty Larceny		3	4				1				
Malicious Mischief		4		6							
TOTALS	2	20	9	15	6	1	5	1		1	1

DISTRICT COURT STUDY

PENOBSCOT COUNTY

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE
 Penobscot County District Courts
 July 1, 1969 - June 30, 1970

Sentence	No Lawyer	Lawyer	Total
Probation	87	61	148
Continued	55	9	64
Dismissed	45	29	74
Filed	16	17	33
Fine	31	10	41
Health and Welfare	1	1	2
Stevens School	3	4	7
Boys Training Center	17	31	48
Unofficial Probation			
Not Adjudicated	1	1	2
Not Processed			
Released to Parents or Guard.	1		1
License Suspended			
Pay Expense or Costs			
Appealed to Superior Court		2	2
Unavailable Information			

JUVENILE CASES BY PERSONS IN COURT AND SEX
 Penobscot County District Courts
 July 1, 1969 - June 30, 1970

Person in Court	Male	Female	Total
Father	68	4	72
Mother	153	31	184
Both Parents	86	23	109
Neither Parents	1		1
Social Worker for H & W	1	1	2
Guardian	1	2	3
No Information	41	7	48
Training Centers			
Probation Officers			
Own Lawyer			71
Court Appointed Lawyer			94
Relative	3		3

JUVENILE CASES BY OFFENSE, SEX AND AGE
 Penobscot County District Courts
 July 1, 1969 - June 30, 1970

Offense	Male								Female							
	10 & Und	11	12	13	14	15	16 & Up	T	10 & Und	11	12	13	14	15	16 & Up	T
Armed Robbery							1	1								
Assault			1	1	1	1	1	5				1				1
Assault with a deadly Weapon							1	1								
Assault w/i to Maim							1	1								
Accessory before fact Asst. w/i commit L.							1	1								
Assault & Battery			3	4	3	2	2	14								
Assault & Battery (high & aggravated)						1		1								
B. & E.						2		2								
B.E. w/i to commit Larceny		1	1	2	1	1		6								
B.E. & L.	1	2	2	3	5	5	2	20								
B.E. in the Nighttime						2		2								
B.E. & L. in the Nighttime				2	4	9	12	27								
Concealing & carrying concealed weapon						2	2	4								
Danger of Falling			1		1	5		7	1 Unk.		1	2	1	3		8
Behaving in an incorrigible manner												2				2
Deserting Home														1		1
Runaway												2				2
Disorderly Conduct				1	2	8	4	15								
False Bomb Report			1	1				2								

CONTINUED

7 OF 8

JUVENILE CASES BY OFFENSE, SEX AND AGE
 Penobscot County District Court
 July 1, 1969 - June 30, 1970

Offense	Male								Female							
	10& Und.	11	12	13	14	15	16& Up	T	10& Und.	11	12	13	14	15	16& Up	T
False Fire Alarm						1		1								
Unlaw. & Malic. giving False Fire Report						1		1								
False Report to a Police Officer					1			1								
Littering							1	1								
Failure to file written rep. w/c accid.*							1	1								
Murder							1	1								
Operating a m/v w/o a license		1						1								
Operating snowmobile w/o lights						1	1	2								
Receiving Stolen Property							1	1								
Taking or using m/v w/o authority	1 Unk.	1	2	2	7	6	8	27								
Tampering with m/v			2		1			3								
Sexual Assault							1	1								
Sodomy			1					1								
Threat by oral Communication							1	1								
Threat by written Communication					1			1								
Trespass			1		1	4		6								
Truancy	1	1	1	4	5	5	6	23	1 Unk.			2	2	7	4	16
Uttering & Forgery							2	2								
Violation of Curfew							2	2								

JUVENILE CASES BY OFFENSE, SEX AND AGE
Penobscot County District Court
July 1, 1969 - June 30, 1970

Offense	Male								Female							
	10 & Und.	11	12	13	14	15	16 & Up	T	10 & Und.	11	12	13	14	15	16 & Up	T
Illegal possession of Liquor			2		2	4	20	28					1	1		2
Presenting False I.D.							1	1								
Intoxication				2	1	6	12	21						1		1
Intoxicated in a motor vehicle							1	1								
Possession of liquor in a m/v							2	2							1	1
Operating m/v while Impaired							1	1								
Illegal Transport of Liquor							1	1								
Illegal possession of Drugs					1			1								
Dispensing of Drugs						2		2								
Dispensing drugs w/o a license						1		1								
Possession of cannabis						1	1	2								
Illegally fishing.							4	4								
Illegal possession of short trout							1	1								
Illegal camping & fire building						1		1								
Kindling fire w/o permission						1	1	2								
Larceny	1 Unk.		2	9	10	19	21	62	1		2	4	5	8	7	27
Concealing Mdse.				1				1	1 Unk.						2	3
Malicious Mischief	1	2	3	7	3	2	4	22			1	1				2
Defacing a Building			1					1								

JUVENILE CASES BY OFFENSE, SEX AND AGE
Penobscot County District Court
July 1, 1969 - June 30, 1970

Offense	Male								Female								
	10 & Und.	11	12	13	14	15	16 & Up	T	10 & Und.	11	12	13	14	15	16 & Up	T	
Maliciously Damaging of property															1	1	
Willful damaging of Property				1	2			3									
Boarding a freight Train	2	2						4									
Issuing fraudulent Checks			3	1			1	5				1				1	
Harassment						1		1									
TOTALS	2	5	10	27	41	52	100	117	354	1		4	11	13	21	15	68
Male- Unk.	2																
Female- Unk.	3																

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Penobscot County District Courts
 July 1, 1969 - June 30, 1970

Offense	Male									
	BTC	Probation	Continued	Dismissed	Released in Custody *	Fine	Filed	Not Adjudicated	Appealed	
Armed robbery			1							
Assault		1	4							
Assault with a deadly weapon	1									
Assault with intent to maim		1								
Acces. before the fact assault w/i commit L.*		1								
Assault & battery	2	3	1	6		2				
Assault & battery (high & aggravated)	1									
B. & E.	2									
B. & E. with intent to commit larceny		2	4							
B.E. & L.	4	9	1	6						
B. & E. in the nighttime				2						
B.E. & L. in the nighttime	7	16	2	2						
Concealing & carrying a concealed weapon	2	1		1						
Danger of falling		2	3	2						
Disorderly conduct		3	4	7		1				
False bomb report		1		1						
False fire alarm				1						

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Penobscot County District Courts
 July 1, 1969 - June 30, 1970

Offense	Male									
	BTC	Probation	Continued	Dismissed	Released in Custody *	Fine	Filed	Not Adjudicated	Appealed	
Unlaw. & malc. giving false report of fire*	1									
False report to police officer		1								
Littering			1							
Fail. to file written report on w/c accident*			1							
Murder	1									
Operating a m/v w/o a license		1								
Operating snowmobile w/o lights					2					
Receiving stolen property			1							
Taking or using a m/v w/o authority	7	12	7	1						
Tampering with m/v	1	1	1							
Sexual assault	1									
Sodomy		1								
Threat by oral communication			1							
Threat by written communication		1								
Trespass	1	4	1							
Truancy	3	11	4	5						
Uttering, forgery	1	1								

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Penobscot County District Courts
 July 1, 1969 - June 30, 1970

Offense	Male									
	BTC	Probation	Continued	Dismissed Released in Custody *	Fine	Filed	Not Adjudicated	Appealed		
Violation of curfew		2								
Illegal possession of liquor	1	9	4	9	5					
Presenting false I. D.				1						
Intoxication	1	9	5	3	1	1	1			
Intoxication in m/v			1							
Possession of liquor in a m/v				2						
Operating m/v while impaired					1					
Illegal transport of liquor				1						
Illegal possession of drugs		1								
Dispensing drugs				2						
Dispensing drugs w/o a license				1						
Possession of cannabis		1			1					
Illegally fishing					4					
Illegal possession of short trout		1								
Illegal camping & fire building					1					
Kindling fire w/o permission	1	1								
Larceny	7	28	6	13	6	1		1		

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Penobscot County District Courts
 July 1, 1969 - June 30, 1970

Offense	Male									
	BTC	Probation	Continued	Dismissed Released in Custody *	Fine	Filed	Not Adjudicated	Appealed		
Concealing merchandise		1								
Malicious mischief		9	6	6				1		
Defacing a building		1								
Willful damaging of property	1	1		1						
Boarding a freight train				4						
Issuing fraudulent checks	2	2		1						
Harassment				1						
TOTALS	48	131	56	89	1	24	2	1	2	

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Penobscot County District Courts
 July 1, 1969 - June 30, 1970

Offense	Female										
	Stevens	Probation	Continued	Dismissed	Not Adjudicated	H & W	Fine				
Assault					1						
Danger of falling	3	2	3								
Behaving in an incorrigible manner	2										
Deserting home		1									
Runaway		1			1						
Truancy	2	10	3	1							
Illegal possession of liquor			1		1						
Intoxication				1							
Possession of liquor in a m/v				1							
Larceny		4	1	6			16				
Concealing merchandise							3				
Malicious mischief		1		1							
Malicious damaging of property				1							
Issuing fraudulent checks		1									
TOTALS	7	20	5	14	1	2	19				

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE
 Bangor District Court
 July 1, 1969 - June 30, 1970

Sentence	No Lawyer	Lawyer	Total
Probation	54	54	108
Continued	14	6	20
Dismissed	35	25	60
Filed	14	17	31
Fine	23	7	30
Health and Welfare		1	1
Stevens School	1	4	5
Boys Training Center	7	30	37
Unofficial Probation			
Not Adjudicated	1	1	2
Not Processed			
Released to Parents or Guard.	1	1	1
License Suspended			
Pay Expense or Costs			
Appealed to Superior Court		2	2
Unavailable Information			

JUVENILE CASES BY PERSONS IN COURT AND SEX
 Bangor District Court
 July 1, 1969 - June 30, 1970

Person in Court	Male	Female	Total
Father	39	3	42
Mother	107	25	132
Both Parents	57	22	79
Neither Parents			
Social Worker for H & W	1	1	2
Guardian	1	2	3
No Information	33	6	39
Training Centers			
Probation Officers			
Own Lawyer			59
Court Appointed Lawyer			88

JUVENILE CASES BY OFFENSE, SEX AND AGE
Bangor District Court
July 1, 1969 - June 30, 1970

Offense	Male							Female								
	10	11 & UND.	12	13	14	15	16 & UP	T	10	11 & UP	12	13	14	15	16 & UP	T
Assault			1	1	1	1	1	5								
Assault with a deadly weapon							1	1								
Acces. before the fact assault w/i commit L.*							1	1								
Assault & battery			3	4	3	1	2	13								
Assault & battery high & aggravated						1		1								
B. & E.						2		2								
B. & E. with intent to commit larceny	1	1	2	1	1			6								
B.E. & L.	2	1	1	3	3	1		11								
B. & E. in the nighttime						2		2								
B.E. & L. in the nighttime			2	3	5	5		15								
Concealing & carrying a concealed weapon						1		1								
Danger of falling						5		1 UK.	1	2	1	3				8
Behaving in an incorrigible manner										2						2
Deserting home													1			1
Runaway										2						2
Disorderly conduct				1	1	2	1	5								
False bomb report			1	1				2								
False fire alarm						1		1								
Unlaw. & Malc. giving false report of fire*						1		1								

JUVENILE CASES BY OFFENSE, SEX AND AGE
Bangor District Court
July 1, 1969 - June 30, 1970

Offense	Male							Female								
	10	11 & UND.	12	13	14	15	16 & UP	T	10	11 & UP	12	13	14	15	16 & UP	T
Fail. to file written report on w/c accident*							1	1								
Murder							1	1								
Operating snowmobile w/o lights						1	1	2								
Receiving stolen property							1	1								
Taking or using a m/v w/o authority	1 UK.	1		2	3	5	8	20								
Tampering with m/v			2	1				3								
Sodomy			1					1								
Threat by written communication					1			1								
Trespass						1		1								
Truancy		2	1	4	4	5	5	21			1	1	5	3	10	
Uttering & forgery						1		1								
Violation of curfew						2		2								
Illegal possession of liquor			2				13	15					1		1	
Presenting false I. D.							1	1								
Intoxication				2		3	7	12					1		1	
Possession of liquor in a m/v							2	2								
Operating m/v while impaired							1	1							1	1
Illegal transportation of liquor							1	1								
Illegal possession of drugs				1				1								

JUVENILE CASES BY OFFENSE, SEX AND AGE
Bangor District Court
July 1, 1969 - June 30, 1970

Offense	Male							Female								
	10	11&UND.	12	13	14	15	16&UP	T	10	11&UND.	12	13	14	15	16&UP	T
Dispensing drugs						2		2								
Dispensing drugs w/o a license						1		1								
Possession of cannabis							1	1								
Kindling fire w/o permission						1	1	2								
Larceny	1 UK.		2	9	7	15	17	51		1	2	4	4	8	7	26
Concealing merchandise				1				1							2	3
Malicious mischief		1	1	3	1		1	7			1	1				2
Defacing a building				1				1								
Malicious damaging of property															1	1
Willful damaging of property				1	2			3								
Boarding a freight train		2	2					4								
Issuing fraudulent checks			3	1			1	5				1				1
TOTALS	2 UK.	11	20	35	32	63	75	238	2 UK.	1	4	9	8	20	15	59

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
Bangor District Court
July 1, 1969 - June 30, 1970

Offense	Male							Female						
	BTC	Probation	Continued	Dismissed Payment of Fine	Released To Parents Not Adjud. Appealed	Stevens		Probation	Continued	Dismissed Commit to H & W	Payment of Fine	Not Adjudicated		
Assault			1	4										
Assault with deadly weapon	1													
Acces. before the fact assault w/i commit L.*		1												
Assault & battery	2	2	1	6	2									
Assault & battery (high & aggravated)	1													
B. & L.	2													
B. & E. with intent to commit larceny		2	4											
B.E. & L.	3	5	1	2										
B. & E. in nighttime				2										
B.E. & L. in nighttime	4	9		2										
Concealing & carrying a concealed weapon	1													
Danger of falling		2	1	2							3	2		3
Behaving in an incorrigible manner											2			
Deserting home												1		
Runaway												1		1
Disorderly conduct				5										
False bomb report	1		1											

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
Bangor District Court
July 1, 1969 - June 30, 1970

Offense	Male								Female					
	BTC	Probation	Continued	Dismissed Payment of Fine	Released To Parents Not Adjud. Appealed	Stevens	Probation	Continued	Dismissed Commit to H & W Payment of Fine	Not Adjudicated	Probation	Continued	Dismissed Commit to H & W Payment of Fine	Not Adjudicated
False fire alarm				1										
Unlaw. & malc. giving false report of fire*	1													
Fail. to file written report on w/c accident*				1										
Murder	1													
Operating snowmobile w/o lights				2										
Receiving stolen property				1										
Taking m/v without authority	6	12	1		1									
Tampering with m/v	1	1		1										
Sodomy		1												
Threat by written communication		1												
Trespass				1										
Truancy	3	10	4	4			7	2	1					
Uttering & Forgery	1													
Violation of curfew		2												
Illegal possession of liquor		4		9	2									1
Presenting false I.D.				1										
Intoxication		7	1	3					1					

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
Bangor District Court
July 1, 1969 - June 30, 1970

Offense	Male								Female					
	BTC	Probation	Continued	Dismissed Payment of Fine	Released To Parents Not Adjud. Appealed	Stevens	Probation	Continued	Dismissed Commit to H & W Payment of Fine	Not Adjudicated	Probation	Continued	Dismissed Commit to H & W Payment of Fine	Not Adjudicated
Possession of liquor in m/v				2									1	
Operating m/v while impaired				1										
Illegal transportation of liquor				1										
Illegal possession of drugs		1												
Dispensing drugs				2										
Dispensing drugs w/o a license				1										
Possession of cannabis		1												
Kindling fire w/o permission	1	1												
Larceny	6	22	3	13	6		1		4	1	5		16	
Concealing merchandise		1											3	
Malicious mischief		1		5			1		1		1			
Defacing a building		1												
Malicious damage to property												1		
Willful damaging of property	1	1		1										
Boarding a freight train				4										
Issuing fraudulent checks	2	2		1					1					
TOTALS	37	91	17	76	13	1	1	2	5	17	3	13	1	19

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE
Lincoln District Court
July 1, 1969 - June 30, 1970

Sentence	No Lawyer	Lawyer	Total
Probation	8		8
Continued	18		18
Dismissed	1		1
Filed			
Fine	4	1	5
Health and Welfare	1		1
Stevens School			
Boys Training Center	4		4
Unofficial Probation			
Not Adjudicated			
Not Processed			
Released to Parents or Guard.			
License Suspended			
Pay Expense or Costs			
Appealed to Superior Court			
Unavailable Information			

JUVENILE CASES BY PERSONS IN COURT AND SEX
Lincoln District Court
July 1, 1969 - June 30, 1970

Person in Court	Male	Female	Total
Father	9		9
Mother	9	3	12
Both Parents	10	1	11
Neither Parents			
Social Worker for H & W			
Guardian			
No Information	4	1	5
Training Centers			
Probation Officers			1
Own Lawyer			0
Court Appointed Lawyer			
Previous Court Hearing	3	0	3

JUVENILE CASES BY OFFENSE, SEX AND AGE
Lincoln District Court
July 1, 1969 - June 30, 1970

Offense	Male								Female							
	10	11	12	13	14	15	16	T	10	11	12	13	14	15	16	T
Assault												1				1
Operating m/v w/o a license		1						1								
Taking or using m/v w/o a license				2		3	1	6								
Sexual Assault						1		1								
Trespass			1		1	3		5								
Truancy					1			1				1	1		1	3
Illegal possession of liquor						1	3	4								
Illegally fishing							4	4								
Illegal possession of short trout							1	1								
Larceny						2		2				1				1
Malicious mischief	1 UK.			1		1		3								
B. E. & L. in the nighttime					1	1	2	4								
TOTAL	1 UK.	1	1	3	3	12	11	32				2	2		1	5

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Lincoln District Court
 July 1, 1969 - June 30, 1970

Offense	Male					Female				
	BTC	Probation	Continued	Dismissed	Fine	Stevens	Probation	Continued	Dismissed	H & W
Assault									1	
Operating a m/v w/o a license		1								
Taking or using m/v w/o a license		6								
Sexual assault	1									
Trespass	1	4								
Truancy		1				2	1			
Illegal possession of liquor		3		1						
Illegally fishing				4						
Illegal possession of short trout		1								
Larceny		2						1		
Malicious mischief			3							
B. E. & L. in the nighttime	2	2								
TOTAL	4	9	14	5		2	1	1	1	

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE
 Millinocket District Court
 July 1, 1969 - June 30, 1970

Sentence	No Lawyer	Lawyer	Total
Probation	18	1	19
Continued	20	3	23
Dismissed	2		2
Filed	1		1
Fine	1	2	3
Health and Welfare			
Stevens School	2		2
Boys Training Center	5		5
Unofficial Probation			
Not Adjudicated			
Not Processed			
Released to Parents or Guard.			
License Suspended			
Pay Expense or Costs			
Appealed to Superior Court			
Unavailable Information			

JUVENILE CASES BY PERSONS IN COURT AND SEX
 Millinocket District Court
 July 1, 1969 - June 30, 1970

Person in Court	Male	Female	Total
Father	15	1	16
Mother	22	2	24
Both Parents	14		14
Neither Parents			
Social Worker for H & W			
Guardian			
No Information	1		1
Training Centers			
Probation Officers			
Own Lawyer			
Court Appointed Lawyer			5
Previous Court Hearing	12		12

JUVENILE CASES BY OFFENSE, SEX AND AGE
 Millinocket District Court
 July 1, 1969 - June 30, 1970

Offense	Male								Female							
	10	11	12	13	14	15	16	T	10	11	12	13	14	15	16	T
Assault w/i to maim						1		1								
B.E. & L. in the nighttime						3	5	8								
Danger of falling			1		1			2								
Disorderly Conduct						4	2	6								
False report to police officer					1			1								
Taking or using m/v w/o authority					1			1								
Truancy								1 UK.						1		2
Uttering & Forgery						1		1								
Illegal possession of liquor					2	1	3	6					1			1
Intoxication					1	3	5	9								
Intoxicated in a m/v							1	1								
Possession of Cannabis						1		1								
Illegal camping & fire building						1		1								
Larceny				2	1	2		5								
Malicious Mischief		1	2	3	2			8								
Harassment						1		1								
TOTALS		1	3	5	9	18	16	52	1 UK.				1	1		3

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Millinocket District Court
 July 1, 1969 - June 30, 1970

Offense	Male						Female					
	BTC	Probation	Continued	Dismissed	Filed	Fined	Stevens	Probation	Continued	Dismissed		
Assault w/i to maim		1										
B.E. & L. in the nighttime	1	5	2									
Danger of falling			2									
Disorderly conduct		2	4									
False report to police officer			1									
Taking or using m/v w/o authority	1											
Truancy											2	
Uttering & Forgery			1									
Illegal possession of liquor	1	1	4								1	
Intoxication	1	2	4		1	1						
Intoxicated in a m/v			1									
Possession of Cannabis						1						
Illegal camping and fire building						1						
Larceny	1	1	3									
Malicious Mischief		7		1								
Harassment				1								
TOTALS	5	19	22	2	1	3		2			1	

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE Newport District Court July 1, 1969 - June 30, 1970			
Sentence	No Lawyer	Lawyer	Total
Probation	7	6	13
Continued	3		3
Dismissed	7	4	11
Filed	1		1
Fine	3		3
Health and Welfare			
Stevens School	1	1	2
Boys Training Center			
Unofficial Probation			
Not Adjudicated			
Not Processed			
Released to Parents or Guard.			
License Suspended			
Pay Expense or Costs			
Appealed to Superior Court			
Unavailable Information			

JUVENILE CASES BY PERSONS IN COURT AND SEX Newport District Court July 1, 1969 - June 30, 1970			
Person in Court	Male	Female	Total
Father	15	1	16
Mother	5		5
Both Parents	5		5
Neither Parents	1		1
Social Worker for H & W			
Guardian			
No Information	3		3
Training Centers			
Probation Officers			
Own Lawyer			
Court Appointed Lawyer			
Previous Court Hearing	3		3
Relative	3		3

JUVENILE CASES BY OFFENSE, SEX AND AGE Newport District Court July 1, 1969 - June 30, 1970																
Offense	Male								Female							
	10	11	12	13	14	15	16	T	10	11	12	13	14	15	16	T
Armed Robbery							1	1								
Assault and Battery						1		1								
B.E. & L.		1	1	2	2	2	1	9								
Broke arrest and fled custody of officer						1	2	3								
Disorderly Conduct					1	2	1	4								
Littering							1	1								
Threat by oral communication						1		1								
Truancy							1	1						1		1
Illegal possession of liquor						2	1	3								
Larceny					1	1	2	4								
Malicious Mischief						1	3	4								
TOTALS		1	1	2	4	11	13	32						1		1

