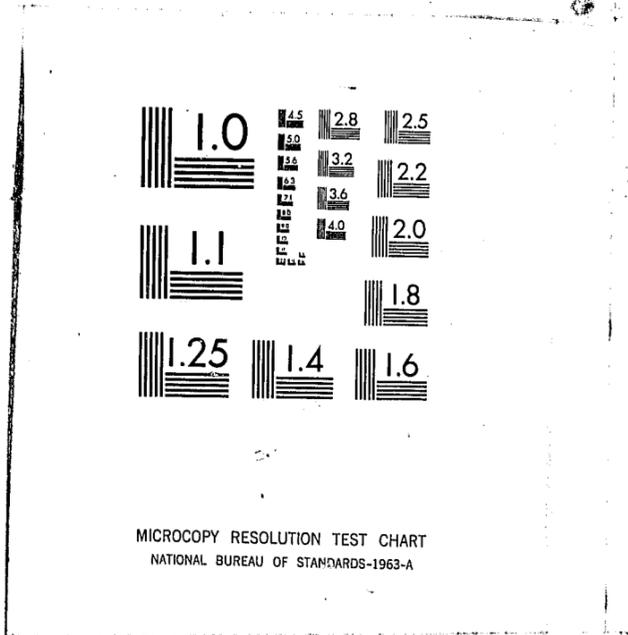


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8/06/81

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BERGEN COUNTY PROBATION DEPARTMENT

VOLUNTEER SERVICES PROGRAM

ORIENTATION MANUAL

U.S. Department of Justice
National Institute of Justice

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Betty Fairfield/Richard Formica
Bergen Co. (N.J.) Probation Dept.

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Prepared by:
Betty E. Fairfield, Training Director
Bergen County Volunteer Services Program
80 South Dean Street
Englewood, New Jersey 07631

with consultation from:

Central Bergen Community Mental Health Center
289 Market Street
Saddle Brook, New Jersey 07662

1976

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BERGEN COUNTY PROBATION DEPARTMENT: VOLUNTEER SERVICES PROGRAM

OUTLINE FOR ORIENTATION TRAINING

YOUR GROUP _____ Please call your Group leader if you cannot attend a session.

YOUR GROUP LEADERS ARE _____ Tel. Day _____ Even _____
_____ Tel. Day _____ Even _____

Please try your best to read the material assigned after each session. However if you are absolutely unable to do so, please come to the next session anyway and read the material as soon as you can.

SESSION #1 CONTENT: Getting to know your training group members and leaders. Explanation of how the Criminal Justice System in N.J. functions. Role of the Probation Department, and ways volunteers can help in Bergen County.

What happens to juveniles who break the law.
Discussion of factors affecting police handling of juveniles.
Difference between juveniles in need of supervision and delinquents.
Discussion with resource people who are involved with juvenile offenders including: Police Department representative, Probation representative, Volunteer Sponsor.

TO READ BEFORE NEXT SESSION:

Orientation Manual
Section I Pages I-1 to I-15: The Criminal Justice System and the need for Community support. This includes descriptions of volunteer jobs.
Section II Pages II-1 to II-18: The System in Bergen County.

SESSION #2 CONTENT: How people communicate--barriers and distortions in communication. Practice in listening and feedback. Experiences in Values Clarification

TO READ BEFORE NEXT SESSION:

Orientation Manual:
Section III Pages III-1 to III-8: Understanding the Juvenile and Young Adult Offender. This includes a discussion on causes of delinquency, and descriptions of some juvenile offenders. Reading this material will help prepare you for the Rap Session with young offenders next week.
Section III Pages III-9 to III-13.

TO DO IF YOU ARE NOT GOING ON TO SPONSOR TRAINING:

Make an appointment with Volunteer Services Program Staff for an Assignment Interview. Tel. #568-6835

ORIENTATION: SESSION I

TYPES OF JUVENILE OFFENSES AND HOW INTAKE SERVICE DISPOSES OF THEM

NON-INDICTABLE OFFENSES

JINS: runaway
incurrigibility
truancy
malicious mischief

Possession Beer
Trespassing
Operating parents car without license
Operating minibikes, trail bikes, etc.
Drunk & Disorderly

Marijuana Under 25 g.

INDICTABLE OFFENSES

Crimes against property
Shoplifting under \$50
Shoplifting over \$50
Breaking & Entering
Larceny
Robbery
Stolen Property

Crimes of Violence
Assault
Assault & Battery
Concealed Weapons
Sex Offenses

Narcotics
Possession
Sale

TO JUVENILE CONFERENCE COMMITTEES:

Non-Indictable
1st offense, unless police recommend handling by Intake

TO PRE-JUDICIAL CONFERENCE WITH INTAKE OFFICER
Non-Indictable
1st offense, if recommended by police
if family refuses to go to JCC
if family refuses to follow recommendations of JCC
2nd offense
Marijuana under 10 g
Indictable Offenses
1st offense if juvenile is 10 or under
Shoplifting under \$50

TO JUVENILE COURT

Non-Indictable offenses
3rd offense
when family and/or juvenile request or fail to follow recommendation of Intake officers
Marijuana over 10 g.
Indictable offenses
Unless juvenile is 10 yrs. or under

NCJRS

APR 30 1981

ACQUISITIONS

| <div style="border: 1px solid black; padding: 5px; display: inline-block;"> JUVENILE ADJUDICATION PROCESS </div> | KINDS OF HELP AVAILABLE FOR JUVENILES AT EACH STEP OF THE PROCESS | | | | | | | |
|--|---|--|--------------------------------|--|--------------------|--------------------------------|--------------------------------------|---------------|
| | penalties & restrictions | special programs | follow-up | | volunteer sponsor | counseling & therapy | DYFS placement | incarceration |
| | essays curfews repayment | anti-shoplift narcotics reh. alcohol rehab. teen rap groups | contact family report in | juvenile report in | | | foster home residential school | |
| JUVENILE COMITS OFFENSE Juveniles In Need of Supervision (JINS) Delinquency | | self-referrals accepted | | | family may request | family may seek out | | |
| POLICE APPREHEND Dispose of locally Station adjustment Youth guidance council Send to Intake Service ↓ | recommend | alternatives may vary locally | | | recommend | some towns have social workers | | |
| JUVENILE COURT INTAKE SERVICE Divert from Court refer back to local (JCC) hold pre-judicial conf Send to Juvenile Court ↓ | recommend | | | | recommend | | | |
| JUVENILE COURT informal calendar formal calendar | ORDER | | | ORDER P R O B A T I O N | ORDER | | | ORDER |



BERGEN COUNTY VOLUNTEER SERVICES PROGRAM
80 South Dean Street
Englewood, New Jersey 07631

(201) 568-6835

Betty Fairfield
Assistant Director

Dear Prospective Volunteer:

Your interest in becoming a Volunteer is very gratifying. We know of no better way to make a positive impact on the lives of troubled youth. Although they are not always aware of it, these troubled youth are searching for love, understanding and acceptance. They need genuine concern rather than sentimental patronage. They need the opportunity to develop dignity and self-respect. You can be a part of the answer to their needs by helping in any one of many Volunteer job assignments.

We are very grateful for your interest and look forward to your working with us.

Very truly yours,


Betty E. Fairfield,
Assistant Director



COUNTY OF BERGEN

PROBATION DEPARTMENT

2 COUNTY PLACE

HACKENSACK, NEW JERSEY 07601

Richard L. Albers

CHIEF PROBATION OFFICER

(201) 646-2880

WELCOME VOLUNTEERS

It is with great pleasure that we welcome you into your partnership with the Bergen County Probation Department.

As you are probably aware, our Probation Officers are handicapped by their large caseloads so we are in urgent need of you and your talents. In addition, you and your co-volunteers are in the unique position of often being able to accomplish more with our probationers than our Officers by reason of the fact that you are interested in helping a fellow human being without any monetary compensation. This has a tremendous impact on our probationers.

We sincerely appreciate the time and effort you will expend in this task. I and all the members of my staff stand ready to extend every assistance you may require and, in addition, we trust that your efforts as a volunteer sponsor will be a most rewarding experience.

Very truly yours,

Richard L. Albers
Chief Probation Officer

JUVENILE AND DOMESTIC RELATIONS COURT

COUNTY OF BERGEN

COURT HOUSE

HACKENSACK, NEW JERSEY 07601

(201) 542-2200

CHARLES R. DI GISI
PRESIDING JUDGE

ABRAHAM L. ROSENBERG
JUDGE

JOHN T. MOONEY
JUDGE

BENEDICT E. LUCCHI
JUDGE

MICHAEL MAZZOLA
CLERK OF THE COURT

RICHARD I. JENSEN
CHIEF CLERK

August 6, 1973

Bergen County Volunteer Sponsor Project
123 Hudson Street
Hackensack, New Jersey 07601

Gentlemen:

I would like to take this opportunity to welcome all current and future volunteers connected with the Volunteer Sponsor Project.

The aims and goals of said project are without any question within the purpose of any juvenile justice system. However, no matter how laudable any goals may be, they can only be achieved by the dedication of the persons involved therewith.

Your Project Director, Mr. Robert O. James, has for some time dedicated himself to this program and his enthusiasm should be contagious for all connected therewith.

Your efforts are needed and deeply appreciated.

Very truly yours

Charles R. Di Gisi
Presiding Judge

CRD:ms

ACKNOWLEDGMENTS

The Bergen County Probation Department wishes to acknowledge its deep appreciation to all those whose support has made possible the Volunteer Sponsor Project. The list must begin with the Bergen County Board of Chosen Freeholders and the State Law Enforcement Planning Agency who have provided funds for the Project. It must include the Juvenile Court Judges and the Municipal Court Judges who are cooperating with the Project.

Community organizations which have provided noteworthy support include the Volunteer Bureau of Bergen County, under the direction of Mrs. Jean Jackson, and Central Bergen Community Mental Health Center which has provided valuable consultation help, especially through the services of staff member Dr. Richard Formica.

Credit must also be given to Human Systems Institute which provided many of the ideas and content for our present training program.

The volunteers themselves are, of course, the ones who deserve the biggest thanks. To list all those who have helped would require more space than can be taken, but mention should certainly be made of the Advisory Board members who have backed the Project since its early days: Honorable Harvey R. Sorkow, Honorable C. Conrad Schneider, Estelle Schneider, Dr. Dorothea Hubin, Elizabeth Freeman, Jean Jackson, Nan Lehman and Doris Quarles, and the first chairperson of Bergen County Volunteers in Courts and Corrections, Ann Caputo.

In addition, we want to thank the volunteers who have worked on the manual itself: Claudia Zuorick, June DeLia, Kay Swiller and Judy Karp.

Finally, our special gratitude to our staff typist Linda Zaita and to Henry Peper, Instructor in Printing and his students of Bergen County Vocational and Technical High School for reproducing the manual.



Donald W. Jillson
Project Director

ORIENTATION MANUAL FOR VOLUNTEERS working with the Bergen County Probation Department prepared by Betty E. Fairfield, Assistant Project Director

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ORIENTATION

The Bergen County Volunteer Sponsor Project exists as a branch of the Probation Department, to recruit and train volunteers to help juvenile and young adults who break the law. Before volunteers can begin to be of help, they need to have a general understanding of our present Criminal Justice System and its problems and a more specific understanding of how the system operates in Bergen County. Sections I and II focus on these topics.

In addition, volunteers need to understand something about Juvenile and Young Adult Offenders--who they are, and why they may be in trouble--and to have a clear picture of what may be expected of a volunteer who wishes to help. Section III deals with this area, while Section IV provides a listing of useful Community Resources. Reading resources are listed at the end of the section to which they seem most relevant.

I The Criminal Justice System and the Need for Community Support

Our present criminal justice system has been demonstrated to be an inadequate means of changing behavior or protecting society. New methods need to be explored. The following sections discuss briefly the problem and the use of volunteers as one means of improving the situation.

A. The Problem

The criminal justice system was instituted by society in order to protect its norms and mores. The intent of the system is to identify, accuse, try, convict and punish those who offend against the code of behavior which society has embodied in the law.

Public attention usually focuses on those who commit violent, dramatic crimes, and the natural reaction to such criminals is "lock them up." While this may soothe the emotions of an outraged society, the unfortunate truth is that such an approach is not effective in eliminating crime. It is estimated that 95% of the defendants in court for major crimes were in court previously for minor offenses. The vast majority of those who inhabit our prisons are repeaters. Meanwhile, the cost to taxpayers for "locking them up" is \$10,000.00 to \$15,000.00 per year per offender.

It seems obvious that if we are to significantly reduce the incidence of crime in our country we must concentrate on the root of the problem, rather than putting our major emphasis on retaliation. This means getting to offenders and potential offenders as early as possible, before they are caught up in the prison-recycling process.

Juvenile and Young Adult Offenders: As we turn toward this younger age group, we find that the criminal justice system deals with juveniles in many situations where it would have no jurisdiction if the individual involved were an adult. Nationwide, the National Council on Crime and Delinquency estimates that one-third of all children dealt with by juvenile courts are not criminal-delinquents. These children, of course, have problems that may lead to criminal behavior if not handled at the predelinquent stage.