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
Newport District Court
July 1, 1969 - June 30, 1970

Offense	Male						Female					
	BTC	Probation	Continued	Dismissed	Fine	Filed	Stevens	Probation	Continued	Dismissed		
Armed Robbery			1									
Assault & Battery		1										
B.E. & L.	1	4	4									
Broke arrest and fled custody of officer	1	1	1									
Disorderly Conduct		1	2	1								
Littering			1									
Threat by oral communication			1									
Truancy			1				1					
Illegal possession of liquor		1		2								
Larceny		3			1							
Malicious Mischief		1	3									
TOTALS	2	12	3	11	3	1	1					

DISTRICT COURT STUDY

PISCATAQUIS COUNTY

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE
Piscataquis County District Courts
July 1, 1969 - June 30, 1970

Sentence	No Lawyer	Lawyer	Total
Probation	21		21
Continued	11	3	14
Dismissed	4	1	5
Filed	9		9
Fine	2	1	3
Health and Welfare Stevens School			
Boys Training Center	4		4
Unofficial Probation Not Adjudicated Not Processed			
Released to Parents or Guard. License Suspended	1		1
Pay Expense or Costs Appealed to Superior Court Unavailable Information			

JUVENILE CASES BY PERSONS IN COURT AND SEX
Piscataquis County District Courts
July 1, 1969 - June 30, 1970

Person in Court	Male	Female	Total
Father	20		20
Mother	11	1	12
Both Parents	18		18
Neither Parents	1		1
Social Worker for H & W	1		1
Guardian	1		1
No Information	3		3
Training Centers Probation Officers			
Own Lawyer			4
Court Appointed Lawyer			1

JUVENILE CASES BY OFFENSE, SEX AND AGE
Piscataquis County District Courts
July 1, 1969 - June 30, 1970

Offense	Male							Female								
	10	11	12	13	14	15	16	T	10	11	12	13	14	15	16	T
B. & E. w/i to commit larceny	1 Unk.		1		3	6	4	15								
B.E. & L.					1	1	1	3								
B.E. & L. in the nighttime						3		3								
Danger of Falling														1		1
Disorderly Conduct					1		1	2								
Rec. & aid in concealment of stolen goods						1		1								
Concealing Stolen Goods							1	1								
Aid in concealing Stolen Goods							1	1								
Taking or using m/v w/o authority						1	1	2								
Trespass			3					3								
Illegal possession of liquor							3	3								
Intoxication						1		1								
Operating m/v while impaired							1	1								
Illegal transport of liquor				1			1	2								
Fishing w/o a License							1	1								
Larceny				4	3	4		11								
Malicious Mischief						1	5	6								
TOTALS	1 Unk.		4	5	8	18	20	56						1		1

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
Piscataquis County District Courts
July 1, 1969 - June 30, 1970

Offense	Male						Female				
	BTC	Probation	Continued	Dismissed	Payment of Fine	License Suspended	Stevens	Probation	Continued	Dismissed	
B. & E. with intent to commit larceny	1	7	2	5							
B. E. & L.		2		1							
B. E. & L. in nighttime	1		1	1							
Danger of falling							1				
Disorderly conduct			1	1							
Receiving & aid in stolen goods*		1									
Concealing stolen goods		1									
Aid in concealing stolen goods		1									
Using or taking m/v w/o authority	1		1								
Trespass		1		2							
Illegal possession of liquor		1	1		1						
Intoxication					1						
Operation of m/v while impaired		1									
Illegal transp. of liquor				1		1					
Fishing w/o license					1						
Larceny		3	8								
Malicious mischief	1	2		3							
TOTALS	4	20	14	14	3	1		1			

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE
Dover-Foxcroft District Court
July 1, 1969 - June 30, 1970

Sentence	No Lawyer	Lawyer	Total
Probation	21		21
Continued	11	3	14
Dismissed	4	1	5
Filed	9		9
Fine	2	1	3
Health and Welfare Stevens School Boys Training Center	4		4
Unofficial Probation Not Adjudicated Not Processed Released to Parents or Guard. License Suspended Pay Expense or Costs Appealed to Superior Court Unavailable Information	1		1

JUVENILE CASES BY PERSONS IN COURT AND SEX
Dover-Foxcroft District Court
July 1, 1969 - June 30, 1970

Person in Court	Male	Female	Total
Father	20		20
Mother	11	1	12
Both Parents	18		18
Neither Parents	1		1
Social Worker for H & W	1		1
Guardian	1		1
No Information	3		3
Training Centers Probation Officers Own Lawyer Court Appointed Lawyer			4 1

JUVENILE CASES BY OFFENSE, SEX AND AGE
Dover-Foxcroft District Court
July 1, 1969 - June 30, 1970

Offense	Male								Female							
	10	11	12	13	14	15	16	T	10	11	12	13	14	15	16	T
B. & E. with intent to commit larceny	1 UK.		1		3	6	4	15								
B. E. & L.					1	1	1	3								
B. E. & L. in the night time						3		3								
Danger of falling													1			1
Disorderly conduct					1		1	2								
Rec. & aid in concealment of stolen goods						1		1								
Concealing stolen goods							1	1								
Aid in concealing stolen goods							1	1								
Taking or using m/v w/o authority						1	1	2								
Trespass			3					3								
Illegal possession of liquor							3	3								
Intoxication						1		1								
Operating of m/v while impaired							1	1								
Illegal transport of liquor				1			1	2								
Fishing w/o license							1	1								
Larceny				4	3	4		11								
Malicious mischief						1	5	6								
TOTAL	1 UK.		4	5	8	18	20	56						1		1

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Dover-Foxcroft District Court
 July 1, 1969 - June 30, 1970

Offense	Male						Female			
	BTC	Probation	Continued	Dismissed	Payment of Fine	License Suspended	Stevens	Probation	Continued	Dismissed
B. & E. with intent to commit larceny	1	7	2	5						
B. E. & L.		2		1						
B. E. & L. in night time	1		1	1						
Danger of falling							1			
Disorderly conduct			1	1						
Rec. & aid in concealment of stolen goods		1								
Concealing stolen goods		1								
Aid in concealing stolen goods		1								
Using or taking m/v w/o authority	1		1							
Trespass		1		2						
Illegal possession of liquor		1	1		1					
Intoxication					1					
Operation of m/v while impaired		1								
Illegal transp. of liquor				1		1				
Fishing w/o license					1					
Larceny		3	8							
Malicious mischief	1	2		3						
TOTAL	4	20	14	14	3	1	1			

DISTRICT COURT STUDY

SAGadahoc COUNTY

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE
Sagadahoc County District Courts
July 1, 1969 - June 30, 1970

Sentence	No Lawyer	Lawyer	Total
Probation	9	10	19
Continued	10	3	13
Dismissed	2	1	3
Filed			
Fine	2	1	3
Health and Welfare	1		1
Stevens School		1	1
Boys Training Center	3		3
Unofficial Probation			
Not Adjudicated			
Not Processed			
Released to Parents or Guard.			
License Suspended			
Pay Expense or Costs		2	2
Appealed to Superior Court			
Unavailable Information			

JUVENILE CASES BY PERSONS IN COURT AND SEX
Sagadahoc County District Courts
July 1, 1969 - June 30, 1970

Person in Court	Male	Female	Total
Father	16	1	17
Mother	7		7
Both Parents	14		14
Neither Parents	1		1
Social Worker for H & W		1	1
Guardian	1		1
No Information	4		4
Training Centers			
Probation Officers			
Own Lawyer			16
Court Appointed Lawyer			2
Previous Court Hearing	6	0	6

JUVENILE CASES BY OFFENSE, SEX AND AGE
Sagadahoc County District Courts
July 1, 1969 - June 30, 1970

Offense	Male								Female							
	10	11	12	13	14	15	16	T	10	11	12	13	14	15	16	T
Attempted B. & E.					1			1								
B.E. & L.	1		1	1	3	5		11								
Incorrigible														1	1	2
False Bomb Report						2		2								
Conspiring to call False Bomb Report						2		2								
Extortion						1		1								
Receiving stolen property				1	2			3								
Taking or using m/v w/o authority						1	1	2								
Tampering with a m/v		1	1					2								
Truancy							1	1								
Unlawful entry	1		2	1				4								
Illegal possession of liquor							3	3								
Intoxication							1	1								
Possession of cannabis							2	2								
Larceny		1		2	3		1	7								
Attempted Larceny							1	1								
TOTALS	2	2	4	5	9	11	10	43						1	1	2

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
Sagadahoc County District Courts
July 1, 1969 - June 30, 1970

Offense	Male							Female						
	BTC	Probation	Continued	Dismissed	Appealed to Sup Court	Fine		Stevens	H & W	Continued	Dismissed			
Attempted B. & E.		1												
B.E. & L.	1	5	5											
Incorrigible								1	1					
False bomb report		2												
Conspiring to call false bomb report		1		1										
Extortion			1											
Receiving stolen property		3												
Taking or using m/v w/o authority				1	1									
Tampering with a m/v		2												
Truancy		1												
Unlawful entry	2		2											
Illegal possession of liquor			1		2									
Intoxication					1									
Possession of cannabis			2											
Larceny		4	2	1										
Attempted larceny				1										
TOTALS	3	19	13	3	2	3		1	1					

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE
 Bath District Court
 July 1, 1969 - June 30, 1970

Sentence	No Lawyer	Lawyer	Total
Probation	9	10	19
Continued	10	3	13
Dismissed	2	1	3
Filed			
Fine	2	1	3
Health and Welfare	1		1
Stevens School		1	1
Boys Training Center	3		3
Unofficial Probation			
Not Adjudicated			
Not Processed			
Released to Parents or Guard.			
License Suspended		2	2
Pay Expense or Costs			
Appealed to Superior Court			
Unavailable Information			

JUVENILE CASES BY PERSONS IN COURT AND SEX
 Bath District Court
 July 1, 1969 - June 30, 1970

Person in Court	Male	Female	Total
Father	16	1	17
Mother	7		7
Both Parents	14		14
Neither Parents	1		1
Social Worker for H & W		1	1
Guardian	1		1
No Information	4		4
Training Centers			
Probation Officers			
Own Lawyer			16
Court Appointed Lawyer			2
Previous Court Hearing	6	0	6

JUVENILE CASES BY OFFENSE, SEX AND AGE
 Bath District Court
 July 1, 1969 - June 30, 1970

Offense	Male								Female							
	10	11	12	13	14	15	16	T	10	11	12	13	14	15	16	T
Attempted B. & E.					1			1								
B. E. & L.	1		1	1	3	5		11								
Incorrigible														1	1	2
False bomb report						2		2								
Conspiring to call false bomb report						2		2								
Extortion						1		1								
Receiving stolen property				1	2			3								
Taking or using m/v w/o authority						1	1	2								
Tampering with a m/o		1	1					2								
Truancy							1	1								
Unlawful entry	1		2	1				4								
Illegal possession of liquor							3	3								
Intoxication							1	1								
Possession of cannabis							2	2								
Larceny		1		2	3		1	7								
Attempted larceny							1	1								
TOTAL	2	2	4	5	9	11	10	43						1	1	2

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX

Bath District Court
July 1, 1969 - June 30, 1970

Offense	Male						Female				
	BTC	Probation	Continued	Dismissed	Appealed to Sup Court	Fine	Stevens	Probation	Continued	Dismissed	H & W
Attempted B. & E.		1									
B. E. & L.	1	5	5								
Incorrigible							1			1	
False bomb report		2									
Conspiring to call false bomb report		1		1							
Extortion			1								
Receiving stolen property		3									
Taking or using m/v w/o authority				1	1						
Tampering with a m/v		2									
Truancy		1									
Unlawful entry	2		2								
Illegal possession of liquor			1			2					
Intoxication						1					
Possession of cannabis			2								
Larceny		4	2	1							
Attempted Larceny				1							
TOTAL	3	19	13	3	2	3	1				1

DISTRICT COURT STUDY

SOMERSET COUNTY

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE
Somerset County District Courts
July 1, 1969 - June 30, 1970

Sentence	No Lawyer	Lawyer	Total
Probation	29	9	38
Continued	16	5	21
Dismissed	15	2	17
Filed	5	1	6
Fine	1		1
Health and Welfare			
Stevens School	4		4
Boys Training Center	6	2	8
Unofficial Probation			
Not Adjudicated	8		8
Not Processed			
Released to Parents or Guard.			
License Suspended	1		1
Pay Expense or Costs			
Appealed to Superior Court			
Unavailable Information			

JUVENILE CASES BY PERSONS IN COURT AND SEX
Somerset County District Courts
July 1, 1969 - June 30, 1970

Person in Court	Male	Female	Total
Father	22	3	25
Mother	32	9	41
Both Parents	26	4	30
Neither Parents			
Social Worker for H & W			
Guardian	1		1
No Information	7		7
Training Centers			
Probation Officers			
Own Lawy			11
Court Appointed Lawyer			8

JUVENILE CASES BY OFFENSE, SEX AND AGE
Somerset County District Court
July 1, 1969 - June 30, 1970

Offense	Male								Female							
	10	11	12	13	14	15	16	T	10 & Und.	11	12	13	14	15	16	T
Assault						2	1	3								
Assault & Battery		1						1								
B.E. & L.		1	3	7	2	3	1	17								
B.E. & L. in the Nighttime						1	2	3								
Danger of Falling												1				1
Incorrigible									1			3	1	1	1	6
Deserting Home							1	1						1		1
Disorderly Conduct					1		2	3								
Receiving Stolen Property						3		3								
Taking or using m/v w/o authority					1	3	1	5								
Tampering with a m/v							1	1								
Camp Trespass							1	1								
Truancy				1	1	2	2	6				1	2			3
Uttering & Forgery						2		2								
Illegal possession of liquor				1		2	6	9								
Intoxication						1		1								
Operating a m/v while impaired							2	2								
Illegal transport of liquor							1	1							1	1
Furnishing patent medicinal drugs															1	1

JUVENILE CASES BY OFFENSE, SEX AND AGE
Somerset County District Court
July 1, 1969 - June 30, 1970

Offense	Male								Female							
	10	11	12	13	14	15	16	T	10 & Und.	11	12	13	14	15	16	T
Inhalation of Vapors		2		1		1	1	5								
Illegal possession of deer killed in night						1	1	2								
Larceny					1	3	4	8				2				2
Larceny of m/v					2	1	1	4								
Malicious Mischief			1	1	4	3	1	10							1	1
TOTALS		4	4	11	12	28	29	88	1			7	4	4	16	

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
Somerset County District Courts
July 1, 1969 - June 30, 1970

Offense	Male						Female				
	BTC	Probation	Continued	Dismissed Payment of Fine	Not Adjudicated License Suspended	Stevens	Probation	Continued	Dismissed Payment of Fine	Not Adjudicated	
Assault		2			1						
Assault & battery			1								
B.E. & L.	5	9	1	2							
B.E. & L. in the nighttime		2	1								
Danger of falling							1	5			
Incorrigible						1					
Deserting home		1									
Disorderly conduct	1	1		1							
Receiving stolen property				3							
Using or taking a m/v w/o authority		4		1							
Tampering with a m/v			1								
Camp trespass			1				1	1	1		
Truancy			1	5							
Uttering or forging	1	1									
Illegal possession of liquor			2	1	4	1	1				
Intoxication				1							
Operating a m/v while impaired	1	1	1								

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
Somerset County District Courts
July 1, 1969 - June 30, 1970

Offense	Male							Female				
	BTC	Probation	Continued	Dismissed Payment of Fine	Not Adjudicated License Suspended	Stevens	Probation	Continued	Dismissed Payment of Fine	Not Adjudicated		
Illegal transp. of liquor					1				1			
Furnishing patent medicinal drugs							1					
Inhalation of vapors		1	4									
Illegal possession of deer killed in night					2							
Larceny	1	1	3	3			1		1			
Larceny of m/v				4								
Malicious mischief		4	1	2	3					1		
TOTALS	8	30	20	21	1	7	1	4	8	1	2	

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE
Skowhegan District Court
July 1, 1969 - June 30, 1970

Sentence	No Lawyer	Lawyer	Total
Probation	29	9	38
Continued	16	5	21
Dismissed	15	2	17
Filed	5	1	6
Fine	1		1
Health and Welfare			4
Stevens School	4		4
Boys Training Center	6	2	8
Unofficial Probation			8
Not Adjudicated	8		
Not Processed			8
Released to Parents or Guard.			1
License Suspended	1		
Pay Expense or Costs.			
Appealed to Superior Court			
Unavailable Information			

JUVENILE CASES BY PERSONS IN COURT AND SEX
Skowhegan District Court
July 1, 1969 - June 30, 1970

Person in Court	Male	Female	Total
Father	22	3	25
Mother	32	9	41
Both Parents	26	4	30
Neither Parents			
Social Worker for H & W			1
Guardian	1		7
No Information	7		
Training Centers			
Probation Officers			11
Own Lawyer			8
Court Appointed Lawyer			

JUVENILE CASES BY OFFENSE, SEX AND AGE
Skowhegan District Court
July 1, 1969 - June 30, 1970

Offense	Male								Female							
	10	11	12	13	14	15	16	T	UND. 11	11	12	13	14	15	16	T
Assault						2	1	3								
Assault & battery		1						1								
B.E. & L.		1	3	7	2	3	1	17								
B.E. & L. in the nighttime						1	2	3								
Danger of falling												1				1
Incorrigible									1				3	1	1	6
Deserting home								1	1					1		1
Disorderly conduct					1			2	3							
Receiving stolen property						3		3								
Taking or using m/v w/o authority					1	3	1	5								
Tampering with a m/v								1	1							
Camp trespass								1	1							
Truancy				1	1	2	2	6					1	2		3
Uttering & forgery						2		2								
Illegal possession of liquor				1		2	6	9								
Intoxication						1		1								
Operating a m/v while impaired								2	2							
Illegal transport of liquor								1	1						1	1
Furnishing patent medicinal drugs															1	1

JUVENILE CASES BY OFFENSE, SEX AND AGE
 Skowhegan District Court
 July 1, 1969 - June 30, 1970

Offense	Male								Female							
	10	11	12	13	14	15	16	T	JND. 11	11	12	13	14	15	16	T
Inhalation of vapors		2		1		1	1	5								
Illegal possession of deer killed in night						1	1	2								
Larceny					1	3	4	8					2			2
Larceny of a m/v					2	1	1	4								
Malicious mischief			1	1	4	3	1	10							1	1
TOTALS		4	4	11	12	28	29	88	1				7	4	4	16

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Skowhegan District Court
 July 1, 1969 - June 30, 1970

Offense	Male							Female				
	BTC	Probation	Continued	Dismissed Payment of Fine	Not Adjudicated License Suspended	Stevens		Probation	Continued	Dismissed Payment of Fine	Not Adjudicated	
Assault		2			1							
Assault & battery			1									
B.E. & L.	5	9	1	2								
B.E. & L. in the nighttime		2	1									
Danger of falling							1					
Incorrigible						1	5					
Deserting home		1				1						
Disorderly conduct	1	1	1									
Receiving stolen property			3									
Using or taking a m/v w/o authority		4	1									
Tampering with a m/v			1									
Camp trespass			1									
Truancy		1	5			1	1	1				
Uttering or forging	1	1										
Illegal possession of liquor		2	1	4	1	1						
Intoxication			1									
Operating a m/v while impaired		1	1									

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Skowhegan District Court
 July 1, 1969 - June 30, 1970

Offense	Male								Female				
	BTC	Probation	Continued	Dismissed Payment of Fine	Not Adjudicated License Suspended	Stevens	Probation	Continued	Dismissed Payment of Fine	Not Adjudicated			
Illegal transp. of liquor					1			1					
Furnishing patent medicinal drugs						1							
Inhalation of vapors		1	4										
Illegal possession of deer killed in night					2								
Larceny	1	1	3	3		1		1					
Larceny of m/v				4									
Malicious mischief		4	1	2	3							1	
TOTALS	8	30	20	21	7	4	8	1	2			1	

DISTRICT COURT STUDY

WALDO COUNTY

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE
Waldo County District Courts
July 1, 1969 - June 30, 1970

Sentence	No Lawyer	Lawyer	Total
Probation	6	7	13
Continued	1	2	3
Dismissed		1	1
Filed	4	4	8
Fine		2	2
Health and Welfare		1	1
Stevens School	2		2
Boys Training Center	2		2
Unofficial Probation			
Not Adjudicated	1		1
Not Processed			
Released to Parents or Guard.			
License Suspended	1		1
Pay Expense or Costs			
Appealed to Superior Court			
Unavailable Information			

JUVENILE CASES BY PERSONS IN COURT AND SEX
Waldo County District Courts
July 1, 1969 - June 30, 1970

Person in Court	Male	Female	Total
Father	6	1	7
Mother	10	5	15
Both Parents	9	2	11
Neither Parents			
Social Worker for H & W			
Guardian			
No Information	2		2
Training Centers			
Probation Officers			
Own Lawyer			14
Court Appointed Lawyer			3
Relative	1		1
Previous Court Hearing	3	0	3

JUVENILE CASES BY OFFENSE, SEX AND AGE
 Waldo County District Courts
 July 1, 1969 - June 30, 1970

Offense	Male								Female							
	10	11	12	13	14	15	16	T	10	11	12	13	14	15	16& Up	T
Cheating by false pretenses							1	1								
Assault & Battery							1	1								
Assault & Battery (high & aggravated)							1	1								
B.E. & L.					1	1	1	3						3	1	4
B.E. & L. in the nighttime						1	1	2								
Danger of Falling											1				1	2
Incorrigible						1		1								
Illegal possession of fire crackers						1		1								
Taking or using m/v w/o authority						1	4	5								
Truancy							1	1							1	1
Intoxication							1	1								
Illegal transport of liquor							1	1								
Possession of cannabis					1			1								
Sale of marijuana					1			1								
Hauling lobster in closed season					1			1								
Larceny					1	2	1	4							1	1
Placing injurious subst. on highway						1		1								
TOTALS					5	8	13	26			1			3	4	8

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Waldo County District Courts
 July 1, 1969 - June 30, 1970

Offense	Male										
	BTC	Probation	Continued	Dismissed License	Suspended	Fine	Filed	H & W	Not Adjudicated		
Cheating by false pretenses		1									
Assault & battery						1					
Assault & battery (high & aggravated)							1				
B. E. & L.	2	1									
B. E. & L. in the nighttime		2									
Incorrigible								1			
Illegal possession of firecrackers			1								
Taking or using m/v w/o authority		1	1			1	1		1		
Truancy		1									
Intoxication				1							
Illegal transportation of liquor					1						
Possession of cannabis							1				
Sale of marijuana								1			
Hauling lobster traps in closed season									1		
Larceny		2						2			
Placing injurious substance on highway		1									
TOTALS	2	9	3	1	1	2	6	1	1		

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Waldo County District Courts
 July 1, 1969 - June 30, 1970

Offense	Female									
	Stevens	Probation	Continued	Dismissed	Filed					
B. E. & L.	1	3								
Danger of falling	1	1								
Truancy				1						
Larceny				1						
TOTALS	2	4		2						

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE
 Belfast District Court
 July 1, 1969 - June 30, 1970

Sentence	No Lawyer	Lawyer	Total
Probation	6	7	13
Continued	1	2	3
Dismissed		1	1
Filed	4	4	8
Fine		2	2
Health and Welfare		1	1
Stevens School	2		2
Boys Training Center	2		2
Unofficial Probation			
Not Adjudicated	1		1
Not Processed			
Released to Parents or Guard.			
License Suspended	1		1
Pay Expense or Costs			
Appealed to Superior Court			
Unavailable Information			

JUVENILE CASES BY PERSONS IN COURT AND SEX
 Belfast District Court
 July 1, 1969 - June 30, 1970

Person in Court	Male	Female	Total
Father	6	1	7
Mother	10	5	15
Both Parents	9	2	11
Neither Parents			
Social Worker for H & W			
Guardian			
No Information	2		2
Training Centers			
Probation Officers			
Own Lawyer			
Court Appointed Lawyer			14
Relative	1		3
Previous Court Hearing	3	0	3

JUVENILE CASES BY OFFENSE, SEX AND AGE
 Belfast District Court
 July 1, 1969 - June 30, 1970

Offense	Male								Female							
	10	11	12	13	14	15	16	T	10	11	12	13	14	15	16	T
Cheating by false pretenses							1	1								
Assault & battery							1	1								
Assault & battery (high & aggravated)							1	1								
B. E. & L.					1	1	1	3						3	1	4
B. E. & L. in night time						1	1	2								
Danger of falling											1				1	2
Incorrigible						1		1								
Illegal possession of fire crackers						1		1								
Taking or using m/v w/o authority						1	4	5								
Truancy							1	1							1	1
Intoxication							1	1								
Illegal transportation of liquor							1	1								
Possession of cannabis					1			1								
Sale of marijuana					1			1								
Hauling lobster traps in closed season					1			1								
Larceny					1	2	1	4							1	1
Placing injurious substance on highway						1		1								
TOTAL					5	8	13	26			1			3	4	8

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Belfast District Court
 July 1, 1969 - June 30, 1970

Offense	Male										Female				
	BTC	Probation	Continued	Dismissed	Lics. Susp.	Fine	Filed	H & W	Not	Adjudicated	Stevens	Probation	Continued	Dismissed	Filed
Cheating by false pretenses		1													
Assault & battery					1										
Assault & battery (high & aggravated)					1										
B. E. & L.	2	1								1	3				
B. E. & L. in the night time		2													
Danger of falling										1	1				
Incorrigible						1									
Illegal possession of fire crackers			1												
Taking or using m/v w/o authority	1	1			1		1								
Truancy	1													1	
Intoxication				1											
Illegal transportation of liquor				1											
Possession of cannabis					1										
Sale of marijuana		1													
Hauling lobster traps in closed season					1										
Larceny	2				2									1	
Placing injurious substance on highway	1														
TOTAL	2	9	3	11	26	1	1	2	4				2		

DISTRICT COURT STUDY

WASHINGTON COUNTY

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE
 Washington County District Courts
 July 1, 1969 - June 30, 1970

Sentence	No Lawyer	Lawyer	Total
Probation	8	6	14
Continued	2	3	5
Dismissed	5	7	12
Filed	7	1	8
Fine	7	1	8
Health and Welfare		1	1
Stevens School	3	1	4
Boys Training Center	1	3	4
Unofficial Probation			
Not Adjudicated			
Not Processed			
Released to Parents or Guard.			
License Suspended			
Pay Expense or Costs			
Appealed to Superior Court			
Unavailable Information			

JUVENILE CASES BY PERSONS IN COURT AND SEX
 Washington County District Courts
 July 1, 1969 - June 30, 1970

Person in Court	Male	Female	Total
Father	20	3	23
Mother	20	4	24
Both Parents	1	1	2
Neither Parents	2	1	3
Social Worker for H & W	1	1	2
Guardian			
No Information	2		2
Training Centers			
Probation Officers			13
Own Lawyer			10
Court Appointed Lawyer			

JUVENILE CASES BY OFFENSE, SEX AND AGE
 Washington County District Courts
 July 1, 1969 - June 30, 1970

Offense	Male								Female							
	10 & Und.	11	12	13	14	15	16	T	10	11	12	13	14	15	16	T
Assault & Battery	1						1	2								
B. & E.							1	1								
B.E. & L.				2	1	1	1	5							1	1
B.E. & L. in the nighttime				3	1	2	3	9								
Broke arrest and fled custody of officer							1	1								
Danger of Falling											1	1		1		3
Incorrigible						1		1								
Wayward Girl															1	1
Disorderly Conduct						2	2	4								
Littering					1	1		2								
Negligently shooting human being							1	1								
Operating snowmobile in public way	1	1				2		4								
Taking or using m/v w/o authority				1	1			2								
Illegal possession of liquor					3		3	6							1	1
Intoxication							1	1						1		1
Supplying liquor to Juvenile							1	1								
Larceny				2		2		4								
Malicious Mischief	1	1						2				1	1	1		3
TOTALS	3	2		8	7	11	15	46			1	2	1	3	3	10

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Washington County District Courts
 July 1, 1969 - June 30, 1970

Offense	Male							Female						
	BTC	Probation	Continued	Dismissed	Filed	Fine	H & W	Stevens	Probation	Continued	Dismissed			
Assault & battery				1	1									
B. & E.		1												
B. E. & L.	1	2	1			1				1				
B.E. & L. in the nighttime	2	3	1	3										
Broke arrest and fled custody of officer			1											
Danger of falling							2		1					
Incorrigible	1													
Wayward girl							1							
Disorderly conduct		1			3									
Littering		1	1											
Negligently shooting a human being		1												
Operating snowmobile in a public way						4								
Taking or using m/v w/o authority			1		1									
Illegal possession of liquor		1		3		2					1			
Intoxication						1			1					
Supplying liquor to a juvenile			1											
Larceny		3		1										

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Washington County District Courts
 July 1, 1969 - June 30, 1970

Offense	Male							Female						
	BTC	Probation	Continued	Dismissed	Filed	Fine	H & W	Stevens	Probation	Continued	Dismissed			
Malicious mischief				2				1		2				
TOTALS	4	13	2	10	8	8	1	4	1	3	2			

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE
Calais District Court
July 1, 1969 - June 30, 1970

Sentence	No Lawyer	Lawyer	Total
Probation	7	5	12
Continued	2	1	3
Dismissed	4	6	10
Filed	4	1	5
Fine	6	1	7
Health and Welfare		1	1
Stevens School	3		3
Boys Training Center		1	1
Unofficial Probation			
Not Adjudicated			
Not Processed			
Released to Parents or Guard.			
License Suspended			
Pay Expense or Costs			
Appealed to Superior Court			
Unavailable Information			

JUVENILE CASES BY PERSONS IN COURT AND SEX
Calais District Court
July 1, 1969 - June 30, 1970

Person in Court	Male	Female	Total
Father	18	3	21
Mother	11	3	14
Both Parents	1	1	2
Neither Parents	2		2
Social Worker for H & W		1	1
Guardian			
No Information	2		2
Training Centers			
Probation Officers			
Own Lawyer			12
Court Appointed Lawyer			4
Previous Court Hearing	6	2	8

JUVENILE CASES BY OFFENSE, SEX AND AGE
Calais District Court
July 1, 1969 - June 30, 1970

Offense	Male								Female							
	UND	11	12	13	14	15	16	T	10	11	12	13	14	15	16	T
Assault & battery	1						1	2								
B. & E.							1	1								
B. E. & L.				2	1	1	1	5								
B. E. & L. in nighttime					1	1	1	3								
Danger of falling											1	1				2
Wayward girl															1	1
Disorderly conduct						2	2	4								
Littering					1	1		2								
Negligently shooting a human being							1	1								
Operating snowmobile on a public way	1	1				2		4								
Illegal possession of liquor					3		2	5							1	1
Intoxication							1	1							1	1
Larceny				2		2		4								
Malicious mischief	1	1						2			1	1	1			3
TOTALS	3	2		4	6	9	10	34			1	2	1	1	3	8

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Calais District Court
 July 1, 1969 - June 30, 1970

Offense	Male							Female					
	BTC	Probation	Continued	Dismissed	Filed	Fine	H & W	Stevens	Probation	Continued	Dismissed		
Assault & battery				1	1								
B. & E.		1											
B. E. & L.	1	2	1			1							
B. E. & L. in nighttime		1	1	1									
Danger of falling							1		1				
Wayward girl							1						
Disorderly conduct		1		3									
Littering		1	1										
Negligently shooting a human being		1											
Operating snowmobile on a public way						4							
Illegal possession of liquor		1	3		1					1			
Intoxication					1			1					
Larceny		3	1										
Malicious mischief			2				1		2				
TOTALS	1	11	9	5	7	1	3	1	3	1			

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE
 Machias District Court
 July 1, 1969 - June 30, 1970

Sentence	No Lawyer	Lawyer	Total
Probation	1	1	2
Continued		2	2
Dismissed	1	1	2
Filed	3		3
Fine	1		1
Health and Welfare			
Stevens School			
Boys Training Center	1	1	2
Unofficial Probation		2	2
Not Adjudicated			
Not Processed			
Released to Parents or Guard.			
License Suspended			
Pay Expense or Costs			
Appealed to Superior Court			
Unavailable Information			

JUVENILE CASES BY PERSONS IN COURT AND SEX
 Machias District Court
 July 1, 1969 - June 30, 1970

Person in Court	Male	Female	Total
Father	2		2
Mother	9	1	10
Both Parents			
Neither Parents		1	1
Social Worker for H & W	1		1
Guardian			
No Information			
Training Centers			
Probation Officers			
Own Lawyer			
Court Appointed Lawyer			1
Previous Court Hearing	3	0	3

JUVENILE CASES BY OFFENSE, SEX AND AGE
 Machias District Court
 July 1, 1969 - June 30, 1970

Offense	Male								Female							
	10	11	12	13	14	15	16	T	10	11	12	13	14	15	16	T
B.E. & L.															1	1
B. E. & L. in nighttime				3		1	2	6								
Broke arrest and fled custody of officer							1	1								
Danger of falling														1		1
Incorrigible						1		1								
Taking or using m/v w/o authority				1	1			2								
Illegal possession of liquor							1	1								
Supplying liquor to a juvenile							1	1								
TOTALS				4	1	2	5	12						1	1	2

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Machias District Court
 July 1, 1969 - June 30, 1970

Offense	Male						Female					
	BTC	Probation	Continued	Dismissed	Filed	Fine	Stevens	Probation	Continued	Dismissed		
B.E. & L.										1		
B. E. & L. in nighttime	2	2			2							
Broke arrest and fled custody of officer				1								
Danger of falling											1	
Incorrigible	1											
Taking or using m/v w/o authority			1		1							
Illegal possession of liquor						1						
Supplying liquor to a juvenile			1									
TOTALS	3	2	2	1	3	1				1		

DISTRICT COURT STUDY

YORK COUNTY

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE
 York County District Courts
 July 1, 1969 - June 30, 1970

Sentence	No Lawyer	Lawyer	Total
Probation	90	28	118
Continued	14	6	20
Dismissed	1	2	3
Filed			
Fine			
Health and Welfare	5	2	7
Stevens School	21	11	32
Boys Training Center			
Unofficial Probation			
Not Adjudicated	8		8
Not Processed	1		1
Released to Parents or Guard.			
License Suspended			
Pay Expense or Costs	1	2	3
Appealed to Superior Court	1	1	2
Unavailable Information			
Health and Welfare in another State	1		1

JUVENILE CASES BY PERSONS IN COURT AND SEX
 York County District Courts
 July 1, 1969 - June 30, 1970

Person in Court	Male	Female	Total
Father	27	4	31
Mother	32	10	42
Both Parents	36	6	42
Neither Parents	4		4
Social Worker for H & W	1		1
Guardian		9	9
No Information	66		66
Training Centers			
Probation Officers			37
Own Lawyer			15
Court Appointed Lawyer			

JUVENILE CASES BY OFFENSE, SEX AND AGE
 York County District Courts
 July 1, 1969 - June 30, 1970

Offense	Male								Female							
	UND. 11	11	12	13	14	15	16	T	UND. 11	11	12	13	14	15	16	T
Assault with intent to maim						1		1								
Assault & battery	1				2	3	4	10								
B. & E.					1	1		2								
B. & E. with intent to commit larceny					1	1	1	3								
B.E. & L.			2	2	6	3	1	14				1	1		2	
B. & E. in nighttime						1		1								
B.E. & L. in the nighttime				1		2		3								
Danger of falling														1	1	
Incorrigible				3	3	3	6	15				1	3	1	5	
Runaway					1	1	1	3					1	1	2	
Street affray							1	1								
Disorderly conduct		1	1		1		2	5								
Illegal possession of firecrackers						1		1								
Receiving stolen property							1	1								
Taking or using a m/v w/o authority				1	3	4	3	11							2	2
Trespass						1		1								
Truancy				1	1	11	9	22				2	2	2	2	8
Violation of curfew					1	3	2	6								
Incomplete records						1		1								

JUVENILE CASES BY OFFENSE, SEX AND AGE
 York County District Courts
 July 1, 1969 - June 30, 1970

Offense	Male								Female							
	UND 11	11	12	13	14	15	16	T	UND 11	11	12	13	14	15	16	T
Illegal possession of liquor		1				2	5	8								
Intoxication						1	2	3							1	1
Operating m/v while impaired							1	1								
Illegal transport of liquor							2	2								
Intoxicated in a public place												1				1
Illegal possession of drugs														1	1	2
Possession of cannabis							4	4								
Larceny			1	1	6	2	10	20	1			3		1	5	
Larceny of m/v						1	2	3								
Malicious mischief	3	2		2	4	3	5	19								
B. & E. and attempted larceny				1				1								
Drinking in a public place							1	1								
Accessory to the fact of B.E. & L.			1					1								
Petition to return juv. to another state				1				1								
Assault with intent to kill							1	1								
TOTALS	4	4	5	12	31	46	64	166	1			3	7	9	9	29

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 York County District Courts
 July 1, 1969 - June 30, 1970

Offense	Male										
	BTC	Probation	Continued	Dismissed	Appealed to Sup. Court	Unknown	Released in Custody*	Not Processed	Filed	H & W in other State	
Assault with intent to maim	1										
Assault & battery	2	6	1				1				
B. & E.		2									
B. & E. with intent to commit larceny		3									
B.E. & L.	7	6	1								
B. & E. in the nighttime		1									
B.E. & L. in the nighttime		3									
Incorrigible	7	5		1			1		1		
Runaway	1	2									
Street affray		1									
Disorderly conduct	2	3									
Illegal possession of firecrackers			1								
Receiving stolen property								1			
Taking or using m/v w/o authority	1	7	2		1						
Trespass	1										
Truancy	3	17		1			1				
Violation of curfew	1	3	2								

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 York County District Courts
 July 1, 1969 - June 30, 1970

Offense	Male											
	BTC	Probation	Continued	Dismissed	Appealed to Sup. Court	Unknown	Released in Custody *	Not Processed	Filed	H & W in other State		
Incomplete records					1							
Illegal possession of liquor	1	1	6									
Intoxication		3										
Operating m/v while impaired			1									
Illegal transport. of liquor			2									
Possession of cannabis				4								
Larceny	3	3	13			1						
Larceny of m/v			2						1			
Malicious mischief		14					5					
B. & E. and attempted larceny	1											
Drinking in a public place			1									
Accessory to the fact of B.E. & L.	1											
Petition to return jev. to another State				1								
Assault with intent to kill		1										
TOTALS	32	22	84	12	2	2	1	8	2	1		

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 York County District Courts
 July 1, 1969 - June 30, 1970

Offense	Female										
	Stevens	Filed	Continued	Dismissed	Appealed to Sup. Court						
B. E. & L.			2								
Danger of falling				1							
Incorrigible	3	2									
Runaway			2								
Taking or using m/v w/o authority			1	1							
Truancy	2	5		1							
Intoxication			1								
Intoxication in a public place			1								
Illegal possession of drugs			2								
Larceny	1	1	3								
TOTALS	6	1	19	2	1						

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE
Saco District Court
July 1, 1969 - June 30, 1970

Sentence	No Lawyer	Lawyer	Total
Probation	36	17	53
Continued	6		6
Dismissed	1	1	2
Filed			
Fine			
Health and Welfare	2	2	4
Stevens School	4	2	6
Boys Training Center			
Unofficial Probation			
Not Adjudicated	8		8
Not Processed	1		1
Released to Parents or Guard.			
License Suspended			
Pay Expense or Costs	1		1
Appealed to Superior Court		1	1
Unavailable Information			

JUVENILE CASES BY PERSONS IN COURT AND SEX
Saco District Court
July 1, 1969 - June 30, 1970

Person in Court	Male	Female	Total
Father	7	2	9
Mother	11	5	16
Both Parents	11	1	12
Neither Parents			
Social Worker for H & W			
Guardian			
No Information	37	8	45
Training Centers			
Probation Officers			
Own Lawyer			15
Court Appointed Lawyer			8
Previous Court Hearing	6	1	7

JUVENILE CASES BY OFFENSE, SEX AND AGE
Saco District Court
July 1, 1969 - June 30, 1970

Offense	Male								Female								
	10	11	12	13	14	15	16	T	10	11	12	13	14	15	16	T	
Assault & Battery						1	3	4									
B. & E.					1	1		2									
B.E. & L.			1				1	2					1	1		2	
B.E. in the nighttime						1		1									
B.E. & L. in the nighttime						1		1									
Incorrigible				1	3	2	2	8				1		2	1	4	
Runaway					1			1						1		1	
Disorderly Conduct							1	1									
Taking or using a m/v w/o authority					2	1	1	4							2	2	
Truancy				1		4	3	8				1		1	1	3	
Violation of curfew					1	3	2	6									
Incomplete records						1		1									
Illegal possession of liquor						1	3	4									
Intoxication															1	1	
Operating m/v while impaired							1	1									
Larceny			1	1	1		2	5					2		1	3	
Larceny of m/v						1	2	3									
Malicious Mischief		2		1	2	3	5	13									
Assault with intent to kill						1		1									
TOTALS			2	2	4	11	20	27	66				2	3	5	6	16

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Saco District Court
 July 1, 1969 - June 30, 1970

Offense	Male										Female						
	BTC	Probation	Continued	Dismissed	Rel. in cust.	Not processed	Appealed to Sup. Court	Filed	Unknown	Stevens	Probation	Continued	Dismissed	Filed			
Assault & Battery			2	1	1												
B. & E.			2														
B. E. & L.	1		1								2						
B.E. in nighttime			1														
B.E. & L. in the nighttime			1														
Incorrigible	2		4		1	1			2	2							
Runaway			1							1							
Disorderly Conduct	1																
Taking or using m/v w/o authority			2	2						1	1						
Truancy			7		1				1	2							
Violation of curfew	1		3	2													
Incomplete records								1									
Illegal possession of liquor			4														
Intoxication										1							
Operating m/v while impaired			1														
Larceny	1		3	1						2	1						
Larceny of m/v			2		1												

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Saco District Court
 July 1, 1969 - June 30, 1970

Offense	Male										Female						
	BTC	Probation	Continued	Dismissed	Rel. in cust.	Not processed	Appealed to Sup. Court	Filed	Unknown	Stevens	Probation	Continued	Dismissed	Filed			
Malicious Mischief																	
Assault with intent to kill		8			5												
		1															
TOTALS	6	9	34	5	1	8	1	1	1	3	11	1	1				

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE
Sanford District Court
July 1, 1969 - June 30, 1970

Sentence	No Lawyer	Lawyer	Total
Probation	39	8	47
Continued	2	6	8
Dismissed		1	1
Filed			
Fine			
Health and Welfare	1		1
Stevens School	9	8	17
Boys Training Center			
Unofficial Probation			
Not Adjudicated			
Not Processed			
Released to Parents or Guard.			
License Suspended			
Pay Expense or Costs		2	2
Appealed to Superior Court	1		1
Unavailable Information			

JUVENILE CASES BY PERSONS IN COURT AND SEX
Sanford District Court
July 1, 1969 - June 30, 1970

Person in Court	Male	Female	Total
Father	16	1	18
Mother	12	2	13
Both Parents	17		17
Neither Parents			
Social Worker for H & W	1		1
Guardian			
No Information	27	1	28
Training Centers			
Probation Officers			
Own Lawyer			18
Court Appointed Lawyer			7
Previous Court Hearing	1		1

JUVENILE CASES BY OFFENSE, SEX AND AGE
Sanford District Court
July 1, 1969 - June 30, 1970

Offense	Male								Female							
	10	11	12	13	14	15	16	T	10	11	12	13	14	15	16	T
Assault & Battery	1				2	2	1	6								
B.E. with intent to commit larceny					1	1	1	3								
B.E. & L.			1	2	5	3		11								
B.E. & L. in the nighttime				1		1		2								
Danger of Falling														1		1
Incorrigible						1	1	2						1		1
Runaway						1	1	2								
Street Affray							1	1								
Disorderly Conduct		1	1		1		1	4								
Receiving Stolen Property							1	1								
Taking or using m/v w/o authority				1	1	3	2	7								
Trespass						1		1								
Truancy					1	6	6	13					2			2
Illegal possession of liquor		1						1								
Intoxication						1	2	3								
Larceny					5	1	4	10								
Malicious Mischief	3			1	2			6								
TOTALS	4	2	2	5	18	21	21	73					2	2		4

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Sanford District Court
 July 1, 1969 - June 30, 1970

Offense	Male							Female					
	BTC	Probation	Continued	Dismissed	Appealed to Sup. Court	Filed	Unknown	Stevens	Probation	Continued	Dismissed	Appealed to Sup. Crt	
Assault & Battery	2	4											
B.E. w/i to commit larceny		3											
B.E. & L.	5	5	1										
B.E. & L. in the nighttime		2											
Danger of Falling									1				
Incorrigible	2						1						
Runaway	1	1											
Street Affray		1											
Disorderly Conduct	1	3											
Receiving Stolen Property					1								
Taking or using m/v w/o authority	1	5				1							
Trespass	1												
Truancy	3	9		1				1	1				
Illegal possession of liquor		1											
Intoxication		3											
Larceny	1	3	6										
Malicious Mischief		6											
TOTALS	17	13	39	1	1	1	1	1	1	1	1		

JUVENILE CASES BY LAWYER PRESENT AND SENTENCE
 Kittery District Court
 July 1, 1969 - June 30, 1970

Sentence	No Lawyer	Lawyer	Total
Probation	15	3	18
Continued	6		6
Dismissed			
Filed			
Fine			
Health and Welfare	1		1
Stevens School	2		2
Boys Training Center	8	1	9
Unofficial Probation			
Not Adjudicated			
Not Processed			
Released to Parents or Guard.			
License Suspended			
Pay Expense or Costs			
Appealed to Superior Court			
Unavailable Information			

JUVENILE CASES BY PERSONS IN COURT AND SEX
 Kittery District Court
 July 1, 1969 - June 30, 1970

Person in Court	Male	Female	Total
Father	4		4
Mother	9	4	13
Both Parents	8	5	13
Neither Parents	4		4
Social Worker for H & W			
Guardian			
No Information	2		2
Training Centers			
Probation Officers			
Own Lawyer			4
Court Appointed Lawyer			0
Previous Court Hearing	1		1

JUVENILE CASES BY OFFENSE, SEX AND AGE
 Kittery District Court
 July 1, 1969 - June 30, 1970

Offense	Male							Female									
	10	11	12	13	14	15	16	T	10	11	12	13	14	15	16	T	
Assault with intent to main						1		1									
B.E. & L.					1			1									
Incorrigible				2			3	5									
Runaway															1	1	
Illegal possession of firecrackers						1		1									
Truancy						1		1				1		1	1	3	
Illegal possession of liquor						1	2	3									
Illegal transport of liquor							2	2									
Intoxicated in a public place													1			1	
Illegal possession of drugs															1	1	2
Possession of Cannabis								4	4								
Larceny						1	4	5	1					1			2
B.E. & attempted Larceny					1			1									
Drinking in a public place							1	1									
Accessory to the fact B.E. & L.				1				1									
Petition to return juv. to another State					1			1									
TOTALS				1	3	2	5	16	27	1			1	2	2	3	9

JUVENILE CASES BY OFFENSE, DISPOSITION AND SEX
 Kittery District Court
 July 1, 1969 - June 30, 1970

Offense	Male					Female								
	BTC	Probation	Continued	Dismissed	H & W In another State	Stevens	Probation	Continued	Dismissed					
Assault with intent to main	1													
B.E. & L.	1													
Incorrigible	3	1		1										
Runaway										1				
Illegal possession of firecrackers				1										
Truancy			1				1		2					
Illegal possession of liquor	1		2											
Illegal transport of liquor			2											
Intoxicated in a public place											1			
Illegal possession of drugs											2			
Possession of Cannabis				4										
Larceny	1		4							1		1		
B.E. and Attempted Larceny	1													
Drinking in a public place				1										
Accessory to fact B.E. & L.	1													
Petition to ret. juv. to another State												1		
TOTALS	9		11	6	1					2		7		

ABBREVIATIONS

Acces. to the fact B.E. & L. - nighttime - Accessory to the fact of breaking, entering and larceny in the nighttime.