Unfortunately, many of these children, as well as those who commit criminal acts, are sentenced to correctional institutions, where they stand a very good chance of learning advanced criminal behavior. As in the case with adults, the juvenile correctional institution's role in the past has been that of holding and punishing, the theory being that behavioral change can be coerced by deterrent punishment. It is now recognized that such an approach produces fear, but also hatred and the determination to strike back. As proof of this the recidivism rate (the rate of repetition of criminal behavior) for juveniles in correctional institutions runs between 60 and 80%.

It is clear that even with young offenders, the underlying conflict between punishment and rehabilitation must be resolved before there is much likelihood of effectively improving our criminal justice system.

Rehabilitation and Reintegration: If we espouse the goal of rehabilitation, rather than punishment, then the appropriate process is one of reintegration or absorption into the community, rather than that of incarceration in a correctional institution. Such a process must be built around working with an offender in the local community, where he can be confronted with behavioral alternatives and helped to solve problems of social functioning in a real life situation.

The President's Commission on Law Enforcement and Administration of Justice, in 1967 stated that "the greatest need in juvenile programs is to develop a graded series of alternatives to the traditional disposition...of incarceration in youth institutions. A central part of that process will be to build stronger links between correctional programs and the community."

Today, probation supervision is the major resource for integration into the community and its various social systems. Probation means much more than merely giving the child "another chance," it should offer them positive assistance in behavioral change and community adjustment. However, expectations of meaningful services from probation staffs carrying too large caseloads are unrealistic. It is ironic that although probation supervision for a year may cost less than a third of

what incarceration would cost, the taxpayers are reluctant to fund probation services adequately. In Bergen County, for example, the juvenile caseload averages 70 to 90 per Probation Officer. This is double the average of 35 recommended by the National Council on Crime and Delinquency. The short-sightedness of such an approach is emphasized by Richard L. Albera, Chief Probation Officer of Bergen County in the Annual Report of the Probation Department for 1972.

"Someday, we all will recognize that effective probation work is an investment and not a cost expenditure. Everyone knows that it is much less costly to maintain a probationer than to institutionalize the person. Effective probation produces another asset that is less visible and that is saving of expenses on the part of the entire criminal justice system when probation successfully stops a first offender from becoming a recidivist. A recidivist continually adds to the cost of Police, Prosecutor's Office, the Courts and the correctional facilities."

Even if probation were adequately funded, however, it would not be a sufficient resource or suitable for all offenders.

Several areas of the country are experimenting with additional approaches. Community group homes are one such new model. In Bergen County, several communities are now planning to establish group homes for teenage girls who are unable to get along in their own homes and who would otherwise become perpetual runaways, with great probability of slipping into delinquent life styles.

Communities are often reluctant to support such experiments, however. For example, in 1972 when the State Law Enforcement Planning Agency made funds available for a group home for delinquent boys, no town in Bergen County could be found which would permit such an establishment within its jurisdiction.

B. The Need for Community Support

It is clear that the criminal justice system cannot operate successfully in a vacuum. Neither the local community, the State nor the whole country can any longer "sweep the problem under the rug." There are no rugs large enough to hide it from our eyes. The responsibility comes back to the community, to concerned citizens within the community, to supply the material and human resources to improve the system. Developing an awareness of what the problem is, and what needs to be done about it is crucial in preparing communities to accept their responsibility. This, however, is a long range goal, and will take some time. Meanwhile, concerned citizens can become actively involved in helping right now by participating in volunteer programs which put them into direct contact with young offenders.

The year 1960 is recognized as the practical origin of volunteerism in corrections. Approximately three courts in the country used volunteers in that year. The Volunteer movement expanded until by 1972 there were several thousand volunteers serving in many different correctional settings. The reasons for such a rapid expansion of volunteers in corrections include: lack of sufficient professional staff and time; studies that have revealed the ability of volunteers to help the offender; new theories that delinquents are not necessarily sick or disturbed and can be helped non-professionally; and the evolution of literature expounding a set of sound principles for volunteer program operation, increasing the effectiveness of these programs. Basically, the volunteer solution depends on our willingness to confront the fact that mere gestures of service will be unavailing and that if we are truly concerned about the delinquent and his impact on society, we will have to invest in him.

In Bergen County: As evidence from volunteer programs all over the country mounted to demonstrate that, when help is separated from coercion, recidivism rates can be dramatically decreased, the Probation Department in Bergen County became interested in using volunteers. An initial experiment was made in Bergenfield in 1967 through the efforts of Robert O. James, supervisor of the Municipal Division of Probation, and the Hon. Harvey Sorkow, Judge of the Bergenfield Municipal Court. In 1971, through the efforts of Richard L. Albera, Ass't. Chief Probation Officer, funding for the Volunteer Sponsor Project was secured from the Board of Chosen Freeholders and the State Law Enforcement Planning Agency. Mr. James became the Administrator of the Project. An assistant, Mrs. Betty Fairfield, was hired in 1972 and the project now trains over 100 volunteers a year to work directly with juvenile and young adult offenders in Bergen County.

In 1974, State support will terminate and local funds must be found to support the Project. Direct community support for the Project has come not only from individuals, but also from Bergen County Volunteers in Courts and Corrections, a non-profit citizen's group incorporated in 1972 to 1) aid the Probation System and the Criminal Courts by volunteer aid to persons in difficulty prior to and after they are charged with law infractions; 2) secure and train volunteers; 3) provide education for the citizenry of Bergen County on helping juveniles and adults on probation with their problems in our society.

Anyone who espouses the purposes of the organization and pays \$1.00 annual dues may become a member of this group. There are several active sub-committees, and in addition, the executive committee acts as an Advisory Board to the Volunteer Sponsor Project.

President Kennedy once made the remark, "One man can make a difference and every man should try." A volunteer's investment, your investment, via your presence, in the correctional picture, will make a difference to someone. The major role of a volunteer in the sponsorship program

may be summarized: he is a friend who cares about a child, is willing and able to support and reinforce positive behavioral changes and serve as a catalyst who encourages other people in the child's life to do the same. The more a child experiences positive reinforcement for positive behavior, the less are the chances of a return to deviant behavior. You, as a volunteer, will provide what may be the first positive, meaningful relationship in a child's life.

You, as a volunteer, have a number of advantages over a professional corrections worker:

1. You are able to counsel and assist without being in the role of officialdom and its corresponding roles of surveillance and investigation. You are not a professional part of the "system."
2. You have no "game." It is not your job, financially, to straighten him out.
3. You have no caseload, and therefore, are not pressed for time to be with him.
4. You have no legal responsibility for the child.
5. You have the time to develop a meaningful relationship with him on an individual basis as a friend, not a case.

Volunteers improve the present criminal justice system by increasing its resources and removing some of the pressure and strain presently felt by the system. As a volunteer, you will be taking part in a new era of corrections and will also find the satisfaction of helping another person find meaning in his life and his world.

READING LIST - SECTION I A & B

Bloomquist, E. R., M. D. MARIJUANA

A study of marijuana from a medical and factual basis, covers the history and tradition of pot, the language, use and controversies. Written in a middle class tone, but does not portend middle class judgments.

CHALLENGE OF CRIME IN A FREE SOCIETY; President's Commission on Law Enforcement and the Administration of Justice.

Dreikurs, SOCIAL EQUALITY - THE CHALLENGE OF TODAY

Gell, Frank. THE BLACK BADGE

As a caseworker in the New York ghetto, the author attempts to illustrate the futility involved in working with clients which results simply from red tape, paper work, etc.

Gillers, Stephen. GETTING JUSTICE. New York: Basic Books, 1971.

Harlow, Eleanor. REVIEW: DIVERSION FROM THE CRIMINAL JUSTICE SYSTEM. Paramus, N. J. National Council on Crime and Delinquency, 1970. Especially helpful.

Harrington, Michael. THE OTHER AMERICA.

Harris, Richard. JUSTICE: THE CRISIS OF LAW, ORDER AND FREEDOM IN AMERICA.

Ostensibly a statement against the campaign and Presidency of Richard Nixon, this book goes far beyond a simple political "hatchet job." It diagnoses many of society's legal problems such as corrective institutions, judicial procedures, police and criminal behavior. While not as broad as Ramsey Clark's book, it is perhaps more intense in its treatment of a somewhat more specific subject.

Menninger, Karl. THE CRIME OF PUNISHMENT. New York: Viking Press, 1968.

Richette, Lisa. THE THROWAWAY CHILDREN. Especially helpful.

C. Ways Volunteers Can Help in Bergen County: Volunteer Job Descriptions

Volunteer jobs are not tied into any rigid table of organization. They exist as "plusses," not as substitutes or replacements for professional or paid services. They provide the "extras" which make it possible for the system to function more effectively. Because of this fact, they have a flexibility which may be lacking in regular job categories: to some degree they can be tailored to match individual skills and also new jobs can be developed, as new needs arise and the human resources to meet these needs become available.

We encourage our volunteers to offer their ideas as well as their talents (even if there does not seem to be an immediate outlet for either). Only in this way can we do the best job of matching resources to need.

Because the Project staff is limited, however, development of new jobs must often await the appearance of volunteers who can provide administrative support and supervision for the job as well as volunteers who are able to do a particular job.

The jobs listed on the following pages, then, are only a beginning. They represent those areas where we feel we can use volunteers right now. With your help, we hope we can do much more in the future.

Most of our jobs require training. While training also is flexible, and changes to meet changing needs, it is generally divided into the following types of sessions.

Type of Training

Format and Content

All training is experiential in nature; it is built around the philosophy that people learn by doing, so consequently there is very little lecturing. Training classes are divided into small groups each with volunteer leaders. In the small groups, members practice new skills, share insights, offer support and generally help each other learn.

Orientation 2 Sessions

Discussion of the problems facing the Criminal Justice System, the need for community involvement and ways volunteers can help in Bergen County.

Material on the system in Bergen County and how juveniles and young adults are dealt with, case studies of probationers, introduction to community resources and the volunteer as a helping agent.

At the end of Orientation, volunteers will be asked to give their personal job preferences, and will go on to further training or immediate assignment, depending on the requirements for the job they select.

Field Trips:

Visits in small groups to places such as the Children's Shelter, the County Jail and a Court are offered whenever possible.

Sponsor Training 4 Sessions

Responsibilities of a sponsor, skill practice in human relations skills necessary for initiating and developing an effective helping relationship.

Advanced Sponsor Training - 6 hours

Additional skill practice in process of a helping relationship. The focus is on actual use of Self-Evaluation, Planning and Follow-up with current cases.

Case Consultation Groups - once a month

Monthly sessions for Volunteer Sponsors who currently have assignments. Individual cases will be discussed, concerns shared, and monthly reports given.

In addition to the sessions listed above, there are periodic training sessions for volunteer trainers and group leaders and special workshops in advanced skills from time to time.

JOB SPECIFICATIONS-----ONE-TO-ONE SPONSOR

DESCRIPTION:

Will develop a helping relationship with a juvenile (age 10 to 18) or a misdemeanor offender (age 18-25).

A juvenile offender may be referred by Probation Officers, the local police, a Youth Guidance Council or Juvenile Conference Committee, the Juvenile Court, or the Probation Intake Service.

A young misdemeanor offender would be referred by a Municipal Court.

A helping relationship may involve being a friend...listening, showing concern, being supportive, a counselor...helping the youth clarify his or her own goals and directions. It may involve being an advocate...contacting schools, job sources or community resources, and being a role model - demonstrating effective, acceptable behavior.*

RESPONSIBILITIES:

1. Spend at least one hour a week with the sponsoree.
2. Make a monthly written report to the Project Office.
3. Maintain regular contact with the Probation Officer or other person supervising the case.

REQUIREMENTS:

1. Be at least 19 years old. If attending college, be in at least the junior year.
2. Submit an application.
3. Be prepared to be committed for a full year of service.
4. Have available transportation.
5. Participate in training sessions as listed below.
6. Have an interview following formal training.
7. Be able to develop a helping relationship with an offender.

TRAINING:

Training involves:

1. Orientation training (3 sessions)
2. Sponsor training (4 sessions)

*For descriptions of actual Sponsor-Client relationships, see Section III- Case Studies from our Volunteer Sponsor records.

JOB SPECIFICATIONS-----TUTOR

DESCRIPTION:

A tutor works with a young person who is having trouble in school, or in preparing to get his equivalency certificate.

RESPONSIBILITIES:

1. Meet with young person 2-3 hours per week
2. Contact school or other institution as necessary to find out what work needs to be done.
3. Make regular monthly reports to office.
4. Attend monthly Case Consultation Group meetings.

REQUIREMENTS:

1. Same as those for a sponsor, with the additional requirement of having some skill or knowledge in the subject areas in which tutoring is to be done.

TRAINING:

Orientation required.

Sponsor training preferred but not required.

ADDITIONAL COMMENTS:

In some cases, a tutor will find it possible to also act as a sponsor--becoming a friend, and giving support in other areas as well. The main difference is that the focus of activity in a tutor-relationship is on the actual time spent tutoring, rather than on doing a variety of other activities as a sponsor might do.