BTC - Boys Training Center

Con. in off. of uttering of false inst. - Conspiring in offense of uttering false instrument.

Counsel B. & L. in nighttime-Counsel, aide, procure, and abet juvenile to commit breaking and larceny in the nighttime.

Counsel false bomb report - Unlawfully counsel, aide, abet. and hire juvenile to make false bomb report.

Discharging rifle in viol. of town ord. - Discharging rifle in violation of town ordinance.

H & W - Health and Welfare

Lic. Susp. - License Suspended

m/b - motorboat

Mdse. - Merchandise

MCC - Men's Correctional Center

m/v - motor vehicle

Obstructed police officer - Obstructed police officers in lawful discharge of their duties.

Rec. & aid in stolen goods - Receiving and aid in concealment of stolen goods.

Rel. in cust. - Released in custody

Sup. Crt. - Superior Court

transp. - transportation

Und. - Under

Unk. - Unknown

ABBREVIATIONS (CONT.)

Unlaw. & malic. giving false fire report - Unlawfully and maliciously giving false report of fire

w/c - watercraft

w/i - within

w/o - without

WCC - Women's Correctional Center

DISTRIBUTION OF POPULATION OF YOUTH

BY AGE, SEX, AND COUNTY

CONTINUED

8 OF 8

DISTRIBUTION OF POPULATION BY AGE, SEX, AND COUNTY

COUNTY	SEX	0 - 4	5	6	7 - 9	10 - 13	14	15	16	TOTAL
ANDROSCOGGIN	M	4061	856	917	2844	3684	811	930	872	14975
	F	4103	945	965	2698	3566	893	887	870	14927
AROOSTOOK	M	4516	1052	1053	3305	4630	1152	1059	1000	17767
	F	4305	1012	1031	3177	4355	1085	1096	1069	17130
CUMBERLAND	M	8130	1825	1861	5941	7978	1880	1953	1970	31538
	F	7875	1683	1816	5619	7566	1867	1783	1771	29980
FRANKLIN	M	1080	221	229	737	950	213	247	208	3885
	F	987	231	246	660	889	216	228	199	3656
HANCOCK	M	1337	311	343	1062	1429	301	338	330	5451
	F	1315	320	287	946	1245	313	329	339	5094
KENNEBEC	M	4261	939	992	2894	3901	949	940	902	15778
	F	3942	847	910	2838	3902	948	929	900	15216
KNOX	M	1106	252	274	797	1129	296	307	301	4462
	F	1063	248	249	745	1091	257	290	269	4212
LINCOLN	M	794	169	188	595	855	178	211	210	3200
	F	780	205	188	573	778	200	199	189	3112
OXFORD	M	1793	469	465	1454	1923	506	462	460	7532
	F	1752	417	422	1371	1913	472	476	480	7303
PENOBSCOT	M	5302	1148	1256	3997	5296	1235	1247	1147	20628
	F	5080	1190	1201	3727	5111	1209	1224	1150	19892
PISCATAQUIS	M	632	134	144	453	688	167	154	171	2543
	F	635	140	144	449	662	173	186	141	2530
SAGadahoc	M	1069	242	250	729	985	259	203	238	3975
	F	1083	239	222	736	920	229	223	205	3857
SOMERSET	M	1872	405	435	1303	1784	462	453	408	7122
	F	1796	407	389	1222	1663	411	406	388	6682
WALDO	M	1007	228	244	765	1056	247	259	242	4048
	F	903	206	234	704	1004	282	214	237	3784
WASHINGTON	M	1185	265	260	842	1242	306	302	273	4675
	F	1172	269	227	821	1187	305	284	295	4560
YORK	M	4921	1133	1173	3243	4466	4057	1014	1054	21243
	F	4765	1058	1012	3282	4193	1037	1028	1039	17414
SUB TOTAL	M	43066	9649	10084	31141	41996	10019	10079	9786	165820
	F	41556	9417	9543	29568	40045	9897	9782	9541	159349
TOTAL		84622	19066	19627	60709	82041	19916	19861	19327	325169

A Study of the
JUVENILE LAWS OF MAINE
BY
PIERCE HASLER ESQ. et. al.
UNIVERSITY OF MAINE SCHOOL OF LAW

THE MAINE PLANNING COMMITTEE
FOR THE PREVENTION AND CONTROL
OF JUVENILE DELINQUENCY
UNIVERSITY OF MAINE, ORONO, MAINE

APPENDIX L

JUVENILE LAWS OF MAINE

MAINE PLANNING COMMITTEE FOR THE PREVENTION AND CONTROL OF JUVENILE DELINQUENCY

UNIVERSITY OF MAINE ORONO, MAINE

INTRODUCTION

This report is meant to serve as a description of the Maine juvenile court system. What will be attempted is an explanation of the system's functioning, beginning at the intake stage and continuing through to the final consequences of disposition. It is hoped a view of the juvenile court's essential operations will become more accessible to non-legal experts in juvenile matters and to those who are unfamiliar with Maine law. The following breakdowns are used: Intake, Screening: Adult or Juvenile, Adjudication, Dispositions, Institutions, and Reentry into the Judicial System.

In addition to state statutes, this report will discuss judicial rulings from the Maine Law Court. It should be noted, however, that the few Maine cases do not involve a sufficient range of legal issues to provide a broad insight into the juvenile system. Therefore, some reference is made to other states' judicial decisions as a guide to the Maine system. Finally, there is also a consideration of the recently developing line of cases holding that constitutional guarantees of the criminal process are applicable to state juvenile systems. There are three landmark cases from the United States Supreme Court. *In re Winship*, 397 U.S. 358 (1970); *In re Gault*, 387 U.S. 1 (1967); *Kent v. United States* 383 U.S. 541 (1966). They are of great significance; they tend to be broad multi-issue rulings, and have spawned a good deal of important litigation in the lower courts. The impact of these cases on the Maine system is fully discussed.

Whenever it has seemed appropriate, I also have questioned juvenile court procedures from the standpoint of policy. I have tried to do this in a way which reflects the tensions between the two competing theoretical "ideals" of a juvenile system, the rehabilitative ideal which states that the goals of individualized treatment and rehabilitation are best reached when the system is free from legal restraint, and the fairness ideal, which asserts that the highest goal of governmental action is fairness to the individual. An important subtheme to the latter group's position is that the present juvenile system is not producing the claimed rehabilitative results, and so major revision is thus in order. It has been said this latter premise for reform would "'burn down the stable to get rid of the mice.'" Chief Justice Burger, dissenting in *In re Winship*, 397 U.S. 358, _____, 90 Sup. Ct. 1068, 1079 (1970).

I. INTAKE

A. Invocation

Formal adjudication is set in motion with the filing of a petition in the juvenile court. 15 M.R.S.A. § 2601. The statute contains two paragraphs, one of which describes a procedure of initiation requiring judicial approval for the filing of a petition and another one which does not expressly require such approval. At the outset, therefore, there is an interpretational problem with § 2601 relating to the role of the juvenile court in invocation. The problems of interpreting this section with respect to the role of the juvenile judge and the legal issues raised by his participation in invocation are discussed below; what is of immediate concern here is determining the individuals who trigger formal juvenile court action.

Section 2601 states that any person may apply to the juvenile court requesting authorization to file a petition; in a second paragraph it further states that any person having reasonable cause to believe or personal knowledge that a juvenile offense has been committed may file a petition with the juvenile court. Yet, it seems likely that this statutory conception of the private individual coming off the street and applying directly to the juvenile court is basically erroneous. Members of the public act by complaint to agencies such as the police, juvenile probation officers, or other social service agencies. In all probability, most requests to initiate juvenile court proceedings come from these agencies and not directly from the public.

Whenever the juvenile court process is initiated by official agency action, it is likely that the juvenile's case has been processed through the agency's internal policy and evidence screening mechanisms. Thus, even though it is not expressly provided for in the juvenile court statutes, the various state agencies which deal with juvenile problems play an important role in the invocation phase of the juvenile system. The discussion here has been to the end that the function of these agencies be studied in conjunction with that of the court. [To the extent that these agencies dispose of juvenile cases without initiating formal action, their operations are perhaps even more important. The process of informal agency disposition is discussed later.]

B. Arrest, Bail and Interim Custody

It may be that the juvenile never is arrested. He may be served with a citation (in effect a summons) commanding his appearance in court at an appointed time and place. § 2603. Or, he may be arrested. The arrest may occur before the formal judicial process has begun; alternatively it may follow invocation of the formal process. When either investigation or the commencement of proceedings culminates in a taking into custody of the juvenile, the twin problems of bail and an appropriate place for prehearing confinement arise. Consideration of the problems here must initially be viewed against the backdrop of the statutory policy expressed in the "Purpose" section, § 2501, which states that unless specifically provided for in the juvenile chapter:

"It is the further purpose of chapters 401-409 that no juvenile shall be placed or detained in any prison or jail or detained or transported in association with any criminal, vicious or dissolute person, unless and until [such is expressly provided for.]"

Turning now to the matter of the appropriate locus for confinement, the statutory procedures appear to be two-phased: the first phase occurs immediately following arrest when the officer must deal with the exigencies of the case; the second phase occurs when the juvenile is before the court which can make a full inquiry into all issues connected with confinement.

Initially upon arrest, the juvenile is to be safely kept by the arresting officer, with the law weakly expressing a preference for some non-institutional mode of confinement. In addition to the general policy of § 2501 quoted above, a second statute, § 2608, deals with the matter of custody following arrest. It provides that only if safe custodial arrangements are impossible without institutional confinement may the officer bring the juvenile into an institution. If the arresting officer believes that security provisions must be made for an arrested juvenile, he may then deliver the juvenile only to those places of detention, including a jail, approved by the Department of Mental Health and Corrections.

This first paragraph of § 2608 is unsatisfactory in several regards. While it appears to respect the general policy of § 2501 of employing physical custody only as a matter of last resort, it does not match the emphasis of § 2501. In addition, although the first paragraph of § 2608 must deal with the variety of everyday arrest situations and allow the arresting officer some leeway for use of common sense, the statute does not have any guidelines to control when and how the officer places the juvenile in physical detention. The lack of emphasis and protections of the first paragraph is to be compared with the second paragraph of the section which deals with custody once the juvenile is brought before the court. For example, the first paragraph does not require that a juvenile placed in jail by an arresting officer must be segregated from criminals and others, unless § 2501 can be read into the first paragraph. Yet the second paragraph explicitly requires segregation when the juvenile is incarcerated under a court order and the court is required in its order to demand segregation; even further, the court must justify its decision for placement in a jail. It would seem that the statute could provide for the exigencies of arrest situations and yet, more emphatically, set forth the policies of protecting the juvenile by employing a jail placement as a matter of last resort, and by requiring segregation in all instances.

A final unsatisfactory feature of the first part of § 2608 is that it does not indicate that the jailed or institutionalized juvenile is to be brought before the juvenile court with all practicable speed. Maine criminal law requires the expedition of appearances before a judicial officer for one arrested and accused of crime. Maine Criminal Rule 5a; and Maine District Court Criminal Rule 5a. Both of these rules require an appearance before a judicial officer "without unnecessary delay." It should be noted that the requirement of a prompt judicial appearance for one arrested and accused of crime is common to most criminal systems and yet in many places it is not enforced because there is no adequate remedy. The result is that in many cases this rule is abused with respect to criminals. Is it abused with respect to juveniles? There is no way of knowing. It also may be that the statutory silence is intentional.

In many juvenile systems, there is no right to bail or immediate appearance before a juvenile or other court because it is contemplated that juvenile police and probation officers need silent, extrajudicial authority to "deal" with the juvenile through short term confinement where no formal adjudication is planned. Such action is often called "shock treatment" and it is argued that there should be no parental access to the juvenile and no judicial procedures. The questions asked here should be whether these policies are desirable and what the statutes should say or not say on the matter. Prehearing detention on open charges without bail where no formal hearing is contemplated (or even if it is) probably is unconstitutional.

Once the juvenile is brought before the juvenile court the second phase of § 2608 is brought into play and custody and control of the juvenile are shifted to the court. At this point the statute explicitly requires careful judicial inquiry into the total case so as to determine both whether to continue custody pending the adjudicatory hearing and, if so, the appropriate form of confinement. Assuming for the moment that the court determines that custody is required pending the hearing, the statute specifies the various confinement options. The juvenile may be detained in any place deemed suitable to the court including a jail. A recent amendment has included the Boys Training Center or the Stevens School. If the detention is to be in a jail, the court must justify the decision so to place the juvenile by an order declaring that it is necessary considering the best interests of the community and the juvenile. As mentioned, the court order also must require segregation of the juvenile. One problem with the second paragraph of § 2608 occurs because of the recent change to permit provisional incarceration in a training center. Prior to the amendment, the law provided that the court could place the juvenile in a jail but not a training center, and that when a jail commitment was ordered, the decision had to be justified on the record. By the patchwork amendment to include the training centers, the policy against institutional placement and the requirement of justifying such actions was weakened. The requirement of justification is not expressly applicable to placement in the training center, although this clearly seems to run counter to the overall spirit of § 2608 and § 2501. Was this result intentional? Section 2608 ought to be reviewed as a whole with an eye towards setting out a uniform set of policies to guide both arresting officers and courts in all situations reasonable likely to arise. It should also probably be questioned whether it is wise to employ the statutory phrase "in any place deemed by the court to be suitable." It is possible to give the judge the broadest latitude for discretion and at the same time set limits which protect the individual. What are suitable places? Does the phrase include Pineland, foster homes, and other private and public institutions? Should it?

Turning to bail, there are two possible decision points. The first arises immediately after arrest prior to the juvenile's first appearance before a court. In this situation, an arrested criminal accused would have a right to immediate bail and thus could be released from the "station house" virtually immediately following his arrest. Bail is arranged by a bail commissioner who actually conducts a hearing in the confines of the jail. For a discussion of Maine Criminal Procedure as it relates to immediate release by a bail commissioner, see Glassman, Maine Criminal Practice § 46.2. The Maine Criminal Rules, including those relating to bail, apparently do not apply to juveniles. Thus, there is no answer to the question whether a juvenile arrested under § 2608 could be immediately bailed by a bail commissioner. The juvenile statutes themselves are completely silent on this matter. Not to permit immediate release on bail arguably is inconsistent with the general policy of § 2501 to minimize the incarceration of juveniles. The problem assumes even greater significance in view of the fact that unlike the criminal law, the juvenile statutes do not require that the arrested juvenile be immediately brought before the juvenile court. The reason again may be the law's intentional silence to permit "shock treatment" as discussed above. This is an important matter of law and policy which should be discussed and clarified.

Once the juvenile is brought before the juvenile court--which might take considerable time in certain areas and under certain conditions -- the statute does provide for his release on bail by the judge. The judge is required under § 2608 to examine the totality of the case and decide whether pending the adjudicatory hearing the juvenile should be released on bail, or instead of bail, on the personal recognizance of a parent or other suitable person who has control over or relation to the juvenile. Is there a general policy coming from this statute to permit release on recognizance so as to minimize the rigors of a cash bail requirement and maximize the opportunities for prehearing release of the juvenile? There is a trend in this direction nationally in the criminal systems. The statute does not express this policy but could easily be made to do so.

C. Process and Notice

The statutory steps for initiating a juvenile adjudication are as follows:

1. A judicial authorization based on a preliminary inquiry that a petition should be filed in the court and the filing and receipt of the petition. It is possible to construe the statutes as providing in the alternative for the filing of a petition to be received by the court as a ministerial act, but the matter, discussed later, is not completely clear;
2. A citation is issued by the court on the basis of the petition directing that the juvenile and his parents appear at a stated time and place;

3. Judicial issuance of an arrest warrant. If the juvenile disobeys the citation or if the court concludes that the citation will be ineffective, a warrant may issue. These steps are now considered in greater detail.

1. PETITION

Under § 2601, the first step is the filing of a petition with the juvenile court. While this would seem a simple matter, an important question arises at the outset. It is whether subsection (1) of the statute which provides that the juvenile court shall authorize the filing of the petition is the exclusive means for initiation, or alternatively, whether subsection (2) of the statute permits the receipt of an unauthorized petition as a ministerial act. The reason this is important is that whenever the juvenile judge, who will be deciding the case at the adjudicatory hearing, is involved in the initiation process questions arise as to fairness and propriety. There is both the problem of interpreting the statute to determine if the legislature intended for initiating petitions to have prior judicial approval, and the secondary problem of determining in those cases where in fact there is judicial involvement whether rules of constitutional law are violated.

Under subsection (1) any person may apply orally or in writing to the juvenile court for permission to file a petition. Such application requires the court to make a preliminary inquiry which in a given case might include examining the applicant, witnesses and physical or real evidence; additionally, the court may require an investigation (apparently by such investigatorial agencies as the police, the juvenile probation officer or the Department of Probation and Parole) and have referred to him a full report of that investigation. Thus it is possible that, prior to deciding whether to authorize initiation, a court may have fully involved itself in the evidentiary bases of the cases. The statute requires that on the basis of the information received by the court it is to decide whether further action should be taken. There is no further enunciation of a statutory standard to guide the judge's decision at this point.

Functionally, the process of judicial authorization of initiation resembles two unrelated phases of the criminal system. To the extent that the court measures the evidence and the known factors of the individual's case against those of the public's interest, the step resembles the decision-making of the public prosecutor whose decision to prosecute involves mixed evidentiary and policy considerations, asserted within the latitude of very broad discretion. Judicial authorization also resembles a very different phase of the criminal system, that of the hearing in the magistrate-level court where a judicial decision is made as to whether the evidence warrants holding an accused for formal presentment of an accusation. This judicial hearing is usually called the "preliminary hearing" in the criminal system and it is a full adversarial hearing with all attendant safeguards. At the preliminary hearing it is the judicial function to review the evidence put on by both sides and determine whether it supports probable cause to believe the accused individual committed a crime. A finding of probable cause by the court results in binding over to the grand jury for its indictment.

To the extent that § 2601 requires the judge to delve deeply into the case before formal initiation of proceedings, it interestingly reflects the tension between the two conceptions of the proper juvenile court function. On the one hand, the wide discretion to fully deal with both the policy and the evidentiary dimensions of the case permits the court intelligently to dispose of the matter in a way which is best for all concerned. Clearly, a juvenile often benefits from the judicial decision to take no further formal action. On the other hand is the fact that the court is personally involved in the case; this involvement runs directly counter to the basic notions of fairness and judicial propriety. In short, § 2601 is a procedure where the study group can debate the very fundamental questions about the proper function of a juvenile court.

At this point I will attempt to state the position of those who would argue that judicial involvement in the initiation of proceedings is improper. Section 2601 (1) involves the same juvenile judge in the factfinding and policy making decisions at the initiation phase who will be making factfindings and policy decisions at the adjudicatory hearing. Prior to the hearing through its role in initiation, the court may have reviewed all the admissible evidence and perhaps a good deal that is inadmissible; it may have examined the complainant and other witnesses and in some cases reviewed the results of investigations cutting a wide path across the juvenile's background, environment, and activities, all without the controls of an open adversary hearing. Equally important is the fact that to decide to initiate, the court had to make policy and evidentiary decisions reflecting a commitment to prosecution. The commitment may be weak or tentative. It may even be the approach of some courts to refrain from personal involvement. As an alternative to personal involvement, courts might use the statutory permission for commissioning an investigation as the means for delegating to agencies such as juvenile police or juvenile probation officers authority to make the policy and evidentiary decisions.

Where delegation occurs, the problems of judicial involvement are minimized or become nonexistent. But there are many parts of the State where the juvenile court does not have the services of specialized juvenile agencies. In these places there clearly is a high level of prehearing judicial involvement. Because the involvement is in effect ex parte and because the investigating court will be the hearing court once the adjudication phase is reached, any significant prehearing judicial involvement is highly improper if the standards of the criminal process are applicable.

The following constitutional principles seem relevant. To the extent that subsection (1) constitutes the equivalent of a judicial preliminary hearing, that hearing must be open and adversarial with such safeguards as counsel, *Coleman v. Alabama*, 399 U.S. 1 (1970), and the right to confront and examine the witnesses and evidence used against the juvenile, *Pointer v. Texas*, 380 U.S. 400 (1965). To the extent that the procedure is a policy making one determining whether full juvenile prosecution should occur, the juvenile may have a sufficient interest in this decision to require that it be made at an open hearing. In *Kent v. United States*, *supra* where the juvenile court made the policy decision of the appropriateness of a juvenile versus a criminal "prosecution," the Supreme Court held that the decision had to be reached in the context of an open hearing and could not be done, as it had been done in *Kent*, by the judge in chambers who later presented the juvenile with a fait accompli. The California Supreme Court has recently ruled that it is improper for the juvenile court to read a social report before the hearing adjudicating commission of an offense. The reason given was the unfairness of judicial access to information, some of which might have been illegally obtained and otherwise inadmissible, prior to the adversary hearing. *In re R.*, 1 Cal. 3rd 855, 464 p. 2d 127, 83 Cal. Rptr. 671, at 675 (1970).

Is subsection (1) the exclusive means under § 2601 for the filing of a petition? It is possible to read subsection (2) as a discrete alternative to (1) which creates an invocation procedure in which the court plays no discretionary role. Subsection (2) is captioned "who may file petition" and it provides that any person with personal knowledge or reasonable cause to believe that the juvenile has committed an offense may file a petition with the court. Is this subsection to be understood as relating only to who may make the request for filing under the procedures described above for subsection (1), or is this subsection to be understood as a distinct means for initiation? If subsection (2) is an alternative mode for filing a petition, initiation could be purely perfunctory. The court described in subsection (2) could mean the clerk or complaint justice who would then accept a petition filed by any person with knowledge or reasonable belief in the ministerial way a petition is filed and received in a civil action. I cannot determine whether the two subsections of § 2601 were intended to work conjunctively or as separate alternative procedures. Statutes should be construed harmoniously, especially separate subsections of the same act. Why would subsection (1) carefully provide a procedure built around judicial investigation and policy making and subsection (2) of the same act make the initiation process wholly ministerial? Moreover, § 2603 provides that once a petition is filed a citation shall issue. "Shall" in a statute means must, and therefore it could be argued that any judicial discretion must be asserted at the petition filing stage because once a petition is received in the court the court is required to issue a citation. Because the statutes repeatedly provide that the court may dismiss at any stage of the proceedings, one could argue that it is improper to interpret subsection (2) of § 2601 as providing a detour around the judge's discretion.

There is no necessary answer to these problems. One can squeeze words only so hard and get only so much meaning from them. What is needed is a fresh consideration of the policies supporting judicial involvement in initiation versus judicial isolation from that stage of the process, with the results of the debate formulated into new legislation. I personally consider it to be of the highest importance that the above listed problems be considered.

While I have no answers as to the proper construction for § 2601 (and one juvenile judge has related that he has none), I think I do understand the origin of subsection (1). It probably was taken from other juvenile systems where statutes of a similar sort have been used to authorize the juvenile judge to delegate to nonjudicial court officers, who are experts in juvenile matters and trained to serve as a part of the juvenile court's policy making, the evidence and policy issues surrounding invocation. Thus, in systems where this type of statute exists it is in fact contemplated that there will be "court" approval of invocation, but this does not mean approval or involvement by the juvenile judge. To the contrary, one of the purposes for use of specialized nonjudicial officers is to insulate the judge from the preadjudication features of the case.

Now to the nuts and bolts. There is a prescribed form for the petition's content. It shall contain a plain statement of the facts which authorize the court to adjudicate a juvenile offense. In addition, it shall contain the name, birth date, and residence of the juvenile, and the same information for the juvenile's parents or persons having legal custody or control over him. We will now proceed on the assumption that a proper petition has been filed in the court.

2. THE CITATION

Under § 2603 once a petition has been filed, the court must issue a citation which has the effect of commanding the juvenile's appearance in court at a specified time and date. Section 2603 reads that upon the filing of a petition a citation shall issue from the juvenile court which shall briefly set forth the substance of the petition. This section tends to indicate that there is no discretionary latitude on the issuance of a citation once a petition has been filed. However, there is also the strong general policy that the court may dismiss a juvenile action at any stage of the proceedings. These conflicting statutory expressions can be reconciled in one of two ways, either the judicial dismissal discretion must be exercised at the petition filing stage, or the "shall" language is to be understood as having a non-mandatory meaning because of the court's dismissal authority.

The citation, like a summons, is a command for an appearance in court. It also serves the additional function of notifying the juvenile of the nature of the charge against him. It is to be served upon the juvenile and his parents in a prescribed way. The process of service is described in § 2605. That section requires the citation to be served within the State of Maine and delivered in hand at least twenty-four hours before the time set for the hearing. The statute further describes the individuals who may make service. I see two problems with this part of § 2605. The statute states that in hand delivery is required but it does not specify that personal service is to be made on the juvenile himself; the exact language is that the citation is to be made on any person. Since the parents are also served and to some extent are parties in the action, the question is whether service upon parents or some other person such as a guardian is considered service upon the juvenile? Service is a troublesome issue in cases where the juvenile is living away from home or for other reasons there is a breakdown of communication in the family, a not unlikely eventuality. Not infrequently parents initiate official proceedings and thus are in an antagonistic position toward the juvenile. In cases of this kind service only on the parents is highly questionable. The impression conveyed by the first paragraph of § 2603 is that the citation is to be served on the parent or other person having control of the juvenile. I have heard, however, of district judges who have dismissed actions because service was not made on both the juvenile and the parents. This is a small matter but it needs clarification. The second problem is whether twenty-four hours is adequate notice. In all probability service is made with a great deal more time than twenty-four hours, and when it is not it seems likely that the hearing which follows will not be the full adjudicatory hearing but merely an initial one for such things as appointment of counsel and advising the juvenile of his rights, etc. If, however, an adjudicatory hearing is held within twenty-four hours after citation, as the statute would permit, there is a serious problem. Almost certainly, providing notice of twenty-four hours for a criminal trial would violate due process; this rule probably carries over to juveniles. Gault so states, 387 U.S. at 33 & n.52.

The statute provides a second means for service on the individual. When the juvenile or his parents are outside the State, service may be made upon them by registered mail in such manner as the juvenile court may order, but here the service shall be at least ten days before the time set for hearing. Because of the ten-day qualification, there is a less serious problem as to the timeliness of the notice. I see, however, a very serious question as to whether service can be made outside the State of Maine. In the civil law, it is constitutionally proper for one state to extend its service into other states whenever the individual being served has a relationship with the state making service which makes reasonable its need for extraterritorial service. In the criminal law extrastate service cannot be made, with the result that extradition is the mechanism for returning an absent accused to the accusing state. It seems questionable whether through extraterritorial service the state can command a juvenile to appear at a hearing where he could be adjudicated an offender and made to suffer institutionalization.

Failure to obey a citation may be deemed contempt of court under § 2603, but, of course, what is being discussed here is whether the court acquires personal jurisdiction over the individual by out of state service; if it does not, it could not use its contempt power. Since Maine is a member of the Uniform Interstate Compact on Juveniles, 34 M.R.S.A. § 181 et seq., it may be that what the legislature had in mind was using the procedures of the compact to compel return of the juvenile. The compact procedures work analogously to extradition. But there is no mention in the compact as to the procedures a state is to go through when it attempts to assert extraterritorial jurisdiction over a juvenile by service out of state of a Maine citation. And it is not clear if § 2605 intended working through the compact's procedures.

3. THE WARRANT

In the event that a juvenile does not appear at the hearing, § 2604 provides that the court may issue a warrant authorizing his arrest. Because of his nonappearance he additionally could be proceeded against for contempt. Section 2604 also provides that the court may issue a warrant prior to the date appointed for hearing if it feels a citation will be ineffective to produce the juvenile's appearance.

Since the juvenile statutes provide that the court may issue an arrest authorizing warrant prior to the date set for the adjudicatory hearing, does this mean that a juvenile may not be arrested once formal proceedings have been initiated without the judicial approval represented by the warrant? In the criminal law, once the formal charge has been lodged against an individual, the police may effect arrest either by securing an arrest authorizing warrant or by arresting without it. There is nothing in the juvenile statutes to prohibit a warrantless arrest once proceedings have been initiated but it is arguably inconsistent with the discretionary judicial authority to issue warrants. The position that judicial discretion to require arrest is exclusive once the process has begun is reinforced by the general policy of noncustody and non-incarceration reflected in § 2501. This is a point that should be made clear in the statutes, especially in view of the fact that the criminal arrest rules involve distinctions (like felony-misdemeanor) which are irrelevant to juvenile laws.

D. AGE AND OTHER ELIGIBILITY CRITERIA

This discussion deals with the personal characteristics of the juvenile which are made prerequisites for bringing him within the system. They are set out here as they constitute threshold considerations for invocation. [Note: This is not a discussion of the acts or offenses constituting a juvenile offense and providing a basis for adjudication.]

The male or female child may be processed in the Maine juvenile system if he or she is under seventeen years of age, that is, has not reached the seventeenth birthday. § 2502(3). The statutes do not expressly establish any other criteria relating to the individual juvenile, whether his personal characteristics or the nature of the case, so that any child under seventeen years of age potentially can be dealt with in the juvenile system if his acts or offenses constitute a juvenile offense as defined by the statutes. The absence of a minimum age for inclusion within the juvenile system and the absence of a standard for "capacity" as that is a term of art of the criminal law used to define an essential element of crime, requires some discussion here.

In the criminal law, a person cannot be guilty of a crime if, because of infancy, he lacked criminal capacity. The criminal law has tests for determining capacity in all cases where the accused's youth puts that element of the crime in issue. Typically, there is conclusively presumed incapacity under the age of seven years, presumed capacity over the age of fourteen and between these two ages there is a rebuttable presumption of incapacity, so as to require proof of capacity in fact in order to convict. In some juvenile systems (Maine's) there is no minimum age. The reason usually given is that the system does not criminally prosecute, does not punish in the ways of the criminal law and, with juveniles of tender years, the system is used to attempt to bring about stricter parental guidance or perhaps to remove the child from the home for placement elsewhere. Moreover, in Maine, there is a minimum age, eleven, to protect against placement in an institution such as the training center. § 2714 (Supp.). Nevertheless, the fact that there is no minimum age for implementing the juvenile system and resultingly that juvenile proceedings may involve very young children whose problems and conduct in no way resemble the commission of a crime points up the possibility that our juvenile system may have too broad a base of involvement. It may be trying to do too many different kinds of things for too many different kinds of juveniles.

Surely at some point it is unacceptable to adjudicate the commission of the juvenile offense on the basis of conduct which would be adult criminal activity while ignoring the issue of capacity because the adjudication is not labeled a crime. Some state statutes have a minimum age for juvenile delinquency proceedings. N. Y. Family Court Act, § 712. (7 years) And in the important California case of *In re R.*, discussed *supra*, the court held that the defense of infancy was applicable to a delinquency proceeding for a child facing institutionalization. 83 Cal. Rptr. at 676-80.

There is a second unrelated reason for concern over the absence of a minimum age. A study of the juvenile court system requires assessing the relation between it and other reinforcing legal systems. Obviously relevant to the fact that a very young child is potentially brought within the juvenile court system is the existence in Maine of laws dealing with neglected children. The operations of these two different systems partially blend and overlap. For example, a very young child can be adjudicated because of conduct manifesting a danger of falling into habits of vice, immorality and so on, and then be committed to the care and custody of the Department of Health and Welfare. This would invest the Department with general guardianship authority over the juvenile, and the Department in turn would supervise the juvenile in his home environment or perhaps remove him from it for placement with a state agency or a foster home. In many ways essentially the same operation could take place under the child neglect laws. These laws are in the Maine Revised Statutes, Title 22, Part III, Chapters 1051, 1053, 1055 and a new chapter, 1056. Title 22 M.R.S.A. § 3701 establishes child welfare services for children who are homeless, dependent or neglected or in danger of becoming delinquent. From this definition, it is clear that sometimes at least the Maine child neglect laws operate within the same territory as the juvenile court systems. The child neglect statutes also provide means for assisting the family with financial aid and other services, and they contain methods of removing the child from the home for placement elsewhere. 22 M.R.S.A. Chapter 1055, especially § 3793. No assessment of the present functioning of the juvenile system or of proposals for changes should be made without understanding the relation of the juvenile court system to other legal devices for controlling the juvenile's conduct and environmental problems.

There is a second dimension of capacity which the juvenile laws do not adequately deal with. In addition to infancy, a juvenile might lack criminal capacity because of a mental disease or defect (popularly called insanity). As in cases of extreme, the current statutes do not insulate the child lacking capacity because of mental conditions from the operation of the juvenile system, and this raises similar legal and policy issues; also one again is required to view the juvenile system in connection with other legal controls.

What happens if a juvenile is so mentally retarded or mentally ill that according to the definition of mental responsibility coming from the criminal law the child could not be convicted of a crime? May this child be adjudicated to have committed a juvenile offense? The statutes apparently permit this to be done. Section 2503, captioned "Mentally Retarded and Mentally Ill Juveniles" states that if at any stage in the proceedings the court believes the juvenile to be mentally retarded or ill, it shall order an examination by a qualified psychiatrist and receive the report of that examination for its guidance. Nowhere, however, is there a statutory expression of policy as to what should be done if the report indicates serious mental incapacity. Section 2611(4) (G) provides that if after adjudging the commission of a juvenile offense it is determined on the basis of the report provided for in § 2503 that the juvenile is mentally retarded or mentally ill, the court may dismiss the action and refer the child to the Department of Mental Health and Corrections for admission to Pineland Hospital. The troublesome feature of this statute is that it requires adjudication of a juvenile offence as a prerequisite to dismissal on the grounds of mental disease or defects. This is internally inconsistent if, as seems necessary, capacity is required for one to be an offender. A second troublesome feature is that the dispositional tool located in subsection (4) (G) of § 2611 is only one of several that the court may employ after adjudicating a commission of an offense. The court is given complete discretion and there is nothing to require dismissal on grounds of incapacity even when professional evaluation shows the severest mental illness afflicting the child. Finally, even if the case is dismissed, the juvenile nevertheless may be left hanging. There is only a referral authority in the juvenile court and it has no follow-up powers or alternative placement authority to insure that the juvenile receives appropriate treatment for his condition. Commitments to Pineland are effected not through the juvenile or the district court but through the probate court. 34 M.R.S.A. § 2152(3).

The overall treatment by the present juvenile laws of the problems of the mentally ill or defective juvenile is clumsy, and this is an area where the statutes protecting the child should be clear and explicit. It undoubtedly would violate due process to convict of crime an adult who is seriously mentally ill. In all probability it is likewise unconstitutional to use criminal conduct as a means for adjudicating a mentally ill juvenile as an offender. Several courts have ruled that the defense of insanity must be entertained in juvenile proceedings. *In re M. G. S.*, P. 2nd., 72 Cal. Rptr. 808 (Cal. App. 1969). See also *In re R.*, *supra*. The New Jersey court has held that insanity is not a bar to a finding of delinquency but that a juvenile who commits a delinquent act while insane cannot be subjected to penal type sanctions. *In re H. C.*, 256 A. 2nd. 322 (N. J. 1969)

E. THE JUVENILE COURT AND ITS TERRITORIAL JURISDICTION.

The juvenile court is the designation for the district court when it is dealing with all matters statutorily defined as within its function as a juvenile court. § 2551.

"Jurisdiction" is a horse of many colors and it is used by the various juvenile statutes in three ways meaning three quite different things. Anything this confusing ought to be scrapped and thrown out the window, and I would never mention the term here if it were not for the fact that its use in the statutes demands clarification. One meaning of jurisdiction is so-called "subject matter" jurisdiction. The juvenile court's subject matter jurisdiction consists of the defined acts and offenses which constitute a juvenile offense. Thus, the court has "jurisdiction" over the case only if the adjudication relates to an act the legislature has defined as a juvenile offense. The enumeration of acts and offenses is contained in § 2552, the discussion of them is in the Part on Adjudication.

Another meaning of jurisdiction is "personal jurisdiction." Personal jurisdiction is best understood as the coercive power of the state's judicial system to hale an individual into court and compel him to submit to the adjudication concerning his interests, whatever those are. Personal jurisdiction is acquired by serving the individual within the state with a command (legal process) that he appear before a judicial tribunal. This matter has been discussed in the earlier section on service and notice and it does not arise again.

The third meaning of jurisdiction is the one dealt with here, so called "territorial" "venue" jurisdiction. Territorial jurisdiction is the geographic range within the state where a court sits wherein it may assert its adjudicatory authority. Territorial jurisdiction is the concept of venue, and venue is always defined by State statute. The issue is dealt with in the Maine statutes by § 2551 which says that the juvenile court can adjudicate the commission of an offense within the "respective territorial jurisdiction" of said court. What are the territorial jurisdictions of the juvenile courts? The district courts in Maine are established on a divisional basis with the state divided into thirty-one judicial divisions. The geographic boundaries of these divisions are defined in 4 M. R. S. A. § 153. The juvenile court has territorial jurisdiction only over offenses committed within its division as geographically delimited by statute. The more precise venue rule is contained in 4 M. R. S. A. § 155. If two or more offenses are committed within different divisions, the juvenile proceeding may be brought in any of them.

F. DISPOSITION OTHER THAN INVOCATION: UNOFFICIAL OR INFORMAL DISPOSITION

A study of the juvenile court statutes, as the old saying about the iceberg goes, is like looking only at the relatively small visible tip of what is really there. The fact is, unlike the criminal system which is heavily conviction oriented, the important forces in the juvenile system seek to minimize formal treatment and disposition. Because of agencies like the police, juvenile probation departments and, where they exist, nonjudicial juvenile specialists functioning within the juvenile court, a very large percentage of juvenile misconduct never gets processed through formal court machinery but is disposed of informally. [The role of these agencies in initiating formal court actions has been discussed in the section on initiation, and the concern here is with informal disposition which actually keeps the case out of court.]

Informal disposition of juvenile cases doubtlessly occurs in Maine, especially in the larger urban areas where agencies specializing in the problems of the juvenile exist. It is likely that these agencies have a fully developed system for the intake and screening of cases of all aged juvenile misconduct, as well as their own means for implementing dispositions short of formal adjudication. Even in rural areas and small town settings where the only police authority may be a single constable, there probably are rudimentary techniques for informally dealing with juvenile cases so as to avoid initiation of formal

proceedings. There is, however, no clear statutory authority for such informal actions, and thus no delineation of the procedures to be used. The only section possibly providing authority for informal disposition is § 2601(1) which requires that the juvenile court make a preliminary inquiry when an application is made to it for a petition to initiate formal proceedings. This section has been fully discussed earlier. In many states similar statutes have been used as a basis for the development of complete systems of informal disposition. There are several written studies of informal disposition which adequately summarize the process as well as document the legal authorities constituting a basis for such action. I have cited them below. The reason for noting the role of nonjudicial agencies is to propose that the present study inquire into the policies and procedures of informal disposition. For a consideration of dispositional processes in police systems, see Note, Juvenile Delinquents: The Police, State Courts and Individualized Justice, 79 Harvard Law Review 775 (1966). See generally, Sheridan, Juvenile Court Intake, 2 Journal of Family Law 139 (1962); Note, Informal Disposition of Delinquency Cases: Survey and Comparison of Court Delegation of Decision Making, 1965 Washington University Law Quarterly 259.

II. SCREENING: JUVENILE OR CRIMINAL?

A matter of great importance is the dividing line between a state's criminal and juvenile systems. The nature of the division reflects its policy on when criminal conduct should be noncriminally processed because of the offender's youth, and the procedural mechanics for deciding between the two systems, when the law provides (as Maine's presently does) that the matter may be optionally juvenile or criminal, are of a critical nature because of the individual's extremely large stake in the outcome.

All states have some means for defining the boundary line between the juvenile and criminal systems. Statutory formulae typically provide that "criminal" conduct fitting within certain categories or subject to a certain level of punishment is to be treated as criminal and not juvenile, either in all cases or in the discretion of the juvenile judge. Former Maine law defined the limit on the juvenile court's authority by excluding juveniles accused of crimes punishable by life or "any term of years." In an interesting case our Law Court carefully studied the developing system to conclude the former statute should be construed so as to give the juvenile court the broadest scope of authority. Specifically, the Law Court held that the phrase "any term of years" should be limited to crimes such as murder and kidnapping where the statutes literally permitted a sentence for any term of years, and it thereby rejected a construction that the phrase meant any sentence for a term of two or more years. If the court had settled upon the latter construction it would greatly have limited the scope of the juvenile court's purpose and function; its decision greatly expanded the State's juvenile system. This notable decision is of considerable importance to all future considerations of Maine's juvenile court philosophy. Wade v. Warden of the State Prison, 145 Me. 120 (1950).

Presently, Maine law contains no restriction on the authority, sometimes called the subject matter jurisdiction of the juvenile court. Any conduct, irrespective of the kind of crime such action would constitute if done by an adult or of the applicable punishment, is appropriate for disposition by the juvenile court. [Note: A bill has been introduced into the 105th which would require all juvenile bomb threat cases be dealt within the adult criminal system. This kind of overreaction to local and temporary problems can be expected from time to time but it can destroy a juvenile system.] Present law provides in addition a screening mechanism permitting the juvenile court to waive its original and ultimate authority and thereby transfer the child out of the juvenile system and into the adult criminal system.

Mechanically, the waiver is done in this way. Once the juvenile court has held a full and fair hearing (the elements of which are later discussed in the Part of Adjudication), it determines from the facts of the case (1) that probable cause exists to believe the juvenile has committed a crime, and (2) the juvenile at the time of the hearing is a "dangerous person and a menace to the safety of the community." § 2611(3). In short, what happens is that the juvenile court, while processing the case as it ordinarily would for juvenile disposition, determines that the case is so extreme and unusual that criminal prosecution is more appropriate than juvenile adjudication. This is done on the basis of the statutory standard that the juvenile is dangerous and a menace. The court has the broadest discretion in this screening decision and it seems that present juvenile courts are administering it consistently with the Wade philosophy of preferring juvenile to criminal disposition. I recall recently reading in the Portland newspaper of an instance of waiver concerning a boy in Cumberland County where the waiver was reported as being an unusual occurrence.

When a juvenile is transferred into the criminal system the proceedings up to that point in the juvenile court terminate. The court's waiver decision is treated as the equivalent of a district court's finding at the preliminary hearing that probable cause exists to bind over for a grand jury indictment. The "waived" juvenile is then bound over. § 2611(3).