JOB SPECIFICATIONS-----TRANSPORTATION VOLUNTEER

DESCRIPTION:

To drive probationers to and from therapy sessions, testing or other appointments. Usually this involves a weekly, fixed appointment of about an hour's duration.

RESPONSIBILITIES:

1. Take probationer as scheduled and arrange for a substitute if you are unable to do so.
2. Contact the Probation Officer if probationer fails to keep the appointment, or in case of other concerns or problems.

REQUIREMENTS:

1. Car, license and insurance coverage.

TRAINING:

Orientation and sponsor training are recommended but not required.

ADDITIONAL COMMENTS:

Although it is possible to do transportation as a kind of "volunteer taxi service," many volunteers find that the ride back and forth and the regular contact provide a fertile soil for nurturing a relationship and find themselves functioning in the same way that a volunteer sponsor would be functioning. For this reason, training is recommended, although the driving per se would not require it.

Some volunteer sponsors, after training, may find that they prefer the structured time set-up of a transportation commitment, and may be assigned, as a preference, to be a sponsor in a situation which centers around, but is not necessarily limited to, transportation.

JOB SPECIFICATIONS - - - - -

PRE-TRIAL INTERVENTION
COUNSELOR AT MUNICIPAL
COURTS

DESCRIPTIONS:

Pre-Trial Intervention is a diversion project available to first offender adults entering the Court as Defendants. It is limited to offenders with a good potential for rehabilitation charged with less serious offenses and non-violent crimes. The Defendant may only enter the program voluntarily. With the consent of the prosecutor and the judge, the case will be postponed for an initial period of three months with a second three month postponement available if necessary. During the period of postponement, the Defendant who is accepted into the program, will receive counseling, both personal and vocational and job placement and other forms of supportive services when needed. The Defendant who cooperates and is not charged with a new offense and evidences adjustment according to societal norms will get a recommendation from the project director to have his charge or charges dismissed. The over-all effect will be to provide the Defendant at an earlier state of the criminal justice process with the opportunity to help himself and will enable him to avoid a criminal record.

RESPONSIBILITIES:

Volunteers will attend the regular weekly session of the Municipal Court to which you are assigned.

At the Court, the volunteer will meet with the Defendants who are eligible for the Pre-Trial Intervention Program to:

Provide orientation to first-time offenders on their rights and obligations and the possible choices of programs and institutions available for defense and assistance.

Do the initial screening to the Pre-Trial Intervention Probation.

Provide counseling on the opportunities available for rehabilitation if the Defendant enters the Pre-Trial Intervention Program.

Attend monthly meetings of Pre-Trial Intervention volunteers.

REQUIREMENTS:

Anyone over the age of 19, who can deal with people of varied backgrounds, and who can give a minimum of two hours per week, when Municipal Court is in session.

TRAINING:

Orientation and in-service training are required.

Volunteers are asked to commit themselves to four months of service after training.

JOB SPECIFICATIONS-----

INTERVIEWING AND TESTING
OF JUVENILES REFERRED
FOR SPONSORS

DESCRIPTION:

Each juvenile who is referred to us for a volunteer sponsor is given an individual interview and a personality test. This information helps in matching a suitable sponsor to the juvenile, and will also give the sponsor important information in getting started in the relationship.

RESPONSIBILITIES:

Volunteer contacts the referring agency or the juvenile's family to arrange for a time to do the interview.

Interviews may be done in the juvenile's home or at the Probation Office, if the juvenile has a regular reporting day.

Each interview takes about one hour.

Volunteer does the interview, records information and returns forms to the Office.

REQUIREMENTS:

Warm personality which will make the testee feel at ease.

Some experience in interviewing or testing, or Orientation training.

One to four hours per week for giving tests.

Transportation to get to testing place.

TRAINING:

Experience or training in interviewing or testing or Volunteer Sponsor Orientation Training.

On the job training.

JOB SPECIFICATIONS-----

TELEPHONE CONTACTOR FOR
PARENTS' WORKSHOP

DESCRIPTION:

Experience continually indicates the need to work with parents of juvenile offenders, as well as with the juvenile themselves. Although some parents may be getting help from private counseling or therapy, many parents have no one to turn to for help or even for moral support.

Our Workshop for Parents gives parents a chance to share concerns, learn from and support each other, and also gain new insights and skills for relating to their youngsters.

The volunteers will make a telephone contact with each parent whose child comes on Probation to tell them about the Workshop.

RESPONSIBILITIES:

Make individual contacts with parents whose names are referred by Probation Officers to explain the Workshop to the parent and determine whether or not they are interested in participating.

Record information gathered during the contact and turn it in to the Office

Instructions for conducting the telephone contact are provided for the volunteer.

REQUIREMENTS:

Warm personality, ability to interview and relate to parents.

Telephone and time to make the necessary calls.

TRAINING:

Orientation and Sponsor Training.

JOB SPECIFICATIONS-----INTAKE FOLLOW-UP

DESCRIPTIONS:

The Probation Intake Service reviews all juvenile complaints, many first offenses are referred back to local Juvenile Conference Committees for handling.

For first offenses and minor offenses, the Intake Officers schedule a Pre-Judicial Conference and meet with the juvenile and his family.

Only the most serious cases or cases involving repeat offenses are sent to Juvenile Court.

An Intake Follow-Up Volunteer will make regular telephone contacts to the families of juveniles who have appeared before the Juvenile Court Intake Officers for Pre-Judicial Conferences to see how things are going.

RESPONSIBILITIES:

Telephone families assigned to you one to four times a month as requested by Intake Officer.

Make written report of each telephone contact and send this in to the Office.

Attend periodic meetings for Intake Follow-Up Volunteers.

REQUIREMENTS:

Warm personality, ability to "relate" on telephone.

Mature personality preferred.

Telephone and time to make calls--one to four hours per week.

TRAINING:

Orientation Training.

Sponsor training advantageous but not required.

JOB SPECIFICATIONS-----VOLUNTEER TRAINER

DESCRIPTION:

A volunteer trainer will assist the Project staff in leading the volunteer orientation and sponsor training sessions.

RESPONSIBILITIES:

Work with co-trainer as leader of small group in training.

Attend planning and evaluation sessions with other trainers, and advanced workshops for group leaders.

REQUIREMENTS:

Ability to function as a facilitator of a small group.

One evening a week for each eight week training course period, plus additional planning meetings as scheduled.

TRAINING:

Volunteer Sponsor Project Orientation and Sponsor Training, plus participation in trainer workshops.

JOB SPECIFICATIONS-----CASE CONSULTATION GROUP LEADER

DESCRIPTION:

Every active sponsor is expected to attend a monthly Case Consultation Group to discuss cases, share ideas, and make reports on progress.

These meetings are held at the same time and place as the volunteer training sessions.

The groups are led by senior volunteer trainers, or by volunteers who have professional experience in counseling.

RESPONSIBILITIES :

Attend and lead the group meetings--1 to 4 evenings a month.

Follow up on absentees.

Collect and turn in monthly reports from those in the group.

Be available to members of group for telephone consultation between sessions.

Attend training sessions with supervisors once a month.

Attend advanced workshops for group leaders as offered.

REQUIREMENTS:

One year experience as a volunteer trainer or group leader with our program, or the equivalent in professional experience which includes familiarity with the approaches taught in our training.

Time to attend one to four group meetings per month.

Commitment for one year to the job.

TRAINING:

Orientation and Sponsor training.

Monthly in-service training sessions.

Periodic advanced workshops for groups leaders.

JOB SPECIFICATIONS----- PARENT WORKSHOP GROUP LEADER

DESCRIPTION:

Our Workshop for parents helps parents learn new skills and more effective responses to the problem behavior of their children.

The Workshop is carried on in a format similar to that used in our volunteer training, with a group of 30 to 40 parents divided into small groups for sharing, discussion, and skill practice. Theory and new skills are presented by the Workshop Director to the whole group.

The volunteer Parent Workshop Group Leader works with a partner to serve as the facilitator of a small group.

RESPONSIBILITIES:

Attend Workshop from 7:00 - 10:00 P.M. The Workshops run for 15 weeks each, one night a week.

Attend weekly briefing session with Workshop Director one afternoon a week for two hours.

Do whatever outside preparation and planning is necessary.

Make occasional phone calls to parents in your small group to follow up progress or absence.

REQUIREMENTS:

Warm, outgoing; mature personality.

Willingness to learn the approach used in the Workshop, and willingness to give and accept feedback on leadership experiences.

Time for required meetings.

Ability to function as a facilitator of a small group.

TRAINING:

Orientation & Sponsor training.

In-service training (weekly planning sessions)

Advanced workshops for Group Leaders as offered.

JOB SPECIFICATIONS:-----SPECIAL EVENTS ORGANIZERS, LEADERS

DESCRIPTION:

Some of our volunteer sponsors have expressed interest in the possibility of taking part in group events with their sponsorees. Such things as camping trips, trips to games or special events are possibilities. For such activities we would need both someone to organize the event, and possibly also some leaders who would go with the group as resource people.

There is also a need for someone to arrange for and organize special opportunities for sponsors and sponsorees to participate in on an individual basis. For example, such things as an airplane ride or free tickets to events or passes or reduced rates for bowling, swimming, etc.

RESPONSIBILITIES:

- Survey the situation and choose realistic possibilities.
- Make community contacts as necessary to arrange possibilities.
- Contact sponsors, receive reservations, etc.

REQUIREMENTS:

- Must be capable of taking initiative for the organization and/or programming.
- Sufficient time to do the job. This might be several hours a week at the time of one-shot special events, or it might mean a couple of hours a week over a long-term period for arranging special opportunities.

TRAINING:

Orientation & Sponsor Training

JOB SPECIFICATIONS-----OFFICE HELPER

DESCRIPTION:

Volunteers will work in the Sponsor Project Office doing research in files, helping keep records, making phone contacts with volunteers and generally assisting in any way mutually agreeable to the volunteer and the staff.

RESPONSIBILITIES AND REQUIREMENTS:

1. Maintain confidentiality of all material encountered in Office.
2. Commit at least one-half day a week regularly for the work.
3. Office skills such as typing are helpful, but not required.

TRAINING:

On the job.

JOB SPECIFICATIONS-----ON CALL FOR PROFESSIONAL HELP
OR SPECIAL SKILLS AND TALENTS

DESCRIPTIONS:

In running a volunteer project many times there is a need for a special skill or talent, or for some advice on a one-shot basis. We need to know of people who are willing to be called upon in their own area of expertise when such a need arises.

Such areas might be anything from setting up filing systems, to art work or planning a brochure. Many volunteers have helped in the preparation of this manual, for example. Contacts with community or government agencies are also extremely valuable.

REQUIREMENTS AND RESPONSIBILITIES:

Turn in your name and the areas in which you are willing to be called upon for help or advice.

TRAINING:

"Know-How" in your own area of expertise.

DESCRIPTION:

The Job Bank seeks to provide job opportunities to probationers and all ex-offenders who have demonstrated that they are able and willing to work responsibly. These are people who are otherwise apparently making a good adjustment under the direct supervision of the Probation Department.

The Job Bank attempts to test, screen, counsel and place probationers in meaningful positions of employment as an aid to their rehabilitation.

One important aspect of the Project is our continued involvement throughout the initial phases of employment and we stand ready to assist the employer in any way possible in resolving any difficulties that may arise with that employee.

RESPONSIBILITIES:

Counselors:

To aid in assessing the job needs, capabilities, areas of interest and attitudes of each applicant and attempt to match those applicants with available job opportunities.

Job Developers:

Aid in locating and persuading employers to hire trainees, and otherwise work in cooperation with area businesses to expand job opportunities. Telephone canvassing of employers is conducted continuously in order to keep pace with the ever increasing need for participating employers.

REQUIREMENTS:

Anyone over the age of 18, who can deal with people of varied backgrounds, and who can give a minimum of one hour per week during working hours is eligible.

Volunteer service with the Job Bank does not require deep involvement or a long term commitment, as in a one-to-one relationship, but merely a willingness to help.

II. The System in Bergen County

The problems which plague the Criminal Justice System in the United States are also present in Bergen County. However, since each state has its own peculiar court structure and organizes its correctional facilities in its own particular fashion, before we can understand how the system functions in Bergen County we need to know how the system in New Jersey is organized, and what happens to offenders who come under the control of this system.

A. The New Jersey Criminal Justice System

The Criminal Justice System in New Jersey is composed of the following independent parts:

| SYSTEM COMPONENT | FUNCTION |
|--|--|
| State Legislature | Law Making |
| Police: State, County, Local | Law Enforcement, apprehension of offenders |
| State Attorney General's Office, County Prosecutors | Prosecution of offenders |
| Court System (see Chart #1) | Determining guilt or innocence, sentencing |
| County Probation Departments | Assist courts with investigations and supervision of offenders |
| Department of Institutions and Agencies: Correction & Parole | Manage all correctional institutions, supervise parole |

Although the components interact with each other, and although they all relate to the same individuals (the offender or potential offender) they are not bound together by any common administrative ties, or even, necessarily, by any common philosophy toward crime and corrections. For example, there are four factors which influence the choice of a sentence for an offender:

1. Need to protect society
2. Desire to rehabilitate the offender, to change behavior
3. Feeling that punishment is a morally appropriate response to illegal behavior
4. Hope that "making an example" of the offender will deter others from committing similar offenses

Probably each component in the system and, indeed, different individuals within each component, will give a different weighting to each item.