One of the recent juvenile court cases decided by the United States Supreme Court concerns the waiver of juvenile court jurisdiction. In Kent v. United States, 383 U.S. 541 (1966), the Supreme Court considered a case of a boy in Washington, D.C. who was transferred into the adult system where he was prosecuted and convicted for several serious felonies. Because the case came from the District of Columbia and not a state the Court was able to construe the District's statutes and avoid dealing with the matter on a constitutional plane. It announced several important rulings. Their thrust was that the boy had the right to a full and fair hearing on the transfer issue and not merely a mechanical waiver effected by the judge in chambers. Specifically, there was held to be a right (1) to effective assistance of counsel at the hearing; (2) to access by the attorney to the social reports compiled on the juvenile and available to and presumably relied upon by the juvenile judge; and (3) to judicially articulated findings and reasons to account for the waiver. The last ruling was deemed necessary both to explain to the juvenile the reasons for waiver and to provide a basis for review of that decision.

Even though the Kent case was not bottomed on constitutional requirements, it is widely understood as announcing basic constitutional doctrine. This seems a correct understanding in view of the subsequent case of In re Gault, 387 U.S. 1 (1967), wherein the Supreme Court announced a range of constitutional rulings. Gault discussed the Kent case so as to convey the impression that the above stated Kent requirements are of constitutional order. It seems advisable to assume that at least the essence of the Kent rulings are mandatory for Maine.

Considering the present Maine waiver procedure against the backdrop provided by the Kent case, our statutes generally are satisfactory. Because the waiver decision is made during the course of the general adjudicatory hearing the safeguards which attend that hearing are, of course, available. The central constitutional waiver requirement is counsel, and counsel is required at the adjudicatory hearing. This aspect of Kent is clearly satisfied by Maine law. Turning to other specific aspects of Kent, these observations can be made. Maine law prescribes a standard for effecting waiver, that of finding the juvenile dangerous and a menace to the public; because this standard is spelled out, the Maine statute seems more satisfactory than the D.C. statute even after the Supreme Court's construction of it. That statute nowhere contained a standard to guide the juvenile court's exercise of discretion. It is always desirable to have a standard which controls the assertion of official discretion, and it is commendable that Maine's statute contains one. Any shortcoming here is caused by the fact the standard does not require consideration of the juvenile's amenability to the milieu of the juvenile system.

The same law, 15 M.R.S.A. § 2611(3) provides that the court in finding the juvenile dangerous and a menace must so state in its finding of probable cause. In order to satisfy the Kent standard, this requirement probably should be construed to mean more than merely announcing conclusory findings. It should be held to require inclusion of a statement of reasons and findings of facts supporting the conclusions of dangerousness and menace.

Maine law specifically provides that the waiver decision can be appealed for full de novo reconsideration, § 2661(1), and during the course of appeal, the proceedings in the criminal system are stayed. The statutes do not require that a juvenile judge contemplating the possibility of waiver should so notify the juvenile and his counsel, but it seems preferable under Kent that this be done.

The final requirement of Kent was that counsel have access to social reports and other documentary matters which had been available to the juvenile court. A juvenile's access to reports held by the state draws into issue in the larger problem whether in juvenile proceedings the individual is to be able to "discover" the state's case. The civil law traditionally has required wide open discovery and more recently the Maine criminal rules have permitted the accused to learn in advance of the trial much of the evidence the state intended to develop for prosecution. Nowhere does the juvenile law deal with the matter of discovery in a satisfactory way.

One section, § 2606, deals with juvenile court records. In addition to stating a general policy of secrecy for juvenile court records the statute provides that the court may permit examination of the record by the juvenile or his parents or one the court deems directly interested. That language would include counsel. I think the following conclusions should be drawn: The court in its discretion under existing law may permit the juvenile and his counsel to have access to court records at any stage of the proceedings; Kent requires such access whenever waiver into the criminal system is being considered. It is possible but unlikely that access under Kent is limited to situations where the court expressly relies on the reports to support its waiver decision. Thus, concerning access to court records, the discretionary character of § 2606 is unacceptable, at least where waiver occurs or is contemplated.

I have thus far assumed that the court "record" referred to in § 2606 contains the reports of sociological and psychological tests, etc. when they exist. If it does not and contains only formal papers, docket entries and such judicial bookkeeping with the important documents existing elsewhere, then there is no device under present law to permit the access required by Kent; I would guess it to be possible for the reports to exist solely in the files of police, probation and other agencies. Yet, wherever these materials are located, they must be accessible to counsel under Kent, at least if they have had any influence on the court.

III. ADJUDICATION

A. The Court and the Hearing

The district court having territorial jurisdiction over the acts or offenses forming the basis of the petition sits as the juvenile court. § 2551. There is no separate juvenile court calendar, with the timing of hearings on juvenile matters a matter for the discretion of the court. § 2609. The hearings must be private and in a place other than the district courtroom, wherever feasible. § 2609. To reinforce the statutory policy of hearing privacy, § 2609 further prohibits any person other than an enforcement, correctional, or welfare official acting in the course of his official business with other similarly involved officials from divulging without the consent of the court the name of the juvenile or any of the matters which occurred during the course of the proceedings. A violation of this provision is contempt.

There is a further provision relating to secrecy of juvenile proceedings, § 2606 which states that the court record of all juvenile proceedings shall not be available to the public. This section turns out to be a rather unemphatic declaration of a policy of secrecy for the juvenile's record, however, as it is available to State officials (the enumeration of officials is quite inclusive; State probation-parole officers, Cumberland County Juvenile Probation Department, or other correctional, enforcement or welfare authorities) as a matter of course (i.e., as a matter of right?) and in the discretion of the court may be made available to any other person deemed directly interested. The statute does not provide guidelines as to who other interested persons might be, nor does it provide any expression of policy in favor of restricted or unrestricted availability. It should. Presently, I understand that one way or another it is common for the armed services, prospective employers and even educational institutions to have access to juvenile court records. The statutes do make clear that the juvenile record is inadmissible in a later criminal trial for those juveniles whose sins are uncorrected by the system. In the Gault case, the Supreme Court noted that the availability of "secret" juvenile court records was a nationwide scandal. 387 U.S. at 25-26. The Court indicated the loophole was the police record. Police records typically are not statutorily frozen; in Maine there is no restriction on release of police as opposed to court records of juveniles. Also important is the fact that there is no statutory mechanism for expungement so as to reward those juveniles who are rehabilitated. [Note: There is no statute in the criminal law that permits expungement of records of conviction but there is a new expungement statute applicable where one is acquitted or the charge is dropped. Would this apply to a juvenile for whom the proceedings were dismissed prior to adjudication? The statute does not specifically mention juveniles or the juvenile court but does have language relating to dismissal of a "complaint...by any court." 16 M.R.S.A. § 600 (Supp.)]

B. THE BASIS FOR ADJUDICATION

Section 2552 specifically and definitively lists the offenses and acts on which the juvenile court may base an adjudication of the commission of the juvenile offense. This definition is exclusive so there is no other basis on which the court may adjudicate a juvenile offense. [Note: As previously mentioned, it is always confusing to talk about jurisdiction because the term has different meanings in different contexts. However, § 2552 uses the term "exclusive original jurisdiction" of the juvenile court to refer to the acts and offenses there defined, so those acts and offenses should be understood as the "subject matter" jurisdiction of the juvenile court. I think the discussion here can be understandable without using the term jurisdiction. The important thing is that the juvenile court is statutorily limited in what it can use as a basis for determining the commission of a juvenile offense, and that the definition comes solely from § 2552.] The list provided in § 2552 is as follows:

- (1) Any action defined as a crime or offense if committed by an adult;
- (2) Habitual truancy as defined by § 2502(2);
- (3) Behaving in an incorrigible or indecent and lascivious manner;
- (4) Knowingly and willfully associating with vicious, criminal or grossly immoral people.;
- (5) Repeatedly deserting home without just cause;
- (6) Living in circumstances of manifest danger of falling into habits of vice or immorality.

The statute specifically excludes from the juvenile court adjudications based on violations of the traffic and motor vehicle laws, except for several enumerated sections over which it is given express authority. § 2552 (Supp.).

It is obvious from the above that the statute defines a juvenile offense to include conduct that is not criminal--nor even regulatable when engaged in by an adult; and, perhaps, it is not going too far to say that some of the bases are so elastic and encompassing as to give the court virtually unlimited reach into the lives of juveniles in this State.* I feel hard questions of policy should be asked at this point as to the proper scope and function of the juvenile court system. The inquiry may be aided by a general background of the developing legal issues which are arising with respect to broad statutory statements of juvenile court authority.

One class of arguments against sweeping definitions of juvenile delinquency (or offenses) is that they represent an unfair discrimination against the juvenile as compared with the adult. Why should the juvenile be "punished" perhaps institutionalized for conduct that is not improper for an adult or for which an adult would receive only a small fine or other minimal punishment? The highest court in New York has stated: "an act made an offense for a juvenile and not for an adult is open to attack as discriminatory." *People v. Allen*, 22 N.Y.2d 465, 239 N.E.2d 879, at 881 (1968). The suggestion by this court is that some definitions of juvenile offenses violate the constitutional requirement of equal protection. The Texas court has ruled that a disparity of sentences is not a denial of equal protection because the juvenile, presumably, is being treated not punished. *Smith v. State*, 444 S.W.2d 941 (Tex.Civ. App. 1969). Closely related to the idea of equality is the argument that it is cruel and unusual punishment (which is prohibited by the 8th Amendment and the 14th Amendment's due

* I have omitted an important feature of the statutes relating to adjudication. The statutes create an equivalency between a factual finding that a juvenile has committed an adult offense and the existence of a juvenile offense such that the court can dispose of the case by applying any of the available options. There is no requirement additionally to find a need for care and treatment. For a case holding the basis for delinquency was inadequate in the absence of a showing of the need for care and treatment, see *In re Cromwell*, 194 A2d 88 (Md.1963)

process clause) to subject a juvenile to potential punishment for a long period of years (in Maine a child possibly could be committed in the training or correctional centers from age 11 years until age 20) for minor misconduct. Both absolutely and in relation to applicable punishment in the adult criminal system the juvenile's punishment is so disproportionate to his conduct as to make the punishment unconstitutional.

There is another related attack on the non-criminal definitions of juvenile offenses, also based on the cruel and unusual prohibition punishment. It is an accepted notion of constitutional law that the State can criminally regulate a person's actions but not his social status or the nature of his social environment. *Robinson v. California*, 370 U.S. 660 (1962) (unconstitutional to make criminal one's being a narcotics addict--such condition was an illness). It can be seen that several of the Maine definitions deal more with the juvenile's status than his conduct, for example, living in circumstances manifesting the danger of falling into habits of vice or immorality. A juvenile could be adjudicated under this standard who had never acted in an antisocial or deviate way. His environment might be entirely beyond his control--the younger he is the more likely that it is beyond his control. But it is not the law that the State cannot control or deal with a sick person or a person's status or social environment. What the law does prohibit is punishment in the ways of the criminal law. The commitment of the Gault Court to look behind labels and facades to the real substance of the juvenile system's effect on the individual makes it at least arguable that one placed in a training center for his minority (and perhaps thereafter transferred to an adult penal institution) is being criminally punished.

A different form of challenge currently leveled on the noncriminal definitions of juvenile offenses debates the fairness of the vague, nebulous formulations used to define delinquency. The arguments here point out the unfairness of a definition which is so vague as to permit the judge to do anything he wants uncontrolled by a legislative definition of authority, to permit his conclusions that an offense was committed to be virtually unreviewable, and to deprive the juvenile of any real chance of defending himself because of uncertainty as to the exact charge against him. Recall the Gault case where the juvenile judge later testified he based his finding of delinquency in part on Gault's "habitually [being] involved in immoral matters." When asked what these immoral matters were, the judge testified [somewhat vaguely, according to the United States Supreme Court] to a court referral about Gault's stealing another boy's baseball glove and lying to police about it, and also about making silly or funny phone calls. 387 U.S. 1, at 9. One writer has suggested that:

"The Gault insistence on adequate notice may well lead to a determination that the language in traditional juvenile codes [like Maine's] ... is too vague and indefinite to survive constitutional scrutiny." George, Gault and the Juvenile Court Revolution 46 (1968). See *Leach v. State*, 428 S.W. 2nd 817, 821 (Tex. Civ. App. 1968) (concurring opinion), where the court reversed a delinquency finding based on the standard "habitually deports himself so as to injure or endanger the morals of himself or others." The concurring judge voted for reversal by emphatically declaring that the delinquency standard was unconstitutionally vague. To date, however, most state courts actually ruling on the issue have upheld their legislation, arguing that the juvenile proceeding is non-criminal in character and that the State is duty bound as *parens patriae* to insure the juvenile does not live a life of delinquency. E.G. *State v. L.N.*, 263 A.2nd 150, at 154 (N.J. App. Div. 1970)

Our Law Court in the case of *Knowlton v. State*, 257 A.2nd 409 (Me. 1969), recently declared unconstitutionally vague a portion of the State vagrancy statute proscribing one's being "[an] idle and disorderly person having no visible means of support, neglecting all lawful calling or employment." The rationale of this opinion was that the defendant has a constitutional right to know the specific charge in order adequately to defend herself. By placing its ruling on constitutional grounds the Law Court committed itself to striking down amorphous prohibitions in the criminal laws which equally relate to the individual's status as to his conduct. *Knowlton* provides strong support for challenging comparable features of § 2552. The Law Court alternatively could approach a vagueness challenge from its holding in *Bernier v. State*, 265 Me. A. 2nd 604 (Me. 1970), where it upheld the standard used by the Training Center's Superintendent to cancel the entrustment of a boy conditionally released from the Center. That standard permitted the Superintendent to act "on being satisfied at any time that the welfare of the child will be promoted by return to the Center." I think *Knowlton* is the controlling authority, however, as *Bernier* dealt with post-adjudication problems. It is probably a safe prediction that the issue of vagueness in defining delinquency ultimately will reach the United States Supreme Court. But if the legal issues cannot be ultimately decided until then, the policy issues should be debated now. Is it fair, is it necessary for the juvenile court to have the limitless authority presently accorded it? Should some other system deal with a child's environmental problems, with the judicial system having its authority limited to positive conduct of a clearly deviate or

antisocial character? Some states, for example New York and Illinois, have acted to drop non-criminal conduct from their definitions of delinquency; they have continued, however, to deal with approximately the same manner of non-criminal conduct under different labels; in New York the label used is PINS or 'persons in need of supervision.' The net change is slight, although police may have less authority to arrest or hold in limbo where non-criminal conduct is involved. Remington, et al., *Criminal Justice Administration* 965 (1969). For statutes see N.Y. Family Court Act 712; Ill. Rev. Stat. Ch. 2, § 2360a, Ch. 37, § 702(2).

C. JUDGEMENTS

The statutes provide that after a hearing a court may adjudge the juvenile has committed an offense. § 2611(4). This finding means only that the juvenile has committed one of the above offenses or acts and it does not constitute conviction for a crime. § 2502(1). Under the law of § 2502(1), the court is not required to make any express findings in its judgment as to the precise basis for adjudication; the proper notation to be recorded in the judgment is the "Adjudication of a commission of a juvenile offense." [Quotation marks in statute.] Since it is essential for meaningful review that one know the exact basis of his adjudication, it seems desirable that findings specify the conduct constituting the juvenile offense. My experience is that judgments sometimes are specific in this regard.

The statutes do not specify whether the evidence sufficiency standard for adjudication is the traditional civil standard of a preponderance of the evidence, or the criminal one of proof beyond reasonable doubt. Here is another instance where the juvenile proceeding falls between the civil and criminal systems and it is difficult to obtain much guidance from the statutes. There is only one statute that at all comes close to providing a rule, § 2609, which states that the "hearings shall not be criminal in nature." I do not know what "non-criminal" means--it may mean they should be civil. If so, then is the evidence requirement for adjudication the preponderance test of the civil law? I have been unable to determine whether juvenile courts in the past had been using the civil or criminal standard. This is partially moot now as the Supreme Court ruled this year that the criminal standard is constitutionally required, at least where the adjudication is based on otherwise criminal conduct. In *re Winship*, 397 U.S. 358 (1970). Does *Winship* require that the criminal burden be used when because of age qualifications the juvenile cannot be committed to a training center or when the conduct being adjudicated is non-criminal such as truancy? Recently, a State supreme court dealt with this issue and very carefully stated that the *Winship* standard was applicable only to cases where the juvenile was charged with what otherwise would be criminal conduct. The court expressed the fear that in other cases, the criminal proof standard would interfere with the court's functioning. *Warner v. State*, 258 N.E.2nd 860 (Ind. 1970) (dictum). Our Law Court may have hinted approval of the position taken by the Indiana court in *Bernier v. State*, 265 A.2nd 604 (Me. 1970), when it cited *Winship* as imposing the criminal standard "when a juvenile is charged with an act which would constitute a crime if committed by an adult." *Id.*, at 606. The Supreme Court's analyses in the *Winship* and *Gault* cases seems to require focus on the possible "sentencing" consequences which the juvenile faces; where those are sufficiently serious to be criminal in character the criminal proof standard would be mandatory. This feature of the statutes needs clarification.

D. OUTLINE OF THE HEARING

The court hearing is informal. No formal arraignment or plea is required. § 2610. But a hearing actually must be held as it cannot be waived. A single justice of the Law Court ruled it impermissible for parents to waive a boy's hearing. *Aceto v. State*, unpublished opinion of Justice Pomeroy, Single Justice (Cumberland County, 1970). At the hearing, even if no formal arraignment is employed, the court in some manner must state what the nature of the case is and the State then would have the burden of proving an offense. The juvenile is entitled to admit evidence in his behalf if he so desires. Although these latter points are not expressed in the statutes, they can be read into them as requirements of basic fairness and customary judicial procedure.

No provision of the statutes deals with the rules governing admission of evidence. [Note: At this point, we are not dealing with constitutional rules of evidence exclusion but the ordinary legal principles governing the admission of evidence.] There have been numerous cases discussing the admissibility of evidence and whether hearsay rules and other similar restrictions on evidence should apply to juvenile hearings. See generally Annot., *Applicability of Rules of Evidence in Juvenile Delinquency Proceedings*, 43 A.L.R. 2nd 1128 (1955).

It has been suggested that the widespread practice of juvenile judges to read the social reports prior to the hearing makes it simply an exercise to litigate evidence rules. Remington, et al., supra at 1064-65. Our statutes apparently leaves the matter of evidence admissibility to the judge's discretion.

The statute also leaves to the discretion of the court whether or not to require an oath. § 2609. A New York court has suggested that it is unacceptable to have a juvenile adjudicated a delinquent on the basis of what would be criminal conduct when testimony was provided by an unsworn witness. The court argued that this in comparison with the criminal system which requires sworn testimony is a violation of equal protection. In re B., 293 N.Y.S.2d 946 (Appellate Division, 1968). As is later discussed in this Part, the Gault case probably requires § 2609 to be read as mandating an oath, at least in cases where the adjudication is based on otherwise criminal conduct or there is a possible institutional commitment.

E HEARING SAFEGUARDS AND CONSTITUTIONAL REQUIREMENTS

Juvenile systems presently are being critically reexamined. One result is the recent trilogy of rulings from the Supreme Court. What must now be done is to trace the growing adversariness in the juvenile court process. The central theme of constitutional litigation involving juvenile courts is that the measurable effects of adjudication on the juvenile's liberty are equally as severe as conviction in the criminal process and that constitutional "rights" cannot be turned aside by the laudable goals of the juvenile system. The three Supreme Court cases fundamentally have endorsed this premise. In re Winship, supra; In re Gault, supra; and Kent v. United States, supra.

[A.] NOTICE OF CHARGES: It is an elemental rule of the criminal law that the accused must be provided clear and exact notice of the charges against him. Otherwise, he cannot effectively defend his case, and in the event of later prosecutions it would not be possible for him to show he previously had answered the charges. Maine constitutional and criminal rules are emphatic on this score. Gault holds that due process is not satisfied unless the specific charges or factual allegations to be considered at the juvenile hearing are set forth with particularity. 387 U.S. at 33.

The present Maine statutes state that the petition shall contain a plain statement of the facts which bring the juvenile complained against within the defined acts and offenses. § 2602. Section 2603 then states that the citation issuing from the petition shall briefly set forth the substance of the petition. These sections must, in light of Gault, be read to demand specific and particular charges.

This may be difficult. The elastic definitions of non-criminal conduct which are nonetheless juvenile offenses are inherently difficult to particularize. It seems probable that the non-criminal petitions for adjudication must be supported by full factual particulars. If there are multiple charges so that the juvenile must defend against each to avoid being adjudicated, each must be particularized and sufficiently separated to be understood as an alternative charge. Specificity perhaps may come from the court by way of a document factually supplementing the charge. This would be analogous to particularizing in response to a bill of particulars in the criminal law or a motion to make more definite and certain in the civil law. However, any such supplementation must reasonably predate the hearing to permit the juvenile to protect himself; it cannot be done at the hearing itself as apparently happened in Gault. 387 U.S. 32-33. Both the juvenile and his parents must be notified of the charges.

[B.] THE RIGHT TO COUNSEL:

The Supreme Court held in Gault that the juvenile must have counsel at the adjudicatory hearing. It ruled the "awesome prospect of incarceration in a state institution until the juvenile reaches the age of 21," created equivalency "between adult and juvenile proceedings of the sort here involved." 387 U.S. at 36.

Maine statutes, § 2609, provide that the juvenile may be represented by counsel, apparently leaving the matter to the court's discretion. Following Gault, however, our Law Court stated that Gault required counsel, Shone v. State, 237 A.2d 412, 417 (Me. 1968) (dictum), and the Law Court further made applicable to Maine juvenile proceedings the requirements that the juvenile and his parents be clearly notified of the right to counsel and in cases of indigency that counsel be appointed at public expense.

I have found no case denying the Gault counsel rule to juveniles who were proceeded against for non-criminal conduct or who, even if adjudicated, could not be placed in the training center because of age qualifications. It would seem that in such situations the parents facing possible loss of the child have a right to counsel independently of the child's right and that indigent parents could demand court appointed counsel.

Of all constitutional rights, the courts--especially the Supreme Court--have been most reluctant to infer waiver of the right to counsel. In Gault, the Court clearly reflected this tradition. In juvenile cases waiver issues are additionally complicated by the involvement of the child's parents. There is a dividing line somewhere and if the juvenile is below it he cannot responsibly act for himself, requiring his parents or a guardian to represent him, and if he is above it he must be allowed to act for himself so his parents cannot waive his rights, especially counsel. There are two unreported single justice rulings by members of the Law Court holding that the juvenile's right to counsel cannot be parentally waived. Keith Devoe v. State, #9911 Aroostook, Nov. 21, 1969; Denise Gelyea v. State, #9880 Aroostook, no date available. My recollection is that these juveniles were 15 years old and thus committable to a training center.

[C] CONFRONTATION AND CROSS-EXAMINATION:

In the Gault case, the complainant did not appear at the hearing and the investigating officer testified as to his conversations with her and what her testimony would have been. Thus there was no confrontation and no ability to cross-examine. This was held unconstitutional: "a determination of delinquency and an order of commitment to a state institution cannot be sustained in the absence of sworn testimony subjected to the opportunity for cross-examination in accordance with our law and constitutional requirements." 387 U.S. at 57.