Within this system, volunteers in the Volunteer Sponsor Project will be relating primarily to the Bergen County Probation Department and to the Juvenile and Municipal Courts in Bergen County. Chart #1 on the New Jersey Court System shows how these courts fit into the total court structure in this state. It is worth noting that in the court "hierarchy" the Juvenile and Domestic Relations Courts come next to the bottom, while the Municipal Courts are at the bottom of the ladder.

Chart #2 on the Bergen County Probation Department illustrates both the structure of the Department and the various levels of courts to which the Department must relate. The following pages describe the background and functions of the Probation Department.

B. Probation

Probation in Bergen County is a million dollar operation, the exact budget figure for 1971-72 being \$986,399.00. One cannot help but contrast this with a news item noted in passing from North Platte, Nebraska, which welcomed Lincoln County's new (and only) Probation Officer, who would be supervising a caseload of 15 juveniles and 20 adult probationers! But whether the staff consists of one man or 50, all Probation Departments have a common background.

Background: "Probation" began in 1841 in Boston when John Augustus, a shoe maker, obtained the release of a confirmed drunkard from the police court by standing bail for him. The defendant was ordered to appear back in three weeks for sentencing. At that time, he seemed so reformed that instead of the usual penalty (imprisonment in the House of Corrections), he was fined one cent and ordered to pay all costs. Augustus was so encouraged that he continued to stand bail for offenders, undertaking the task of supervising and guiding their behavior.

By 1917, 21 states provided for adult probation and in 1925, probation was authorized in the Federal Courts. In 1953, all states had juvenile probation laws and Mississippi was the only state without an adult probation law.

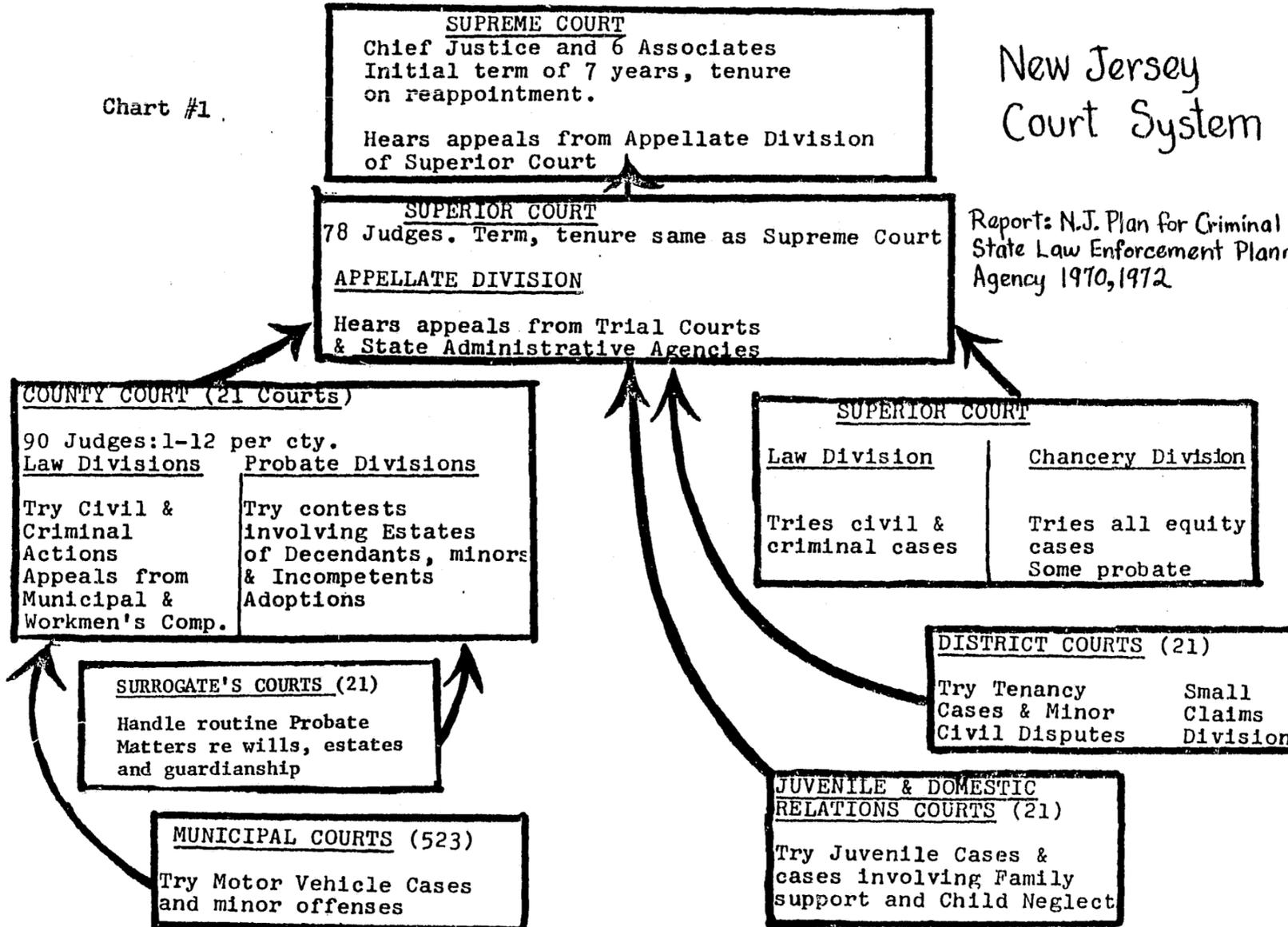
Slightly more than one-half of the offenders sentenced to correctional treatment in the United States are placed on probation, the use varying between 15% and 70%, depending upon the jurisdiction and official and public attitudes.

Chart #1

New Jersey Court System

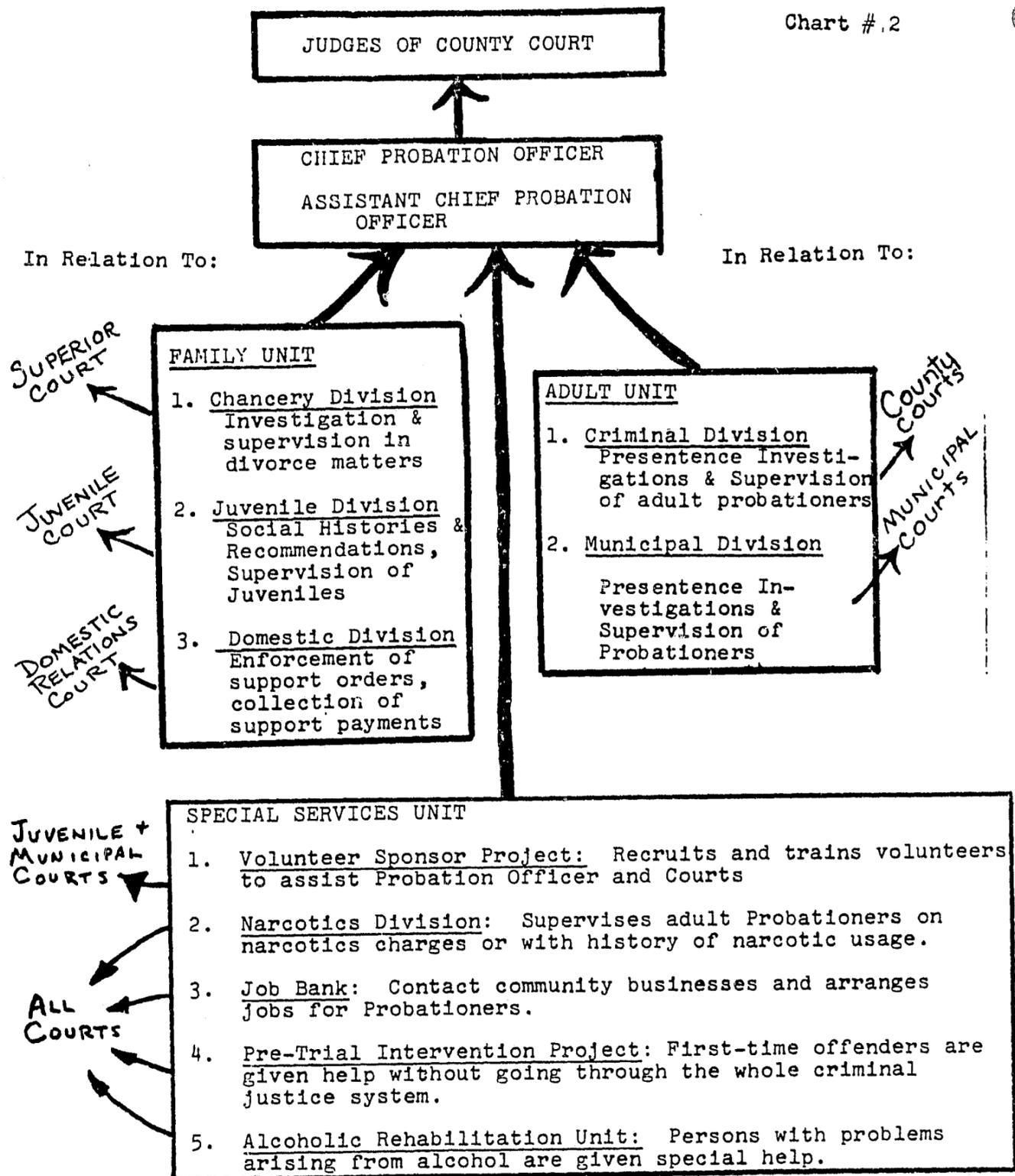
Report: N.J. Plan for Criminal Justice
State Law Enforcement Planning
Agency 1970, 1972

II-3



Bergen County Probation Department

Chart #.2



Some systems report 85% success. Most systems report 75% success. Repeated studies have shown that probation more than pays for itself in money saved from institutionalization. In an intensive program in Saginaw, Michigan caseloads were reduced and staff especially trained, and the number of offenders with a probation record who were eventually imprisoned was reduced by one-half, saving nearly \$500,000.00.

California estimates that for every \$1.00 of state money which it is putting into an intensive county probation program it is saving \$5.00 in operational costs of institutions due to reduced commitments, for a total saving of fifty million.

The evidence seems clear that small probation workloads and qualified staff mean more adequate supervision and better crime prevention. This is real community protection. In systems where caseloads are big, as they usually are, the kind of close guidance and supervision which prevents further crime is not possible.*

What is Probation: Probation is the postponement of a sentence to confinement which thereby gives a convicted offender a chance to improve his behavior in the community. During the probation period, the probationer must obey the rules and conditions of probation which are imposed by the Court (see Appendix). The probationer is given guidance and supervision in his efforts by the Probation Officer assigned to his case.

There is much confusion between probation and parole. While probation is a treatment program in which an offender is supervised in the community without being committed to a correctional institution, parole, in contrast, is a program for offenders who have served part of their sentence in a correctional institution and who are then conditionally released under supervision of a parole worker.

In New Jersey, Probation Departments are organized on a county by county basis. Each department is under the direct supervision of the County Court Judges, one of whom, in larger counties, is assigned as a "Probation Liaison Judge."

The operating budget of each department, however, must be approved, and funds provided by, the County Board of Freeholders.

There is also a State Administrative Office of the Courts with an Assistant Director for Probation which operates under the supervision of the Chief Justice of the Supreme Court. This office maintains contact with county probation departments, setting policy, conducting research and some training for them.

*Material in this section adapted from: Fact Sheet on Probation prepared by the John Howard Association of Illinois, 537 South Dearborn St., Suite 900, Chicago, Ill., 60605 and from the Volunteer Program Manual prepared by Department of Court Services Volunteer Program, 22 Courthouse, Minneapolis, Minnesota, 55415.

Each probation department is, thus, like a horse with many masters: the Judges, the Freeholders, the State Office (not to mention the local citizenry) and must somehow keep all of them satisfied while it attempts to perform the function for which it was originally created-- to supervise a community rehabilitation effort for offenders.

Probation Officers in New Jersey must be college graduates and must pass a Civil Service Examination before they can be considered for appointment. After appropriate periods of experience, probation officers can take further examinations to advance in Civil Service rating. It is recommended, but not required, that prospective probation officers have a major in psychology or sociology.

Probation in Bergen County: In Bergen County, in addition to direct work with probationers, the Probation Department carries out a number of other functions for the Courts. Chart #2 shows what functions the various divisions of the Department perform for which Courts.

Tables #1 through #4 in the Appendix give some statistics on the numbers of probationers handled in the Bergen County Probation Department Municipal and Juvenile Divisions in 1972, and a breakdown of the kinds of offenses which these probationers had committed.

Note that in comparing the years 1970-1971 and 1971-1972, we find that both the number of new cases and the caseload at the end of the year show significant increases. This reflects an ongoing trend and means that Probation Officers have less time each year to spend on each case.

In addition to increases in numbers of offenders on probation, Court demands for other services also increase each year--in 1972 investigations alone increased by 9% to 5,935.

Facing budget limitations, and the pressure of demands, Bergen County is turning increasingly to volunteers to help maintain its quality of service.

Volunteers in Probation: Since the early 1960's, Courts in the United States have been experimenting with the use of volunteers in probation. While the use of volunteers does not substantially reduce the work of the probation officer, it DOES extend the probation officers' service. Thus, probationers who could only be seen for a few minutes a week are now engaged with a volunteer for at least an hour a week.

It is estimated that over 3,000 volunteers across the country are working with probationers in a one-to-one relationship.

At present in Bergen County, volunteers are used only with the Juvenile and Municipal Courts and in the Job Bank. All volunteers except those in the Job Bank, are recruited, trained and assigned by the Volunteer Sponsor Project, which is under the Division of Special Services in the Probation Department. Tables #4 through #6 in the Appendix give statistics on the Volunteer Program in Bergen County.

C. The Juvenile Justice System

In New Jersey law, a juvenile is defined as a male or female under the age of 18. The Juvenile and Domestic Relations Court has exclusive jurisdiction to hear and determine cases regarding all offenses committed by a juvenile, except for Motor Vehicle Violations. In the case of certain serious crimes, however, a juvenile over 16 has the right to have his case heard in adult court if he so desires.

Offenses

Juveniles who commit offenses are divided into two categories under the new Juvenile Statute (S. 2141) which took effect March 1, 1974:

Delinquents are juveniles who commit acts which would be considered crimes if committed by an adult. Such acts include larceny, assault and battery, homicide, shoplifting, disorderly persons offenses, or a violation of any penal statute, ordinance or regulation (such as the narcotics law).

Juveniles in Need of Supervision (or JINS as they are commonly called) are juveniles who commit acts which would not be crimes if committed by an adult. Such acts include being habitually disobedient to parent or guardian, running away, incorrigibility, truancy, or violation of a statute applicable only to juveniles. Incorrigibility is further defined as including but not being limited to: habitual vagrancy, immorality, knowingly visiting gambling places, idly roaming the streets at night, or deportment endangering the juvenile's health, morals or welfare.

It is worth noting that almost all adolescents in our society at one time or another do something for which a JINS or Delinquency complaint could be made against them: they trespass, hang around at night in groups, skip school, get drunk, stay out too late, make noise and annoy neighbors, refuse to obey their parents as well as shoplift, "borrow" bicycles, and rip off tape decks. In fact, 90% of college students, in a recent questionnaire, admitted that they had committed at least one act for which they could have been charged if apprehended.

Whether or not such acts result in actual involvement with the Juvenile Justice System varies greatly with the background of the juvenile. Nationally, one of six adolescent boys will get in trouble with the law before the age of 18. A negro boy in the city, however, has a 90% chance of being apprehended, according to Dr. Alfred Blumstein, Executive Secretary of President Johnson's Crime Commission. Youth from advantaged neighborhoods are more likely to be handled informally by the police.*

*Justice for Children: A Guide to Study and Action on the Juvenile Justice System in Your Community by the National Council of Jewish Women, 1 West 47th Street, New York, New York, 10036.

Juvenile Court Proceedings: Proceedings in a Juvenile Courtroom are generally informal, although legal rights are rigidly upheld. The child and the family are both asked for their ideas, although the final decision on a Disposition rests with the Court. There is no jury. The goal of the Juvenile Court is rehabilitation under the law, with emphasis placed on a disposition to fit the child. Juvenile files are confidential under the law, and hearings are closed to the public.

D. Processing the Juvenile

The first step in bringing a juvenile offender to the attention of the law is filing a complaint. Complaints may be filed by schools, parents, private citizens, family or child social service agencies, or law enforcement or probation officers.

Complaints: Complaints under either the Delinquency or JINS section of the law are normally filed with the local police department, where the proper forms are available. They may also be filed directly with the clerk of the Juvenile Court.

Proposed Intake Service: The Court and the Probation Department feel that in JINS cases especially, it is imperative to offer help at the earliest possible moment and to avoid wherever possible a Court appearance which may place parent and child in "adversary" roles. Because of this the Probation Department has proposed to establish a Juvenile Court Intake Service.

This Intake Service will scan all incoming complaints and attempt to get immediate remedial help for most JINS cases and minor delinquents. This will considerably reduce the Juvenile Court cases and will permit the Court to concentrate on the more serious delinquencies. The Intake Service would recommend directly such measures as family counselling, crisis intervention, tutoring or other remedial programs in the community or might refer the case back to the local community Juvenile Conference Committee or Youth Guidance Council Adjustment Committee for handling. Cases handled by the Intake Service would not be placed on probation, but a Volunteer Sponsor could be assigned with the consent of the family.

It is hoped that this Intake Service will become operative in 1974. Until such a time, whatever screening of cases there may be, is done by local police departments. Such screening now takes place prior to filing a complaint, and represents, in effect, an attempt to handle the situation locally. The problem with such attempts is that often local communities do not have available all of the resources which are available at the County level, and therefore in too many cases no remedial help at all is given.

School Complaints: A complaint of truancy may be filed by the school, because school attendance is required until age 16. Schools may also make complaints for other actions, such as violent behavior, but are more apt in such cases to resort to the use of their own sanctions, such as suspension. In either case, there is much

evidence to indicate that some of the responsibility for truancy, at least, must lie within the school system. In fact, the schools have been charged with an even broader responsibility for juvenile delinquency, as is evidenced by the findings of the President's Task Force on Juvenile Delinquency and Youth Crime that:

"Available evidence strongly suggests that (delinquency) results in part from adverse or negative school experiences of some youth, and further, that there are fundamental defects within the educational system, especially as it touches lower-income youth, that actively contribute to these negative experiences, thereby increasing rather than decreasing the chances that some youth will choose the illegitimate alternative."

Studies have also shown that children in detention centers and institutions are significantly behind their peers in school performance, particularly in reading, even when the children are matched for race, socio-economic status, etc. Howard James found that in 80% of all cases taken to Court, a school problem was an important factor. It is a short step for a discouraged non-reader or poor arithmetic student to become a regular truant, and the next step after truancy is Juvenile Court.

Parent Complaints: Parents may file complaints against their children because the Juvenile Statute includes supervisory problems such as incorrigibility, waywardness, running away, etc. Such offenses can include everything from attacking parent physically, to coming home late or refusal to stop seeing a boyfriend. Wealthy parents who find their children "difficult" can send them away to school or camp--or take them to a psychiatrist. Parents of lesser means cannot afford such measures on their own and so take them to Juvenile Court, hoping to get help from society.

The Role of the Police: Whether a complaint is initiated by someone else, or whether by the police themselves, the police have a great deal of latitude in choosing how to handle an incident.

For example, if a citizen calls in about a noisy party, the police may merely visit the home in question and warn those making the noise. Normally, this is sufficient. However, should the policeman make a first-hand observation of illegal acts in progress at the party, he may elect to bring all parties to the station and call in their parents. Depending on the seriousness of the acts, he will decide whether to reprimand and release the juvenile to his parents, or to file a complaint.

Chart #3 illustrates the choices available to a policeman in handling either a JINS offense or a Delinquency.

In each situation, the factors which influence their decision include the obvious ones of the seriousness of the crime and the

number of times the offender has been caught before, as well as a number of more intangible factors such as the attitude of the offender (defiance, especially, often causes a negative reaction in a policeman), the attitude of the citizens in the municipality, the amount of vandalism currently being reported, pressure by groups and individuals and, of course, the officer's own personal feelings and attitudes.

Generally, police in suburban towns have a reputation for trying to deal with as many of their local juvenile problems as possible without filing formal complaints to the Juvenile Court. If a local Youth Guidance Council is available, the police may refer some cases to them for handling (see Appendix for more information on Youth Guidance Councils). Once a formal complaint is filed, however, the case passes out of the control of the police and comes under the authority of the Juvenile Court.

Detention of Juveniles

Even if the police do decide to file a formal complaint, they must release the child in the custody of the parents if they can promise to bring him to the hearing. When such release is not possible, (for example: he is a danger to the community or there is no guarantee of his presence at a Court Hearing), the police will retain the child in custody. The new Juvenile Statute differentiates between types of custody which are approved for JINS offenders and those approved for Delinquency offenders.

Custody for JINS: JINS who are detained by the Court or police may only be cared for in "Shelter Care Facilities." "Shelter Care" is defined as temporary care in facilities without physical restriction, pending Court disposition. The New Jersey State Department of Institutions & Agencies has the responsibility of setting standards for such facilities. It is their philosophy that the welfare of the juvenile is best served by placement in small group homes in local communities, or individual placement in private homes. They hope to phase out any JINS facility for over 12 juveniles. JINS may not be mixed with or detained with Delinquents, or adult offenders.

In Bergen County, it is hoped that JINS "Shelter Care" can be provided by a combination of "Crisis Homes" and small group homes. Crisis Homes would be private homes where the family has volunteered to house the juvenile for a limited period of time. A per diem fee for room and board would be paid to the family. Such Crisis Homes would have to be approved by the Division of Youth and Family Services, which is the local agency functioning under the State Department of Institutions & Agencies. Small group homes would have to be approved directly by the D.I.A.

Custody for Delinquency Offenders: Such offenders may be detained in "Detention Care", which is defined as the temporary care of juveniles in physically restricting facilities (so-called "locked facilities"). The present Bergen County Children's Shelter is classified as "Detention Care" because it is a locked facility. It can be used for delinquents, but not for JINS.

The Detention Hearing: If a juvenile is detained, whether in Shelter Care or Detention Care, a complaint MUST be signed and filed immediately with the Juvenile Court. A Detention Hearing will then be scheduled within 24 hours. If the Judge feels that further detention is not necessary, he may release the juvenile, otherwise he will give instructions for further detention in an appropriate facility.

Juvenile Adjudication Process: (See Chart #4) When the Juvenile Court receives a complaint, the case will be placed on the Court Calendar for either an Informal or a Formal Hearing. In either case, the proceedings in Court are handled in a strict fashion, according to the rules of evidence and guilt or innocence is determined. Guilt must be established "beyond reasonable doubt." The Informal and Formal Calendars vary in the following ways:

Informal Hearing: If a complaint is a first offense, or is not very serious, it will usually be scheduled for an Informal Hearing. The juvenile may have an attorney present if the family wishes, but one is not required. Incarceration is not possible from an Informal Hearing.

Formal Hearing: The Formal Calendar is most like a regular adult criminal hearing, except there is no jury. The juvenile has a right to an attorney, and one will be appointed by the Court if he cannot afford one. The juvenile has the right against incriminating himself, the right to question accusers and the right of due and complete notice of charges against him. All of these rights for juveniles come as a result of the Gault Decision of the U.S. Supreme Court in 1967. Up until that time, juveniles were dealt with informally by the Court, and could be incarcerated for long periods of time without protection of their rights.

Dispositions: Following the "judicial" part of the hearing and a determination by the Judge of guilt or innocence, a disposition must be made. If the juvenile is judged "not guilty," no further action is taken. If "guilty," the Judge must decide what will be most helpful in rehabilitating the child.

At this time, opinions which were not permitted during the "judicial" part of the hearing are welcomed. For example, the Judge may ask the parents, "How does he behave at home?" "How does he do at school?" etc. He may also ask the apprehending officer, "Did he give you any trouble?" "Has he been in trouble before?"

If the Judge senses that there are more factors than time permits to be presented, he may defer his disposition, and ask Probation to do a Social History of the juvenile to help him make his decision. He may also ask for a psychiatric study.

Adjudication of Delinquency: In order to give a juvenile every possible chance to reform without being "labelled" as a delinquent, judges in New Jersey have the option of withholding adjudication of delinquency, as well as the option of entering an adjudication delinquency against the juvenile. If adjudication of Delinquency is withheld, the case will be adjourned for three, six or nine months, after which, providing there has been no further trouble, the case will be dismissed as adjusted. The Judge may impose conditions for this adjournment period, such as therapy, fine or restitution, or a Volunteer Sponsor may be assigned. Such cases do not come under the supervision of the Probation Department.

If the juvenile from the Informal Calendar is judged "Delinquent," he may be placed on probation, with or without conditions (such as the recommendation that a Volunteer Sponsor be assigned), he may be recommended for placement in a residential school (not a correctional facility), or various other types of community treatment may be recommended.

If a juvenile case was heard on the Formal Calendar, the Judge has all of the above options at his disposal, plus the possibility of incarceration in a correctional facility.