Section 2609 permits the juvenile court to administer the oath in its discretion. After Gault, this statute must be interpreted as requiring the physical presence of witnesses, administration of the oath and full opportunity to cross-examine. These requirements make highly suspect the prehearing involvement of the hearing court at the invocation stage (Part I) and they also seem to invalidate any court's practice of reading social and other reports until they are properly admitted in evidence. In a very important case the Supreme Court of California has recently held that a juvenile adjudication cannot stand where the judge read a child's social report prior to adjudication. In re R., Cal. 2nd _____, 464 P.2d 127 (1970).

[D] SELF-INCRIMINATION:

In Gault, the boy made in-court statements without having been advised of the right to silence. The Supreme Court held that "the constitutional privilege against self-incrimination is applicable in the case of juveniles as it is with respect to adults." 387 U.S. at 55. It rejected arguments that individualized justice and encouraging the juvenile to repent, goals of the juvenile system, were values which overrode the constitutional right. It thus is necessary for Maine juvenile courts specifically to instruct the juvenile and his parents of the right to silence; also it would be improper for the court to draw any inference of guilt from a juvenile's silence.

Gault also applied the privilege to out of court statements. Thus it can be assumed that the rules of Miranda v. Arizona, 384 U.S. 436 (1966) equally apply to juveniles. As with counsel, the difficult problem is not defining the right, it is applying it; the issue will almost always come up in the form of whether the juvenile waived. Analysis of waiver are mixtures of policy and fact, dimensions which clearly blend at some point. The Gault analysis as to counsel and self-incrimination suggests that as a matter of policy, courts should strongly presume against a juvenile's waiver of a fundamental right, and that conclusions of waiver must be based on real facts and not surmise. I note in the recent reports an interesting line of cases, several of which are from California involving juvenile homicides, where the factual and policy analyses of courts determining that juveniles had waived self-incrimination rights seem quite unsatisfactory in light of Gault. Gault noted the difficulties in determining waiver, both because the juvenile may have limited capacity and because the parents are parties with real interests in the adjudication.

Closely related to the Miranda rule is the rule excluding coerced confessions. If a juvenile's confession is coerced, it is excluded independently of self-incrimination values because of its unreliability. In two cases dealing with criminal prosecutions the Court has excluded confessions of young juveniles. Gallegos v. Colorado, 370, U.S. 49 (1962); Haley v. Ohio, 332 U.S. 596 (1948). In these cases, the Supreme Court went a long way towards saying that any significant coercive circumstance with young or suggestible juveniles produces a confession which is constitutionally unacceptable. Gault states that these principles apply in a juvenile proceeding.

[E.] Unlawful Search and Seizure:

The Supreme Court's decision in Mapp v. Ohio, 367 U.S. 643 (1961), held that all unlawfully seized evidence must be excluded from state criminal trials. The matter of illegally obtained physical evidence in juvenile trials is still a major problem since it is widely reported that the exclusionary rule is not enforced in juvenile proceedings. The arguments for admissibility of unlawfully seized physical evidence stress the great evidentiary significance of the material and its assistance in getting at the truth. The argument is that the juvenile system which is helping the individual requires a full understanding and ascertainment of the facts. For an interesting articulation of this position by a well-known American jurist, see In re Carlo, 48 N.J. 244, 225 A.2d 110, 122 (1966) (Weintraub, J., concurring). Justice Weintraub argued that the value of truth outweighed all other values when dealing with children in the juvenile system. Other courts, however, have ruled that the Mapp exclusionary rule applies in juvenile proceedings. State v. Lowry, 95 N.J. Super. 307, 230 A.2d 907 (1967); Ciulla v. State, 43 S.W. 2d 948 (Tex. Civ. App. 1968). There is no law in Maine which I have found on this issue. It should be noted that the real scope of the problem of illegal evidence does not arise until one again considers the problem of a judge's private use of social reports and the reports of other investigations. It must be assumed that frequently these reports will contain information that would not withstand exclusionary tests.

In addition to restraints on unlawful searches and seizures, it seems probable that other restraints on police investigatorial practices will carry over from the criminal law. The carry-over occurred with the matter of lineups. The Supreme Court held that a witness cannot testify at a criminal trial if he previously viewed the suspect under unreliable circumstances and in the absence of counsel. The reason for exclusion of the witnesses' testimony was the possibility of mistake and the potential for abuse. The Court's rule was that a lineup was such a critical stage as to require counsel. The Supreme Court of Rhode Island has just held that these limitations apply to a witness testifying at a juvenile delinquency hearing. In re Holley, ___ R.I. ___, 268 A. 2d 723 (1970).

[F.] The Right to A Jury Trial:

One of the most widely debated issues in the discussions of juvenile rights is whether the Constitution requires a jury trial for juveniles. To date the issue has not been reached by the Supreme Court although at one time it appeared ready to rule on the issue prior to dismissing the case for procedural reasons. DeBacker v. Brainard, 396 U.S. 28 (1969). The Gault case is silent on the jury issue. Some states by statute provide for juvenile juries. The New Mexico Supreme Court has held that there is a right to trial by jury under the state constitution when the act charged as delinquent would be a crime if committed by an adult. Peyton v. Nord, 79 N.M. 717, 437 P.2d 716 (1968). The same result has just been reached under the 6th and 14th Amendments by a New York court. In the matter of Daniel Richard D., ___ N.Y.S.2d ___ (1970). However, this court specifically exempted neglect and non-criminal charges from the juvenile's right to a jury. Other states have emphatically denied that the Constitution envisions the jury in the juvenile proceeding. Bible v. State, 254 N.E.2d 319 (Indiana 1970); State v. Turner, ___ Ore. ___ 453 P.2d 910, 913-914 (1969).

There is no Maine law on the jury issue. Presently, juries are not used in either the juvenile court or in the Superior Court on appeal, and § 2664 specifically rules out a jury in the Superior Court. There are, however, two important recent developments which argue that juries may be constitutionally required in the juvenile court, at least for the adjudication phase. The first is a ruling from the Supreme Court last summer holding that a jury is required in all criminal cases where the potential for punishment is more than six months. In this case the Supreme Court made it clear that the right to a jury hinged on the potential punishment. The second development is the case of In re Winship, supra, where the Court held that the criminal proof burden of beyond reasonable doubt applied to juvenile proceedings. There is an important functional relationship between the criminal proof standard as a tradition of due process and the role of the jury as the factfinding body. Let me point to one part of the Court's opinion: the Court analyzed the function of the criminal proof standard and concluded it protected the individual from findings of guilt which were not as certain as it was reasonably possible to make them; it further

stated that certainty in factfinding was so fundamental a policy as to be required due process. It then considered the applicability of the protection to juvenile hearings;

"The same considerations which demand extreme caution in factfinding to protect the innocent adult apply as well to the innocent child."

397 U.S. 358, at ___, 90 Sup. Ct. 1068, 1073. Just as the proof standard is a fundamental element of a fair factfinding process, so the Court has held, is the role of the jury. This role has been emphasized in several recent cases on the right to jury trials. And, as Winship shows, the juvenile has the same right as the adult to a fair factfinding process. It may be even more essential to have a jury in the adjudication phase of the juvenile process because of the frequency of deep prehearing judicial involvement in the facts and background of the case.

During the week of December 7-12th, the Supreme Court will be hearing arguments in two cases urging that absence of trial by jury for juveniles facing years of possible incarceration is unconstitutional. In re Burrus, #128; McKeiver v. Pennsylvania, #332, October Term, 1970. Thus it is clear we soon will have an answer to the jury issue. It should be given careful attention with an eye toward the possibility that juries soon will be constitutionally required.

[G.] Double Jeopardy:

The Gault case did not deal with the problems of double jeopardy, and there have been no indications from the Supreme Court as to whether the double jeopardy rules in the criminal law apply to juvenile proceedings. There is nothing in the Maine law relating to problems of double jeopardy, either from the decisions or in the statutes.

One kind of double jeopardy issue arises when a juvenile who has been adjudicated in the juvenile court for conduct that would otherwise be criminal is criminally prosecuted following the juvenile disposition. It has been held that this is not impermissible. Brooks v. Boles, 151 W.Va. 7576, 153 S.E.2d 526 (1967). There are other cases, however, indicating the juvenile may not be criminally prosecuted following delinquency proceedings.

The second kind of double jeopardy problem arises where the juvenile judge uses his flexible authority to dismiss a delinquency case during proceedings and then later seeks to proceed against the juvenile for the original conduct. Apparently this problem does not often arise because of the ease with which courts can begin a second delinquency prosecution.

The third double jeopardy problem that I see arises because of the inherent overlap between the acts defined as juvenile offenses and the various elastic non-criminal definition of a juvenile offense. Any time a juvenile is proceeded against for otherwise criminal conduct he also potentially comes under such things as truancy, or behaving in an incorrigible or indecent manner, or living in danger of falling into habits of vice or immorality, etc. Should a juvenile continue to be proceeded against after it becomes impossible to prove the actual "criminal" conduct as the basis of adjudication? Could the court nevertheless use the evidence introduced at the hearing to support adjudication on one of the elastic non-criminal definitions? This problem should be fully considered.

[F.] APPEALS

There is a chapter in the juvenile statutes which provides a full system of procedures for appealing rulings of the juvenile court. The juvenile can appeal from the finding of probable cause with resulting waiver of juvenile court jurisdiction either to a justice of the Superior Court or a justice of the Supreme Judicial Court. § 2661(1). The appeal must be filed prior to the first day of the term of the Superior Court to which the juvenile has been bound over and in no event later than ten days after the finding of probable cause by the juvenile court. The appeal is accomplished by filing a petition with the court appealed to, which petition must contain a succinct summary of the pertinent facts in the proceeding before the juvenile court. A copy of the petition also must be sent to the county attorney who then is barred from proceeding before the grand jury to obtain a criminal indictment. If the case is remanded to the juvenile court, the remanding justice shall make an order regarding custody of the juvenile until subsequent action by the juvenile court. If the case is remanded the juvenile court cannot thereafter make a finding of probable cause as the vacating of the original finding is held to be conclusive. § 2661(1).

Any order from the juvenile court may be appealed to the Superior Court including a finding of the commission of a juvenile offense. § 2661(2). This subjects to de novo review not only the adjudication but the dispositional ruling of the juvenile court. Once an appeal is filed, the juvenile court is required to review the custody or detention of the juvenile to determine if it continues to be appropriate. § 2663(1). In addition, the juvenile can seek Superior Court consideration of his custody as the Superior Court is given the same power as the juvenile court. § 2663(2)

The de novo hearing in the Superior Court is informal in the same manner as the juvenile court hearing. The same rules against divulgence of information apply. § 2664. Upon consideration of the appeal, the Superior Court has the following options: (1) it may affirm the juvenile court's ruling, (2) it may reverse and dismiss the action, (3) it may modify the order of the juvenile court with respect to disposition, the Superior Court having the same dispositional options as the juvenile court originally had. § 2665. Appeals to the Law Court may be made only on questions of law.* The Law Court has the same powers while the juvenile is awaiting disposition of his appeal as to matters of custody and detention as the Superior Court. § 2667.

IV. DISPOSITIONS

The statutes provide that at any stage of the proceedings the juvenile court in its discretion may dismiss the action. §§ 2610, 2611(1). After investigating a complaint it may refuse to authorize the filing of a petition and thereby preclude initiation of formal proceedings. § 2601(1). The statutory standard which the court uses at the petition authorizing stage is the interests of the juvenile and the public. § 2601(1). Once a petition is filed and the citation has issued, the court again at any time without a hearing may discharge the juvenile and dismiss the proceedings. The hearing, once called may be adjourned at any time. § 2610. Although § 2610 places no time limit on the continuation, § 2611(2) would suggest a limit of one year. If matters proceed through a full adjudicatory hearing the court, nevertheless, may still choose not to adjudicate the commission of the juvenile offense (even though it may be proper from an evidentiary standpoint to do so) and elect to release the juvenile and dismiss the action. § 2611(1). The only issue which arises when a court has dismissed a juvenile proceeding in one of the above ways is whether thereafter it again may take up the cause on the basis of the original conduct and petition to adjudicate the commission of a juvenile offense. The statutes do not clearly deal with this matter; neither does the law of double jeopardy exist in sufficiently clear form to provide fully satisfactory answers. To the extent that there are relevant legal principles bearing on this problem, they are discussed in Part VI and are not repeated here.

The state is now reached where the action has not been dismissed but has proceeded through the hearing provided for in §§ 2609, 2610 and as a result of adjudicating the juvenile, the court is faced with tailoring an appropriate disposition. The available dispositions are enumerated in § 2611. They are listed below using a numerical scheme which corresponds to that of the statute.

1. Release: [The option to dismiss after the hearing has already been discussed above and is repeated here for completeness. It also should be noted that this subsection is authority for dismissal prior to holding the hearing.]

2. Continue and Probation: Even though a hearing has produced an adequate evidentiary basis for adjudication of an offense, subsection (2) allows the court to continue the case for a year while placing the juvenile on probation. It should be emphasized that this form of probation is available without the court adjudicating the juvenile and imposing the sentence. It might be called "pre-adjudication" probation although such a term is a misnomer as probation usually involves a situation where conviction and sentence are followed by suspension of the sentence in favor of the conditional freedom of probation. Although the statute is silent on this point, the general authority of the court to dismiss at any stage of the proceedings suggests that it also could impose a subsection (2) probation even prior to holding the adjudicatory hearing. Subsection (2) provides an exceptionally important dispositional tool. It is a highly flexible option as it allows control over the juvenile through use of the probationary conditions while at the same time permitting the court to avoid adjudicating him and thereby creating a record.

* Is the statutory formulation which limits supreme court review to matters of law designed to preclude its review of dispositional decisions? I at first thought so, but upon reconsideration, now feel that trial court's disposition could be characterized upon appeal as an abuse of discretion and thus subjected to appellate review. This has been successfully done, see Braun v. State, 145 N.W.2d 482 (N.D. 1966)

A serious question arises, however, if probation is violated. May the court revoke probation, and if so what is the effect of such revocation? In true probation where the sentence has been suspended, revocation serves to bring the sentence into execution. However, under subsection (2) there is no sentence and the statute does not provide any insights into what should happen. I see the following possibilities. First, it is possible that the legislature intended that a violation of subsection (2) probation was not to be followed by adjudicating the juvenile at a full hearing and then imposing a new sentence. The legislature may have contemplated a situation where a formal adjudication and record would be too severe a prerequisite for the control allowed by probation, even without sanction behind it. A later subsection of § 2611 provides some support for the position that subsection (2) does not contemplate subsequent adjudication after placement on probation. This is § 2611(4)(F) which is discussed below. The discussion there should be read in connection with the discussion here.

The other possibility is that the legislature intended that a violation of probation here enables the court to recall the juvenile for adjudication on the original petition. The exact language of subsection (2) is that the court may "continue the case for not more than one year and place the juvenile on probation." The suggestion from this language is that adjudication on the original petition and conduct is forestalled by the continuation and that the child could be brought forward at any time within the year for adjudication. I think that this latter interpretation of subsection (2) is the more logical; yet, a problem arises if the juvenile is to be returned for adjudication and sentence. It is whether it is fair in the sense of what double jeopardy stands for in the criminal system to revoke a preadjudication probation and then adjudicate the juvenile.

If the juvenile was placed on subsection (2) probation prior to the formal adjudicatory hearing I see no reason why the court could not later recall the juvenile, conduct the full hearing and adjudicate the commission of a juvenile offense. However, subsection (2) probation may follow a full adjudicatory hearing. Where it does the juvenile at the hearing was in jeopardy of being adjudicated to be a juvenile offender. Therefore, when the court determined at the hearing not to find a juvenile offense but rather to place the juvenile on probation, it is at least plausible that constitutional principles preclude forcing the juvenile into a second adjudication. I found no law on this point. Analogous problems of double jeopardy and the relevant authorities are discussed later in this Part. [Note: It is necessary to point out here that the practical dimensions of the problem being discussed are not as large as they might seem because of the probability that the conduct following probation which would cause the court to revoke probation itself might provide an independent basis for a new adjudication.]

Subsection (2) probation ought to be considered also from the standpoint of policy. While preadjudication probation is a highly flexible device for dealing with problems of juvenile delinquency and may benefit the child because it avoids the scars of adjudication, it also, by definition, allows some measure of coercive control without any showing of cause. There is nothing in the statutes to prevent use of subsection (2) probation in cases where the facts clearly show the absence of juvenile offense. Seen in this light, it is a possible device for misuse and unfairness. This fact is enhanced by the recognition that apparently it is not necessary under subsection (2) to hold a hearing prior to placing the juvenile on probation. Thus probation could occur in a case where there was no basis for court authority over the juvenile and where he has had no opportunity to present his case to the court. Subsection (2) is really a two-edged sword and its merits and demerits should be considered and the statute clarified to accomplish whatever is determined to be its proper purpose. At present I feel that the statute permits both the good and the bad results described above.

3. Find Probable Cause: After a hearing, the court may find probable cause to believe that the juvenile has committed a crime and additionally find that he is a dangerous person and a menace to the safety of the community. The effect of such a finding is to waive the juvenile court's exclusive jurisdiction and transfer the juvenile into the adult criminal system. This procedure has been discussed in Part II.

4. Adjudge a Juvenile Offense Committed and Employ One of the Following Alternatives for Disposition:

A. [Repealed.] Formerly the first listed alternative in this section was to adjudicate the commission of the juvenile offense and directly commit the juvenile to the Men's Reformatory now called the Men's Correctional Center within the age limits of the statute controlling commitments to that institution. The direct commitment by the juvenile court, even where no crime was adjudicated but merely the finding of a juvenile offense having been committed was approved by the Law Court in the case of Morton v. Hayden, 154 Me. 6 (1958). The last legislature repealed the direct commitment procedure in favor of a new statute whereby the juvenile is first sent to the appropriate training center and thereafter, if his commitment to that institution is determined to be unsatisfactory, the

juvenile court on redispotion may commit to the correctional center. This matter is discussed in Part V on Institutions. B. After adjudicating a juvenile offense, the court may commit to the Boys Training Center or the Stevens School for Girls within age limits prescribed by the statute. The significance of commitments to these institutions is discussed in Part V.

C. Commit to the custody of the Department of Health and Welfare.

D. Commit to the custody and control of the State Probation and Parole Board and in Cumberland County, to the County Juvenile Probation Department.

E. Commit to the care of a family subject to supervision by the State Probation and Parole Board or the County Juvenile Probation Department in Cumberland County or by the Department of Health and Welfare.

The options listed in C, D, and E, overlap considerably. They involve investing a State agency with all the incidents of legal guardianship over the juvenile so as to facilitate placement by the agency in a foster home or perhaps some other institutional setting. For example, as guardian, the agency could initiate a commitment to the Pineland Hospital and Training Center in the case of a mentally ill juvenile. 34 M.R.S.A. § 2152 (Supp.). Or, commitment could be to some other public or private child care center. Although the juvenile statutes do not expressly provide for such commitments, it is clear that the statutes intend to invest the agency with full guardianship authority; and as § 2760 empowers a training center Superintendent to make such a commitment it is reasonable to infer that the statutes contemplate similar actions by the agencies listed in C, D, and E.

There is nothing, however, that requires these agencies to make an institutional commitment. They could place the child in a foster home or conceivably regulate his continuing in his own home environment. In this latter instance, the effect of the disposition would probably closely approximate juvenile probation which is provided for in the next dispositional alternative, F.

F. [i] Suspend the imposition of sentence or [ii] continue the case for sentencing or [iii] impose sentence and suspend its execution in each case placing the juvenile on probation. Subsection (F) contains three post-adjudication probation variables. I frankly do not know whether to make much or make little of the fact that the statute specifies three separate kinds of probationary dispositions. To place emphasis on the differences and to try and divine some legislative intent from them is probably to deserve the wrath of those who would accuse me of making a mountain out of a molehill, but here goes: [i] The first variable is to adjudicate the commission of a juvenile offense but suspend the imposition of sentence and place the juvenile on probation. I understand this to mean something quite different from imposing a sentence and suspending its execution. Here the court determines not to impose any sentence at all. This device very closely resembles that of subsection (2) discussed above where the court prior to adjudication (and thus obviously without any sentence) places the juvenile on probation, except for the obviously important difference that here adjudication has resulted in a finding the juvenile committed an offense.

Again, as in subsection (2), the question arises as to what the court may do and how it should proceed if probation is violated. Does this statute contemplate that following a violation of probation the adjudicated juvenile may be resentenced, and if the statute permits resentencing, is it constitutional and what safeguards are required for the hearing at which the new sentence is imposed? The fact that the second two variables in subsection (4)(F) clearly provide the court may either continue the case for sentencing and place the juvenile on probation or alternatively actually impose sentence but suspend its execution and place the juvenile on probation supports construing the first variable of the subsection ("suspend the imposition of sentence") to mean literally that, that no sentence is ever to be imposed although the juvenile is placed on probation. While the term "suspend" does not have clear connotations of finality, to interpret it as meaning that imposition of sentence is merely temporarily delayed, is to interpret the first clause of the subsection to mean exactly what the second clause (continuing the case for sentence) means.

The reasons for a statute being designed to avoid an actual sentence as the foundation for probation are similar to those discussed above in subsection (2). The court is to be able to use probation even in a case where no other disposition or sentence is available or deemed proper. Such a state of affairs is likely when because of age restrictions the juvenile could not be committed to a training institution. While the absence of a sentence may lessen the efficacy of the probationary conditions, it nevertheless is a desirable even necessary dispositional tool.

If [i] is construed to permit resentencing on the basis of the original adjudication once probation is revoked, several constitutional problems arise. Even though there had been a full hearing with all attendant safeguards at the time of the original adjudication when probation was ordered, revocation of probation and imposition of a sentence under [i] would accrue the right to counsel. *Mempa v. Rhay*, 389 U.S. 128 (1967). The fact that the new sentence doubtlessly would reflect events occurring subsequently to the original adjudication probably requires the full range of safeguards required at the original hearing. *Specht v. Patterson*, 386 U.S. 605 (1967). It may also be that the attempt to sentence by imposing a harsher disposition (than the original probation) is constitutionally precluded. The law here is presently in state of flux. An important authority is the *Mempa* case where the Court seemed to approve of deferred sentences when the individual was placed on probation. Once again, we have an excellent, flexible dispositional tool whose use (for me) is clouded by a lack of statutory specificity, with knotty constitutional problems to boot.