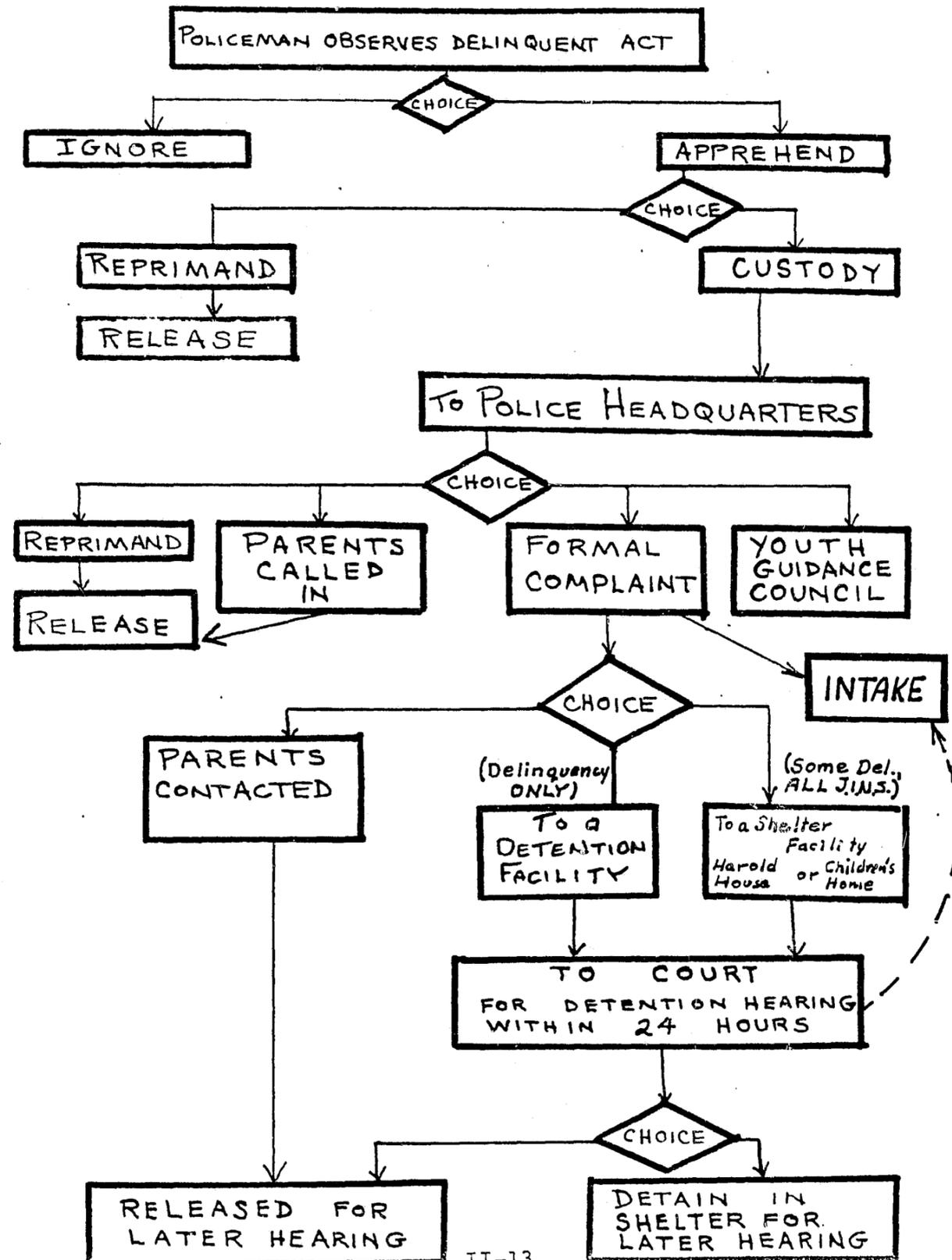
Post Adjudication Process: After the period of time indicated in the disposition, if the juvenile has observed the conditions imposed and avoided further trouble, the case will be closed. If there has been further illegal activity, the case may be reviewed and a new disposition made. For example, a juvenile not adjudicated delinquent who gets into further trouble, may then be adjudicated delinquent and placed on probation.

Summary

Basically, the Court is not interested in intervening in a juvenile's life with any more severity than is necessary to control his anti-social behavior. In other words, a finding of guilt does not give the Court complete power to interfere in all parts of a juvenile's affairs. Although this philosophy is most obvious in the new Juvenile Statute, where a JINS may not be locked up or forcibly detained, it applies also to delinquents and serves to protect them from arbitrary and unwarranted dispositions.

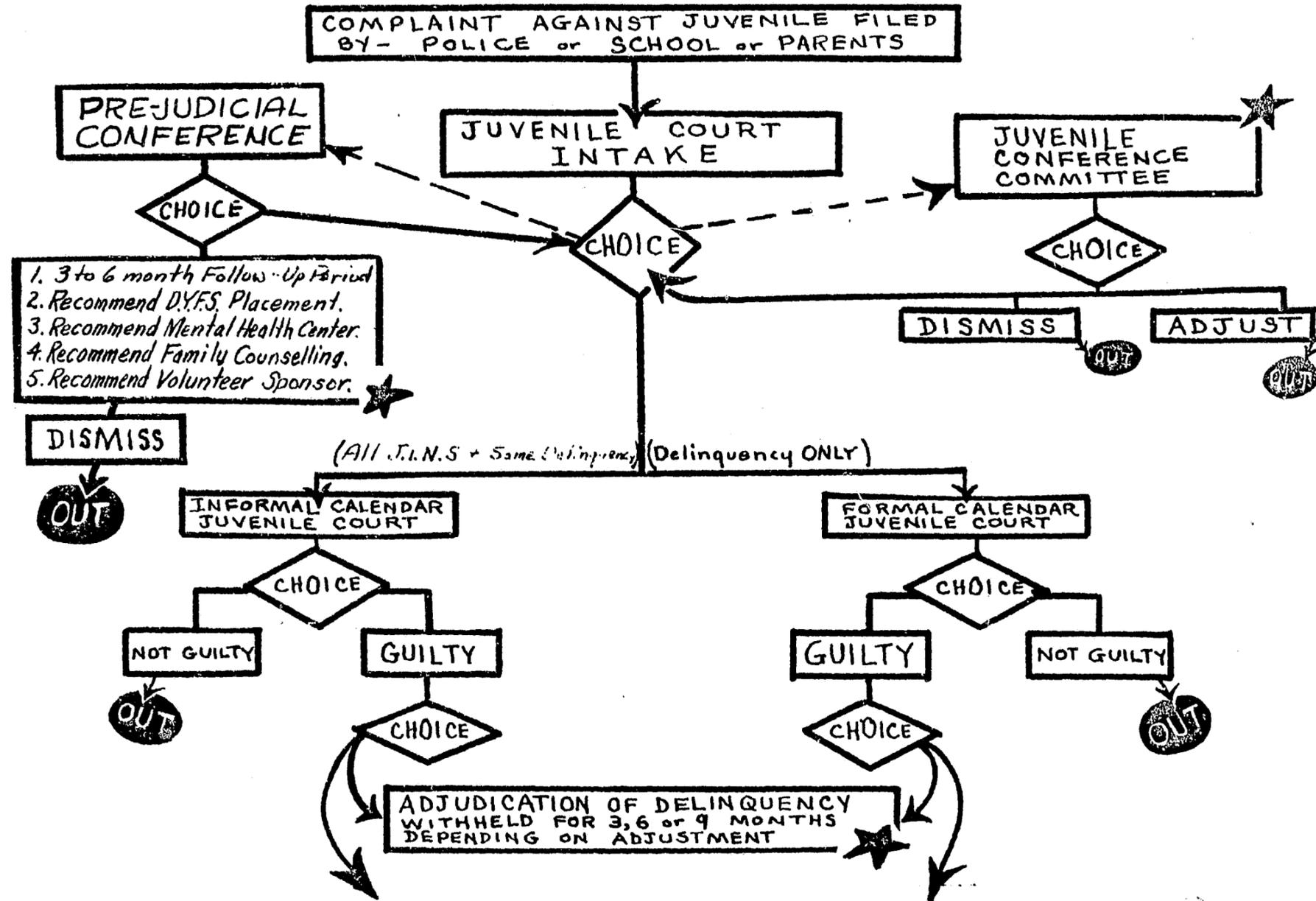
Chart # 3

CHOICES AVAILABLE TO A POLICEMAN WHO OBSERVES A DELINQUENT ACT



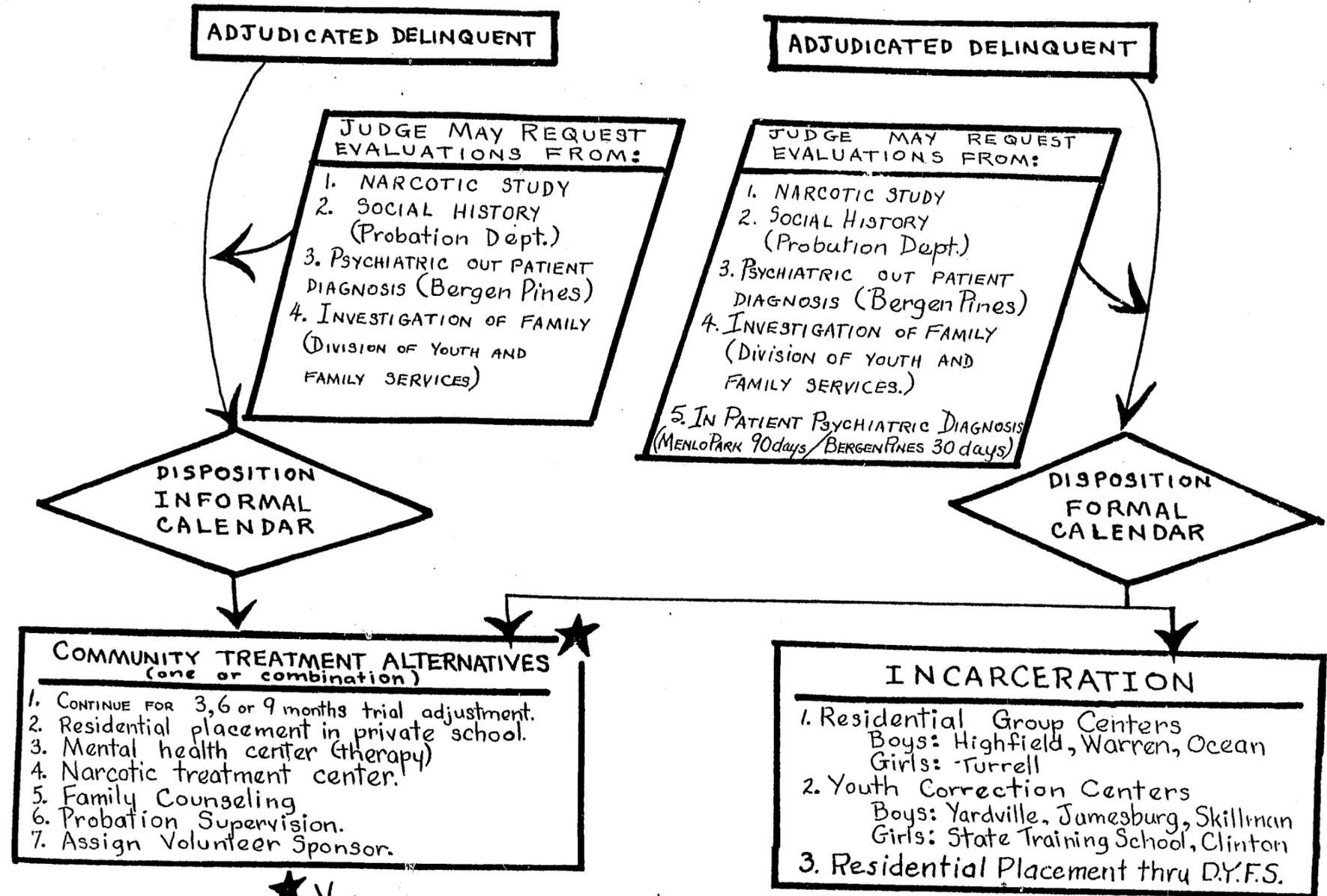
— JUVENILE ADJUDICATION PROCESS IN BERGEN COUNTY —

Chart #4



71-11

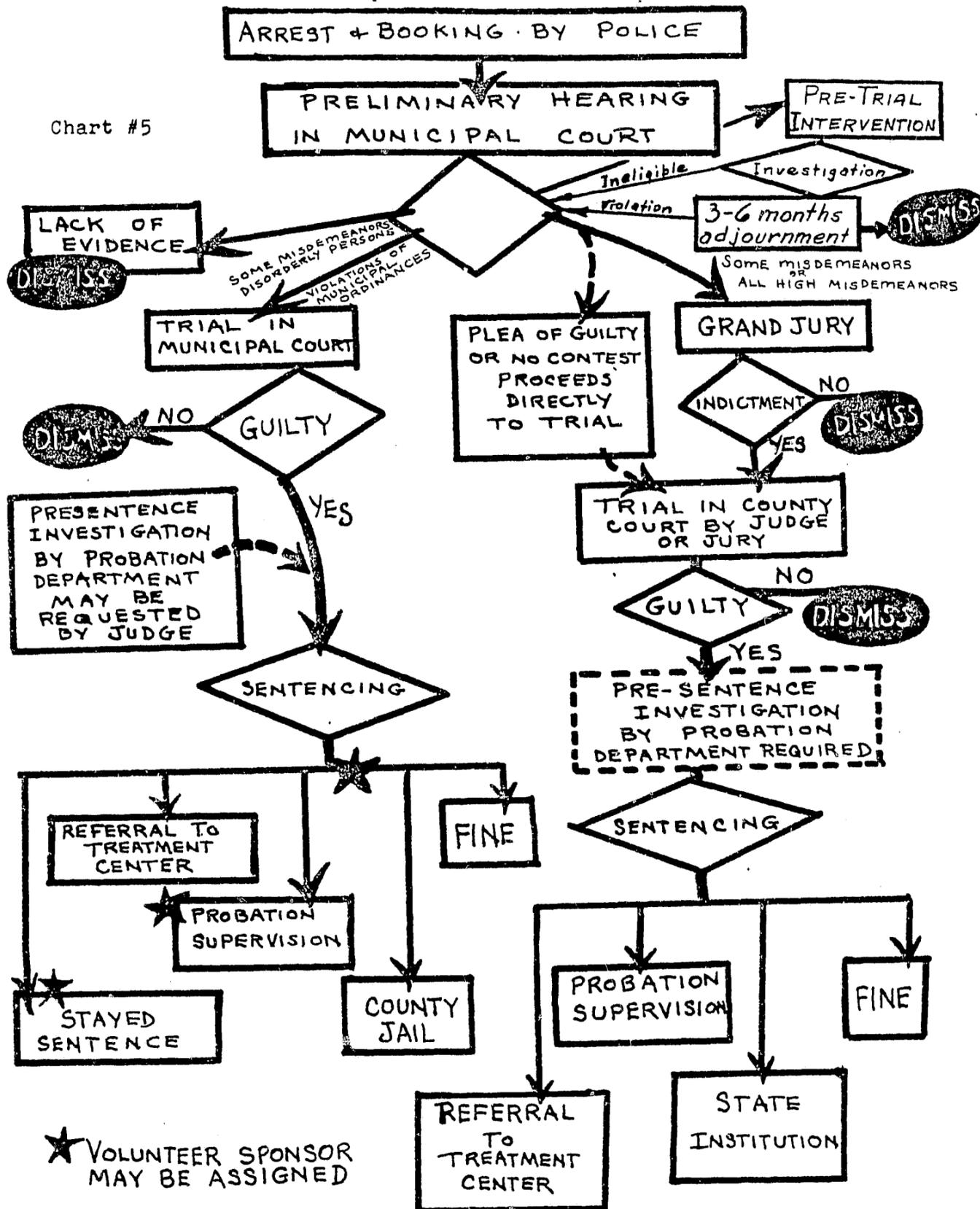
II-15



★ VOLUNTEERS MAY ALSO BE ASSIGNED AT THESE POINTS

NEW JERSEY ADULT CRIMINAL JUSTICE SYSTEM

Chart #5



E. Adult Criminal Justice Process

An adult first comes into contact with the Criminal Justice System when he is arrested by police for one of the following offenses:

Disorderly Persons: The laws defining a disorderly person are set by statutes and include such things as public drunkenness, loitering, trespassing, creating a disturbance. Maximum sentence is a fine of up to \$500.00 and/or six months in the County Jail.

Misdemeanors are offenses involving property of under \$200.00 value or assault and battery where injury is minor and no weapon is involved. Maximum sentence is a fine of \$1,000.00 and/or up to three years imprisonment, except for offenses for which other punishment is specifically provided by law.

If charged with a misdemeanor, the defendant has the privilege of waiving his right to a grand jury hearing so that his case may be heard in Municipal Court. If the defendant does not waive this right, his case will be heard by a grand jury, and if the grand jury hands up an indictment the case will be sent to the County Court for trial.

If a charge for a high misdemeanor is upheld at the preliminary hearing, the case will be sent to a grand jury and heard by the County Court if an indictment is made.

Trial and Sentencing in Municipal Courts: Following a preliminary hearing, a misdemeanor case which is to be heard in Municipal Court will come to trial and the Judge will decide on a verdict of guilty or innocent, and set a date for sentencing. If he wishes, the Judge may request the Probation Department to prepare a pre-sentence investigation at this point to help him in sentencing.

Sentence alternatives include any one or a combination of: County Jail, probation supervision, a fine, referral to treatment such as Alcoholics Anonymous or counselling, or a stayed sentence in which the offender is released on his own (with a warning that if he gets into further trouble, the original sentence may be invoked). The judge may also request that a Volunteer Sponsor be assigned.

Indictment, Trial and Sentencing in County Court: If a grand jury indictment is returned, a date for trial will be set. Trial will be held before a jury unless the defendant waives this right, and elects to have the judge decide the case.

If a guilty verdict is found, a date for sentencing is set and the judge must request a Presentence Investigation by the Probation Department. Sentence alternatives include any one or a combination of: a fine, referral to treatment, such as counselling or narcotics treatment, probation supervision or a term in a State Correctional Institution.

Plea Bargaining: In the interest of expediting cases and due to a large backlog of cases, the Prosecutor, at times, will accept a guilty plea to a lesser charge or number of charges rather than go to trial. Usually, when a defendant is found guilty of more than one offense the sentence is concurrent.

Plea bargaining is one of the controversial aspects of our present system, with those who oppose it contending that it fosters injustice and unfairness and those who support it contending that without plea bargaining the Court system would collapse under the weight of so many trials.

Whether good or bad, one result of Plea Bargaining is that some offenders who are convicted of Disorderly Persons or Misdemeanor charges may actually have been involved in more serious offenses.

High Misdemeanors are offenses involving property of more than \$200.00, assault with a dangerous weapon, or where the resulting injury is severe. Maximum sentence is a fine of not more than \$2,000.00 and/or imprisonment of not more than seven years, except for offenses for which other punishment is specifically provided by law.

Narcotics (Controlled Dangerous Substances) Offenses are presently classified as disorderly persons offenses if they involve possession of 25 grams or less of marijuana, or 5 grams or less of hashish. Quantities involving more than these amounts are classified as high misdemeanors, punishable by fines of not more than \$15,000.00 and/or imprisonment up to five years.

The manufacture or possession of other substances is classified as a misdemeanor if it involves such substances as codeine combined with medical ingredients. It is a high misdemeanor if it involves such substances as heroin, amphetamines, cocaine, LSD.

Because of the large number of young people currently picked up for minor narcotics violations, an alternative disposition called a Conditional Discharge has been legalized. Under this procedure, such a first offender may have the court proceedings suspended without having a judgment of conviction entered against him, and may, instead, be placed under supervisory treatment of the Probation Department or a residential treatment facility. If there is no further violation during this period, the court will terminate supervisory treatment and dismiss the case, in which case the process shall not be regarded as a conviction.

If a violation occurs during the period of Conditional Discharge the court may resume proceedings if there was no original finding of guilt, or enter a judgment of conviction if there was an original finding of guilt.

A record of the offense is kept in the Controlled Dangerous Substances Registry, which is checked in all narcotics offenses, and such a Conditional Discharge can be granted only once to each offender.

Motor Vehicle Violations: All offenses involving motor vehicles come under the State Motor Vehicle Act and are heard in Municipal and District Courts.

Court Procedures for adults are more formal than for juveniles. They are explained below and outlined in Chart #5.

Preliminary Hearing: A preliminary hearing is held before a Municipal Court Judge to determine whether or not there is sufficient evidence to indicate that the defendant may have committed a crime. If so, a charge is made and bail is set. If no charge is made, the defendant is released.

If the defendant is charged as a Disorderly Person, a verdict on the offender's guilt or innocence is made by the Municipal Court Judge and sentence imposed, frequently at the first hearing.

READING LIST

Chevigny, Paul. POLICE POWER. New York: Vintage, 1969.

Furlong, William Barry. "When Children Go to Jail." Good Housekeeping, March, 1972.

James, Howard. CHILDREN IN TROUBLE. New York: David McKay Co., Inc., 1969.

JUVENILE DELINQUENCY AND YOUTH CRIME. Task Force Report of The President's Commission of Law Enforcement and Administration of Justice, Washington, D.C., 1967. Highly recommended.

Motley, W. KNOCK ON ANY DOOR. (This story of a sensitive boy who dreams of beauty but is driven to crime has been required reading in Ohio State University juvenile delinquency prevention courses).

Strouse, Jean. UP AGAINST THE LAW: THE LEGAL RIGHTS OF PEOPLE UNDER 21. New York: Signet, 1970. Highly recommended.

Van Dyke, Henry Thomas. JUVENILE DELINQUENCY. Boston: Ginn and Company, 1970. A very readable book which covers the legalities, causes, and methods of prevention of Juvenile Delinquency. Since the author is a teacher in Ramsey High School, many of the statistics and examples relate directly to Bergen County. Available from the Volunteer Sponsor Project Office for \$1.80

III Understanding the Juvenile & Young Adult Offender

The Volunteer Sponsor Project is at present concerned primarily with juvenile offenders up to age 18, and with young adult misdemeanor offenders from ages 18 to about 25. To help in understanding this age group, we have included sections A. "The Special Needs of Adolescents" and B. "Delinquents: What They are Like and Why."

Sections C. "Values and Respect," and D. "The Communication Process" bring the focus back to the Volunteers and deal with attitudes and skills which are valuable tools for them to have as they move into the role of helper in a helping relationship.

A. The Special Needs of Adolescents

Nearly all juvenile offenders in Bergen County are adolescents. Very few are still children who have not yet begun the physical and sexual changes which mark the beginning of puberty and adolescence. In addition, many--perhaps most--young adult offenders, although technically adults because they are over 18, are still working through the developmental tasks of their adolescent period.

Our culture seems to have an ambivalent attitude toward these young people. On the one hand we say, "Oh, teenagers!" and throw up our hands in dismay. On the other hand we sometimes seem to be envious of their freedom from responsibility and demonstrate our longing to return to such a state ourselves by copying their fads, styles and language. But neither envy nor dismay are productive attitudes for those of us who hope to work with troubled adolescents or adolescents in trouble. Rather, we need to understand clearly the realities of adolescence in general, so that we can help particular adolescents navigate this period of life more successfully.

Adolescent Development: A useful approach to understanding human development in general and adolescence in particular is that of Erik Erikson, who breaks growth down into a series of stages, each stage of which has a particular overarching task which must be accomplished before the individual can move successfully into the next stage. For adolescents, Erikson feels the primary task is that of consolidating a sense of ego or self-identity. This sense of self-identity is built on positive and successful experiences of achievement and self-determination from the more limited world of childhood, but it must now be integrated into a sexually maturing body and verified by interaction in the wider world of peer relationships. We could break the movement toward self-identity into two sub-tasks:

1. learning to function as a sexual creature
2. learning to function independently from the family, both psychologically and economically.

Each of these sub-tasks has its own problems. Sexual development generates both physical and mental changes. Powerful hormones start churning through the adolescent's body, producing strong drives and feelings which seem to demand expression. In a time of rapidly changing social customs, there are no longer any acceptable outer guidelines for many adolescents. They may want to reject the "wait 'til you are married" model of expressing their sexual urges, but they have few positive models to follow. In spite of a high degree of apparent sophistication about sex among today's young people, research has shown that there is still a lot of misinformation about physiology, as well as a confusion about values in the area of sexuality. While a volunteer cannot be expected to teach a biology course, he or she very often can help the adolescent find accurate information and can help clear up obvious misunderstandings. In the area of values, a volunteer cannot impose or demand adherence to his or her own standards of morality, but can help adolescents think through the results of actions and clarify their own values in the process.

Peer Groups: In developing a sense of separate identity from the family, almost all adolescents need help--and they usually look for this among their peers in some kind of a clique or group. In early adolescence, these tend to be defined along sexual lines--boys and girls separately, but in middle adolescence (the mid-teens) they frequently are mixed-sexual groups. In addition, the role of a "best friend" can be crucial--especially in early adolescence.

The peer involvement may have both constructive and destructive aspects--the exact proportion depending on the direction of a particular peer group. There will probably be a temporary enslavement to peer values, as a necessary stepping stone between family and self-determined values. If these values happen to have an anti-social or illegal tinge, then an adolescent may be propelled directly into trouble. Even if the group is not overtly anti-social, the group norm may foster behaviors within the group which are destructive to personality development--such as making fun of certain members, or putting them down, threats of exclusion for any deviation in behavior, or refusal to include those who are different.

Positively, the peer group provides a place to test power and influence and competence. It can foster an awareness of how individuals outside of the family think, feel and behave, and provide a milieu for working out and testing new independent values. Whether the influence is positive or negative, the peer group by its very nature remains outside of direct adult control. At best a volunteer can reinforce the positive values that seem to be emanating from a peer group, and try to encourage independent thinking and evaluation if the values appear to be negative. A volunteer can also provide a back-up affirmation which may counteract destructive personality influences from a negatively oriented peer group.

It is doubtful whether forcible removal from the peer group, even if it could be accomplished, would actually foster personal growth. It seems more likely that such a removal would abort the developmental process. This reality has led to the development of a technique called Guided Group Interaction which is being used effectively in both correctional institutions and among some delinquents on probation. In this process, trained leaders work with and "guide" a small group of "peers" in talking through their own hangups, relationships and behavior. The group both challenges immature or destructive behavior and supports positive efforts at behavior change, but the responsibility for making a decision for behavior change always lies with the individual in the group and is never forced upon him.