[ii] The second variable is to continue the case for sentencing following adjudication of a juvenile offense and place the juvenile on probation. This variable clearly contemplates the possibility of a later sentence. Presumably, sentence could come while the juvenile was complying with his probation and thus its execution would be stayed by the probation, or it could come at the point of revoking a violated probation. Precisely because this variable specifically contemplates the later determination of a sentence, it supports the earlier discussion suggesting that the first variable does not. But the second variable is not totally free from interpretational problems. When is this sentence to be imposed? Since probation apparently can last the length of the juvenile's minority, at some point there is such an attenuation of the relationship between the original adjudication and the subsequent sentence that imposition of sentence seems unfair. *Cf. North Carolina v. Pearce*, 395 U.S. 711 (1969). Subsection (2) might be read into this statute so as to prevent continuation beyond a year. The same constitutional issues relating to a revocation hearing which were discussed with respect to the first variable apply equally to this one, and need not be repeated.

[iii] The third variable is to impose sentence and suspend its execution placing the juvenile on probation. This is true probation if purity of terms means anything. I see no interpretational or constitutional difficulties with this clause. Here there is an appropriate sentence in existence whose effect is merely suspended by the probation and it comes into force if and when probation is revoked.

There are two problems which relate to probation generally and which can be raised, perhaps belatedly, at this point. First, for how long does the probationary period last? The statutes nowhere state. Perhaps silence permits probation to continue for the length of the juvenile's minority, but it should be noted that this can be a long time in some cases. In the criminal law, there is a limit of two years for all probations irrespective of the crime for which the individual was convicted. 34 M.R.S.A. § 1632. As earlier stated, if subsection (2) is used as a guide, probation would be limited to one year, but that section seems inapposite. The limitation there probably relates to the continuation of the adjudicatory proceedings and not the probationary consequences of adjudication. The second problem deals with the question of safeguards for the hearing at which probation is revoked. Above, probation revocation has been discussed in conjunction with either adjudication or a determination of sentence. Because it is clear that all safeguards attach to an adjudication hearing or a sentence hearing, the issue of safeguards for a probation revocation did not arise. But the problem is there and could come up either where the court held a discrete revocation hearing or when under variable [iii] of subsection (4)(F) the court decided to revoke in a situation where there was already a sentence in existence. In these cases it must be determined whether the safeguards of the adjudicatory hearing attach. The analysis of the Law Court in the *Bernier* case discussed earlier suggests that no hearing safeguards are required. In *Bernier* the court pointed out that it previously had held that safeguards did not exist in the criminal law unless provided for by the statutes. It again should be pointed out here that much of the discussion about revocation of probation and whether a court can resentence a juvenile placed on probation is mooted by the fact that the court could, if it so desired, enter a second adjudication by use of one of the loose, non-criminal definitions of juvenile offenses. When it adjudicates a second offense in this way, then it simply enters a new sentence supported by the second adjudication and the problems discussed would be obviated.

G. Dismiss the action and refer the juvenile to the Department of Mental Health and Corrections for admission to Pineland Hospital and Training Center. During the course of adjudication if the court determines there is that mental retardation or illness which warrants institutionalization specifically designed for treatment of these conditions it is authorized by this subsection, following adjudication of the commission of a juvenile offense, to dismiss with reference to the Department of Mental Health and Corrections. Placement of this option in the list under § 2611(4) of dispositional

alternatives to be used following adjudication of an offense is both clumsy and internally inconsistent, for how can the court adjudicate commission of an offense by one who is substantially retarded or mentally ill. It arguably is a violation of due process to do so. At the very least, the statute should require and not merely permit dismissal when the court determines that a substantial mental problem exists. While the legislature probably intended a mentally ill juvenile should not be processed through the juvenile system (and one statute does state that such a juvenile may not be confined in a training center) the section on dispositions does not require the court to take any course of action once it determines the juvenile in fact is mentally retarded or ill. And even if the court does take affirmative action and dismiss the case, it can do no more than refer the juvenile to the Department of Mental Health and Corrections. Unlike the dispositions available under C, D, and E, the court cannot invest authority and custody in the Mental Health and Corrections agency so as to make it responsible as a guardian for the welfare of the juvenile. It is entirely possible, therefore, that the juvenile disposed of through subsection G is left hanging and does not receive the needed care and treatment.

H. Make such other disposition of the case, including payment of fine within the limits set by the criminal law, as may be for the best interests of both the juvenile and the community. The general authority provided by this subsection is probably as broad or as narrow as the juvenile court desires to make it. Its authority may be used for such things as requiring restitution or that the juvenile attend a school or live with certain relatives or receive psychiatric care or almost any similar thing. It may also be a basis for placement in other institutions, but I have been unable to verify this. There are obvious virtues and drawbacks to a general section such as this. On the one hand, it permits intelligent handling of the individual features of a case, but on the other it potentially permits improper judicial conduct. There is the further possibility that the lack of specificity in this section is a deterrent to those courts which are inclined not to take unspecified action.

V. INSTITUTIONS:

A. Institutional Alternatives

The only institution to which the juvenile court has express authority to make direct commitments following adjudication of a juvenile offense is the Boys Training Center at South Portland for boys and the Stevens School for girls at Hallowell. § 2611(4) Judicial commitment to an adult correctional center can occur only after an initial commitment to a training center. This is discussed below.

The district court sitting as a juvenile court has no authority to effect a commitment to the Pineland Hospital or other State mental institutions; the only available disposition in the case of a mentally retarded or ill juvenile is for the court to dismiss the case and refer the juvenile to the Department of Mental Health and Corrections. § 2611(4)(G). Thereafter, any judicial commitment to Pineland is made through the Probate Court. 34 M.R.S.A. § 2152(3) (Supp.) Thus, the juvenile court cannot invest the Department of Mental Health and Corrections with the juvenile's care and custody. Nor does the juvenile court have express authority to commit to any other state or private institution. [The court may commit to a foster family, but this obviously is not an institution.] It may be possible for the court to use § 2611(4)(H) which allows the court to make "such other disposition of the case" as authority for some form of institutional commitment. I have been unable to verify whether subsection (4)(H) is properly used as a means for institutional commitment. This point should be investigated.

An adjudicated juvenile may be placed in institutions such as "public or private child care agencies" (§ 2716) by two indirect nonjudicial means. The juvenile court, following adjudication, may commit the juvenile to the custody and control of the State Probation and Parole Board or the Department of Health and Welfare, § 2611(4); following such a commitment, custody passes to the receiving State agency which may then place the child with some other agency or institution. It does this through the general guardianship power it receives over the juvenile. Nowhere, however, do the juvenile laws themselves describe the scope of guardianship authority or the institutions to which these agencies may commit, but the inference coming from § 2716 is that commitments are limited to "public or private child care agencies." As guardian, such agencies could initiate commitments to Pineland or other State hospitals, but these agencies are unable to commit to a training center, as such a commitment can only be judicially made. The second procedure for indirect institutionalization follows an initial placement by the court in the training center. Once the child is committed to the training center, the Superintendent has general guardianship authority permitting him to place with one of the above agencies, or other public or private child care agencies. § 2716. This latter mode of placement is brought about through the device of "entrustment," the mechanics of which are discussed later in this section.

B. Training Centers

Commitment to the appropriate training center is for the period of the juvenile's minority, § 2714, which under newly modified law, is his or her 20th birthday. § 2502(5) (Supp.). Former law permitted the female child to be institutionalized in the training center at 9 years as opposed to 11 for the male child. This law has now been changed, so that all children may be committed only between the ages of 11 and 17 years. § 2714 (Supp.). Section 2714 states that a child whose condition is such that he is appropriately treated in a mental institution may not be committed to either the Boys Training Center or the Stevens School, and this section additionally bars such a commitment in the event of enumerated physical disabilities. The exact phrasing of § 2714 (Supp.) is:

"but no child shall be committed who is deaf, mute, blind or proper subject for the Augusta State Hospital, the Bangor State Hospital or the Pineland Hospital and Training Center."

What happens in the event that mental or physical disabilities occur during a training center commitment or such a condition is first discovered after commitment there? While such an event seems a not unlikely eventuality, the juvenile court statutes do not deal with it. The statutes do provide that the juvenile may be returned to the court by the center's Superintendent, but as already pointed out, such a return would permit only a court dismissal of the action, for the juvenile judge has no means for implementing commitment to a State mental hospital. There is a provision outside the juvenile laws in 34 M.R.S.A. § 136 that permits administrative transfer from a training center to Pineland Hospital or other mental hospitals where the juvenile would serve out his commitment as though he initially had been committed there.

The commitment of the juvenile is until his majority. The training center's Superintendent is empowered to effect a final discharge at any time he deems the child to be rehabilitated. § 2718. In addition to final discharge, the Superintendent is empowered to release the juvenile on conditional liberty. This process is called "entrustment." An entrustment release may be made at any time during the training center commitment to any suitable person, including and not limited to the Probation and Parole Board, the Department of Health and Welfare, or other public or private child care agencies. § 2716. The conditions of an entrustment release are within the Superintendent's discretion; he may at any time require the child's return to the center by canceling the entrustment. His discretion to cancel is guided solely by the statutory standard of his finding that the welfare of the child will be promoted by return. § 2716. Against close legal and constitutional attack, the Law Court last summer upheld revocation of entrustment without a hearing or due process safeguards. The rationale of the ruling was that the role of the judiciary ended with commitment to the training center, and that the granting and canceling of entrustment were wholly administrative matters within the absolute discretion of the center's Superintendent. The court concluded that the Superintendent's relation of substitute parent to the child authorized his ordering revocation and return to the center without legal controls. *Bernier v. State*, 265 A.2d 604 (Me. 1970). Once entrustment is revoked and the boy returned, his commitment continues for the period of his minority.

C. Correctional Center

Perhaps the most interesting issue in the matter of the institutional phase of the juvenile system is a consideration of the mechanics for redistribution of a juvenile who has been committed to a training school and who has not responded to the treatment. It is to be remembered that a juvenile has never been convicted of a crime, and as will be discussed, any basis for commitment in an adult penal institution should be one which carefully shows the need and possible treatment value for such a commitment. Until recently, Maine law permitted the training center's Superintendent, in an exercise of discretion somewhat comparable to that described for entrustment revocation, to transfer a juvenile from the training center to an adult reformatory. Former § 2717 has since been repealed. Its repeal followed a decision by the United States Court of Appeals for the First Circuit holding that the administrative transfer process was unconstitutional under the 14th Amendment. *Shone v. State of Maine*, 406 F.2d 844 (1st Cir. 1969), reversing 286 F. Supp. 511 (D. Me. 1968), dismissed as moot, 397 U.S. 1017 (1970). In *Shone*, the court held that the administrative transfer process violated equal protection because it afforded no procedural safeguards to the transferred boy whereas a boy directly committed to the reformatory received that severe commitment only in the context of a full and safeguarded judicial hearing. The *Shone* court also suggested that the general due process requirements relating to a fair hearing were appropriate for transfer, and specifically the court mentioned it felt there was a need for counsel. 406 F. 2nd. at 848, fn. 13.

As a result of Shone, present law provides that the training center's Superintendent may return to the court a juvenile who is not responding to his institution's treatment program, thereby in effect recommending judicial redispotion. § 2611(5) (Supp.). Upon this return, the juvenile court, and for purposes of venue, it is the court where the training center is physically located, conducts a hearing to test the issue of redispotion. The statute provides that at this hearing there shall be counsel and that all relevant testimony and evidence bearing on the redispotion issue shall be brought forward. On the basis of the hearing, the juvenile court may determine that it is appropriate to commit to the adult correctional center. The effect of such a disposition is that the juvenile serves the original commitment--potentially his minority--in that institution.

One of the interesting features of this new statute is the very careful way in which it prescribes the standard for determining the appropriateness of a commitment to the correctional center. The statute's exact words are set out below; it can be seen that its thrust is to hinge a correctional center confinement on the twin findings that the juvenile is not benefitting from the training center's treatment program and that it is reasonably likely he will benefit from the program at the correctional center.

"If the court finds from the testimony presented and from pertinent reports submitted, if any, that the child is incapable of benefitting from the program at the training center, or willfully and persistently refuses to obey the rules and regulations of the training center, and is in need of and can reasonably be expected to benefit from, facilities and programs available at the ... [appropriate correctional center] the court may order commitment to such institution."
[Emphasis added.]

An order of redispotion and commitment to the correctional center seems appealable under § 2661(2), wherein the statute provides that any juvenile adjudged to have committed a juvenile offense may "appeal from such judgment or any orders based thereon, to the Superior Court." See also § 2665. The new provisions in § 2611(5) (Supp) state that once the juvenile is committed to a correctional center, the Superintendent of that institution may discharge him at any time; the correctional center's Superintendent also has discretion to enlarge the juvenile on entrustment in the same way as the Superintendent of the training center. A further possibility is for the Superintendent of the correctional center to initiate return of the juvenile to the training center. This is done by returning the child to the juvenile court indicating that it appears to the Superintendent of the correctional center that the juvenile has benefitted maximally from the correctional center program, yet is not ready for return to the community and can reasonably be expected to benefit from the program at the training center. Proceedings at the juvenile court are then conducted in the same way as for the earlier redispotion. § 2611(5) (Supp.).

One very important issue arises out of the procedures for redispoting of the juvenile's case. It is an issue that goes to the core of the juvenile court's proper function. Perhaps the question is best put in this way: Once the juvenile court has made an initial commitment decision requiring involuntary institutionalization, has its discretionary role ended, such that the matter is left to treatment and correctional personnel? The context in which this question presently arises is whether during a redispotion hearing the court properly should reopen the entire case and determine upon the best disposition from the range of available options. Under the original language of § 2611(5), which remains in the present statute, it is possible for the court considering redispotion to employ any of the dispositions available at the time of original adjudication. Thus, it is arguable that the statutes contemplate plenary reconsideration in all cases when the juvenile is returned to the court for redispotion. But it seems likely that most juvenile courts consider their role limited to ratification of a request by the training center's Superintendent for "transfer" to the correctional center. And the analysis of the Bernier case dealing with judicial versus administrative roles during entrustment revocation supports the view that the policy making role of the court ends after initial commitment. The proper form of redispotion hearings, and the proper decisional role of the court vis-a-vis agency personnel is an important matter of policy and should receive careful debate. This issue is the backdrop for the following discussion in Part VI.

VI. REENTRY INTO THE JUDICIAL SYSTEM

This is a separate section to treat the narrow but important problem which arises when the juvenile court has disposed of the case under § 2611, then subsequent events or changes in the juvenile's environment makes it appropriate to modify that disposition. Two previous Parts, Dispositions and Institutions, have raised the problems here dealt with, so unfortunately there will be duplication, and also it may be necessary to refer to other discussions.

Briefly put, the question is whether adjudication and disposition completely terminate

the court's role in the juvenile's case (as conviction and sentence do in the criminal law), or whether the court's role is to concern itself with the juvenile on an ongoing continuing basis. The juvenile court laws should reflect some policy positions on this basic issue. Yet, no clear positions appear as the statutes are uneven and unsystematic on this problem.

If one views the range of dispositional alternatives in § 2611 as graduating from mild to severe with respect to the impact on the individual juvenile, it can be seen that a court might desire to alter a disposition either to increase or decrease its severity in an effort to cope with the ever changing problems of the developing child. When and where do the present laws permit adjustment or reconsideration of the disposition? [The discussion here assumes that the juvenile court cannot or does not desire to engage in a second adjudication of a juvenile offense so as to create a new foundation for a new disposition.] In considering the present law, there are several questions which I feel focus the problems being discussed. They are: (1) How does the juvenile come before the court for reconsiderations of disposition?; (2) Assuming that he is before the court, what sort of a hearing must be held with regard to procedural safeguards and protections?; (3) May redispotion be made without violating general notions of fairness which relate to the constitutional standard of double jeopardy?; (4) and finally, How does the court redispote of the case, that is, what options are open to it on redispotion?

A. If No Juvenile Offense Is Originally Adjudicated.

If the court under § 2601(1) refuses to authorize the filing of a petition, there is no reason why it could not subsequently decide that events warrant authorization of the filing of a petition so as to commence formal proceedings on the original act or offense. Although the statutes do not expressly provide for this, they do not prohibit it. This eventuality would occur where police or other agencies have a policy of bringing to the court's attention subsequent changes of events. The court under its § 2601(1) authority to require investigations and reports could continuously keep in touch with a juvenile's case. Once formal proceedings are begun in this situation, they follow the ordinary pattern as to adjudication and disposition.

In cases where a petition had been filed and formal proceedings culminated in a hearing where it was decided under §§ 2610, 2611(1) to dismiss the case and release the juvenile prior to adjudicating the commission of a juvenile offense, I think that no further or subsequent action could be taken on the original conduct and petition. Although the statute is silent here, general notions of double jeopardy existing in the criminal law would preclude further adjudication. Falling between the situations of refusing authorization of a petition and post-hearing dismissal is the possibility that after a petition has been filed but prior to the adjudicatory hearing the court determines to dismiss the petition. Here a difficult question arises whether there is some rule of preclusion so that no further action or adjudication could occur, and again the statute is silent. On the one hand, the fact that there has been no formal hearing, if one uses a double jeopardy analysis appropriate to the criminal law, supports the position that no jeopardy has attached so that further action on the original conduct would be permitted. Such action would occur by reviving the petition or perhaps filing a second petition on the basis of the original conduct. But this is not a certain result. It is not clear that the statute permits or contemplates renewing an action, and to do so may be improper.

The difficulties increase if after a full dispositional hearing the court under § 2611 (2) decides not to adjudicate an offense but to continue the case and to place the juvenile on probation. Because the court has continued the case and thus has continuing authority over it, it would appear that at any time the judge could recall the juvenile so as to dismiss the case and discharge the juvenile from probation. §§ 2610 and 2611(1) seem expressly to permit this. If rather than dismissing the boy, the court decides to revoke probation and "increase" the disposition, he could do so only by adjudicating a juvenile offense. As has been earlier discussed, in order to adjudicate, the court would have to hold the full hearing exactly in the way a hearing would be held for an initial adjudication. It is possible, however, to interpret the statutes as barring a court using the pre-adjudication probation of § 2611(2) from subsequently adjudicating and imposing a more severe disposition. The reasoning supporting this construction is developed in Part on Dispositions and need not be repeated. For present purposes, it is sufficient to point out that the statutes do not show a clear conception of the overall authority of the court to ongoingly deal with the juvenile's case once a disposition has been entered.

B. Redispotion Following Adjudication of the Commission of a Juvenile Offense and Original Disposition.

The issue of redispotion arises in its most acute form in cases where there has been both adjudication and disposition. Here again, the problems are the mechanism for returning the juvenile to the court, the requirements of the hearing, the fairness of redispoting in a more severe way, and finally the permissible range of new alternatives from which the court may select. The matter of redispotion following an initial disposition is now

considered with respect to the available dispositional alternatives under § 2611(4).

Under subsection (4)(H), the court may make such other disposition of the case as may be for the best interests of the juvenile in the community. I see no mechanism for ongoing judicial control over dispositions made under this subsection. If the court should impose a fine, there does not appear to be any device for enforcement. Likewise, if a court should order restitution and then subsequently it develops that restitution either is or cannot be complied with, there is no express means for returning the juvenile to the court and modifying the disposition. Suppose the case of a truant boy where the court orders him to stay after school and perform certain scholastic exercises. What if subsequently it becomes important to the court in terms of its original dispositional goals to considerably change the disposition. How would the juvenile be returned to the court, by what authority? There is nothing in the statute that expressly gives the court continuing control once a disposition has been made under this subsection. Also, would it be fair for the court vastly to increase strictness of a disposition and would it have to hold a fully safeguarded hearing to do so? I have no answers.

If, under subsection (4)(G), the court dismisses the action and refers the juvenile to the Department of Mental Health and Corrections with a recommendation for treatment in a mental institution it is almost certain that there is no way the juvenile court can supervise this disposition, either to insure that the juvenile's case is properly taken care of or, if subsequent facts warrant, to alter the disposition.

Subsection (4)(F) is a very difficult statute in regard to matters here being discussed. In the Part on Dispositions, there is a discussion of whether the court, having adjudicated, but not sentenced the juvenile prior to placement on probation can return him to the court for revocation of probation and imposition or implementation of sentence. The discussion is not repeated but should be read in connection with the discussion here. There is one problem relevant to the discussion here which has not previously been discussed. That is the means by which the juvenile court having placed a youngster on probation returns him to the court for further disposition. Except in the case where the court has expressly continued the matter for sentencing there is no clear authority in the court to require a return of the juvenile. The statutes relating to probation revocation in the adult criminal system do provide an express return mechanism. 34 M.R.S.A. § 1633. Other criminal statutes also develop a basis for judicial authority to continuingly control a probationer. For example, 34 M. R. S. A. § 1632 states that a probationer remains within the jurisdiction of the sentencing court and § 1634 provides that a probationer may be returned to the committing court for discharge. These statutes do not apply to juveniles. Their existence in the criminal law supports the notion that there should be some equivalent provisions in the juvenile law. One of course can argue that the court has inherent power to require the return of the juvenile in any situation. Surely it is logical to say that the court placing the juvenile on probation has the authority to require his return for considerations of revocation. But the juvenile statutes are silent with respect to a mechanism for triggering return and the criminal laws expressly provide for it. Are assumptions of inherent power adequate?

Subsections (4)(C), (D), and (E) all provide alternatives for commitment of the juvenile to the custody of the Department of Health and Welfare, the State Probation and Parole Board, the Cumberland County Juvenile Probation, either outright or in conjunction with placement of the juvenile in the care of a foster family. Such a commitment invests the receiving agency with general guardianship authority. It appears this investiture completely severs all interests of the juvenile court in the juvenile and that no ongoing control is contemplated. Thus in the case where, for example, the juvenile was not adapting to a foster home, the court apparently would have no role, at least as a juvenile court, in altering the situation.

Unless there has been legislative oversight, it must be assumed that it was intended for the court to have no ongoing concern for a juvenile once a disposition has been made to the State agencies enumerated in subsections (D), (E) and (F).

Section 2611(5) provides that in all cases where a juvenile is returned to the court from a training center, the juvenile court may make any of the dispositions originally available to it. Here there is clear legislative contemplation of juvenile court control on an ongoing basis, but only when the juvenile is committed to a training institution. There has been a recent addition to subsection (5) of the procedures relating to judicial redispotion which provide for placement of the juvenile in an adult correctional center. These procedures are an example of how ongoing judicial dispositional authority is exercised. The new legislation in subsection (5) describes the safeguards which attend the redispotional hearing, so that most of the issues involved in redispotion are adequately dealt with by the statute.

Nevertheless, the new statutory provisions of subsection (5) are unsatisfactory because, as discussed in the Part on Dispositions, they do not reveal that the legislature has considered and answered the fundamental policy questions. It cannot be determined from the statute whether the role of the court is that of a judicial umpire, acting as a partial check against mistake and arbitrariness by the personnel of the agencies and institutions, or whether the court remains the primary decisional authority who redispotes of the case only after considering the whole range of alternatives against informational input from the various personnel.

END