If the peer group has a pervasive, powerful influence on most adolescents, there are also those adolescents who are "loners." They have their own special problems -- they must somehow navigate the adolescent years without peer support. The sense of rejection and inadequacy which often develops in such a case almost precludes the development of any self-identity. In such cases, a volunteer can provide an essential ego-support and may well mean the difference between success and failure for such an adolescent.

Troubled Youth: Since "normal" adolescence is a tense, stormy and unpredictable period, it is easy to see why youth approaching these years with less than optimum assets run into so much trouble. Perhaps the family or the school never did offer any positive experiences of achievement in childhood. Perhaps, even in infancy, there was never any trust-level developed -- the infant never came to feel positively that his genuine needs would be responded to and met by the world outside. Perhaps a family may have met the developing individual's needs at these stages but is not prepared to "let go" in the teen years.

While a Volunteer cannot be expected to do an "analysis" of an adolescent's hangups, and certainly cannot undo what was done in earlier periods, even at this stage a contribution can be made. Opportunities to accomplish and to achieve can be arranged. Values can be clarified and ego-strengths reinforced. Such contributions can have positive effects, but much time, patience and perseverance will be required before the effects take hold. A volunteer who does not feel ready to play a waiting game and enter a long-term relationship might better be advised not to begin rather than risk the damage that might be done to the adolescent by one more rejection or failure in relationship, one more promise unfulfilled.

B. Delinquents

What is a typical juvenile or young adult delinquent like? Why did he or she act out in an illegal way? These thumbnail sketches may help answer these questions.

For more detailed descriptions of actual sponsor-client relationships see Section Case Studies for our Volunteer Sponsor Records.

One probationer is a black boy from Hackensack or Englewood, street wise, back from Yardville after being arrested and sentenced for ripping off tires and car accessories. Further conversation might reveal that he has already fathered a child, whom he loves very much, but whose mother he is not ready to marry - at least not yet. He is only 17, and he wants something more from life than a welfare existence.

Typical, right? So a volunteer may think, until he hears about some of the other probationers.

Perhaps a white boy, home on vacation from college where all expenses are paid by his family. He is finishing up a probation sentence for destroying school property. "They weren't using the junk anyway," he explains, "but they wouldn't let US use it either. It was just a pile of old lumber, sitting there, waiting for the trash pickup. We only helped them along by burning it. They could have let us use it." Volunteers pepper him with questions, "Did you talk to the school authorities? Did you go through the right channels?" It is hard for them to believe the boy when he says they tried -- he tried. In high school, he insists, he really tried at first, but there was no way, no one who would listen or help. No one with time, and authority, to encourage constructive outlets for all that energy. This is hard for volunteers to believe, but the resentment is believable, the lack of guilt...and further, the uneasy impression lingers that if the same situation arose again, the scenario would be repeated.

Boys outnumber girls on probation almost five to one, but there might be some typical girls too. Perhaps a young black runaway. Her parents want her to shape up and get ready for college. They are wealthy enough to afford it. They don't like her friends, the girl tells us. They plan to send her away to a different high school in the fall. She likes her friends. She wants to be an actress. If they don't get off her back, she may run away again.

Or there is a white girl expelled from high school for disruptive behavior. Her response was to get into drugs -- not heroin, just "ups" and "downs." She is clean now, waiting to try for her high school equivalency. She, too, is aiming at college, but is less certain where the money will come from. The volunteers are impressed with her potential, the Probation Officer confirms that she is a top notch prospect, intelligent, articulate -- a really bright kid. Everyone feels for her as she confesses how hard it is to fill up the hours while her friends are at school -- and how hard to get much of a job at 15. Couldn't she go back to school? No way -- not to that high school. She wouldn't sign herself into that prison again for anything.

The descriptions could go on -- the young boy who got caught breaking into a neighbor's house. He didn't know why he did it really. Mad at his parents about something, maybe. Or the girl picked up at a pot party -- she just happened to get caught. Or the boy who has been a familiar on the police docket since he was 9. At 13 he is sleeping with a girlfriend. His father is a heavy drinker, his mother, "ineffectual." A "gay" uncle lives with them; his brother has already been on probation for a year. The family is close, they defend him. What's so wrong about a little shoplifting? And isn't it cute the way he and his girlfriend play house together?

The stories could go on and on, perhaps the message is beginning to come through. There is no typical delinquent. Each case is unique. They really have only two things in common: they all got into trouble and they all got caught.

Why: What lies behind these two hallmarks of delinquency? Can we learn anything about delinquents in general that will help us better understand the particular young persons with whom we may be working?

To answer this question, we first need to remember that the legal definition of delinquency includes both acts which would be criminal acts if committed by an adult and also many acts which are illegal only for juveniles. (See section on Juvenile Offenses). Within the context of this broad definition, and given the stresses of adolescence which we have just examined, many adolescents commit some delinquent acts as a natural part of growing up. Surveys indicate that those who finally come to Juvenile Court may only have done the same things more often -- or maybe they were just unlucky enough to get caught the first time. Once adjudication becomes a fact, however, there is much evidence to indicate that the label becomes self-confirming. Erikson says, "Once 'delinquent' his, (an adolescent's) greatest need and often his only salvation, is the refusal on the part of older friends, advisors and judiciary personnel to type him further by pat diagnosis and social judgments which ignore the special dynamic conditions of adolescence. For, if diagnosed and treated correctly, seemingly psychotic and criminal incidents do not, in adolescence, have the same fatal significance which they have at other ages. Yet, many a youth, finding that the authorities expect him to be a 'bum' or a 'queer', or 'off the beam' perversely obliges society by becoming just that."*

Some juveniles, then, may be acting in delinquent ways just because that is what we have indicated we expect from them!

This is not the whole story, however, Although for every juvenile who is caught and labeled, there may be a dozen juveniles who commit one shot delinquent misdeeds and escape, we also know that there are another dozen who never get into trouble at all: who quietly go their "C minus" or "A plus" ways in regimented schools, who work their energy out on football fields, who hustle odd jobs to supplement the welfare check, who are candy-strippers or Explorer Scouts.

*Growth and Crises of the Healthy Personality: VI Identity versus Self-Diffusion. In M.J.E. Senn (Ed.) Symposium on the Healthy Personality II: Problems of Infancy and Childhood. New York: Josiah Macy, Jr. Foundation, (1950), pp. 134-140.

By what mysterious process are the chosen ones selected to become society's misfits?

Theories on Causes of Delinquency: Society has been theorizing about this question since civilization began. The theories have ranged from "devil-possession" or "malformed genes" to "family" or "peer group influence." "Mental illness" or "emotional imbalance" was the favorite candidate for chief cause for a while, until it was nudged aside by "environment." The current approach seems to be that there are a multiplicity of causes -- which is akin to seeing delinquency as a symptom, rather than as a disease in its own right.

Perhaps this at least points us in a useful direction. Dr. William Glasser in his book "Reality Therapy," contends that delinquent behavior is one of many behavior choices people may make when they are unable to meet their basic human needs in socially acceptable ways. They might just as well "choose" to be mentally ill, or depressed, or to deaden the pain of existence with alcohol or drugs. Whatever the "symptom" choice, Glasser contends, the one who chooses the behavior does so because he is convinced consciously or unconsciously that the results will help him meet his needs -- or will at least reduce the pain of not having met his needs.

Basic Needs: Glasser sees our basic human needs as being:

1. the need for survival
2. the need to love and be loved, to be involved with people who care for us, and for whom we care
3. the need to be doing something in life that makes us feel that we are worthwhile to ourselves and to others

Other writers may place a slightly different emphasis on one point or another, or may further subdivide the list, but these may be regarded as a generally accepted basic core of human needs.

From this perspective, to "reform" or "rehabilitate" or "reintegrate" offenders would mean to help them find responsible, acceptable ways of meeting their needs.

Volunteers as Helping Agents: To define our goals in this way is not to attempt to deny the seriousness of symptoms like mental illness or delinquent behavior. Such an approach, however, does provide a practical starting point for working with a delinquent to encourage behavior change. In this process, volunteers can be uniquely valuable, in many ways perhaps more valuable than a professional therapist or Probation

Officer. A volunteer is, after all, a representative of society, which is already an indication that "somebody out there cares about me." In addition, volunteers can take action to create opportunities for a young person to do things which will make him or her feel worthwhile, or perhaps can serve as an advocate with society's institutions to insure that a delinquent can better meet his survival needs. And, of course, a volunteer serves as a role model of people who are meeting their own needs in effective, responsible ways.

Volunteers who work as one-to-one sponsors will learn more about the process called "reality therapy," but the perspective of seeing delinquent behavior as an ineffective or maladaptive attempt to meet genuine, legitimate needs is one which can help all of us involved in any kind of contact with those who break the law see such individuals not as creatures apart, but simply as human beings like ourselves.

C. Values and Respect

"Our volunteers are not 'do-gooders,' they really care!" is a comment frequently heard around the country among those who work with volunteers in courts and corrections. What are the qualities which make it possible for such volunteers to be a force for good in the lives of the offenders they help without being labelled "do-gooders?"

Respect: We feel that the central quality in such a volunteer may be the ability to communicate to the offender an attitude of what we might call "Respect." To talk of "respecting" one who is in trouble with the law may sound at first like an impossibility, but we are not suggesting that our volunteers respect or admire an offender's behavior, but rather that they can respect the offender as a person--as a human being. This means to be able to show confidence in the other's potential for growth and constructive actions, to demonstrate firmly a commitment to support the other in whatever steps he or she is able to take in these directions--no matter how small.

If this seems somewhat obvious, consider how you might feel for example, if the juvenile with whom you had been working assured you repeatedly that he was not going to get into any more "trouble" and was going to stay away from those "bad" kids, only to have his mother call you one night and tell you that he was being held at the police station for shoplifting again. Or suppose you had worked hard to get permission from the school authorities for the girl you were sponsoring to finish the semester's work at school (in spite of heavy truancy) if she would only attend regularly for the final two months--then you find when you see her that she has skipped all week.

Or suppose you were confronted with a family situation in which the mother, functioning alone, seemed unable to act on the smallest positive suggestion. In such situations, it would not be easy to

maintain an attitude of Respect and to demonstrate confidence in the other's ability to grow! Yet, research has indicated that even among professional counsellors the ability to maintain and communicate Respect is one of the most crucial factors in determining success or failure helping another individual. If we cannot believe in the other's ability to grow and make constructive changes in their life (in spite of all immediate evidence to the contrary), then we really cannot help them. It is relatively easy to analyze another's problems and offer good advice--it is also relatively ineffective! In the long run each individual must deal with his own feelings and situations and be responsible for his own decisions and actions. "Respect" recognizes this reality and does not try to play the game for the other or tell him how to play it, rather respect helps him choose his own game and develop his own style of playing it.

Values: The issue of values is closely related to the concept of Respect. In simpler societies there are few conflicts over values. Everyone knows what is most important, what is to be valued most and what next in order and so on--whether it be scalps hanging from a belt, or a harem of 100 beautiful women or the will of God. In a pluralistic society such as ours, the questions and issues are much more complex. Many different value systems operate and in the intermingling that takes place as children grow up each child will be exposed to many different value possibilities. Since we are a democratic society, we insist that the privilege of final selection of values must lie with the individual (as long as the pursuit of these values does not bring him into disregard for the rights of others). It is fairly easy to recognize these truths intellectually, but much more difficult to act on them when our own emotions are involved. For example, if education has been and is important for us, we place a high value on it. It may be hard for us to accept that, for another, immediate financial independence or even just plain fun may be more important than all the colleges in the world. Or, we may value chastity before marriage, or an unborn infant's "right to life." Will it be easy for us to accept another's values if they regard sex as a natural pleasure, like eating, to be indulged in whenever hungry--or if they believe that abortion is the right of every woman?

It is easy to rationalize our own value system--to defend it with logic and argument. It is much more difficult to maintain an open attitude toward value systems which differ from our own, and to accept these value systems as being valid choices for those who make them. Yet, if we are to demonstrate Respect, this is what we need to be able to do. In strengthening our ability to demonstrate Respect, it is helpful first of all to be clear about what our own values are (and whether they are theoretical values, or values that we actually live by). Once we are clear about this, we can be more on guard about thoughtlessly attempting to impose these on others. We also then become more alert to helping others clarify or understand their own value systems, so that they can plan behavior which will be in accord with these values.

In training, only a little time can be spent on Values' Clarification, but those who want to learn more about his process will find many interesting ideas in "Values Clarification: A Handbook of Practical Strategies for Teachers and Students" by Sidney B. Simon, Leland W. Howe, Howard Kirschenbaum, published by Hart Publishing Co., Inc., New York, 1972.

D. The Communication Process

In discussing Respect and Values, the word "communication" came up repeatedly. This is not surprising because all human interaction depends on communication. As children, we learn communication techniques so naturally that we often do not give them a second thought. Yet, we have all had innumerable experiences, even within our own families, of communication failures.

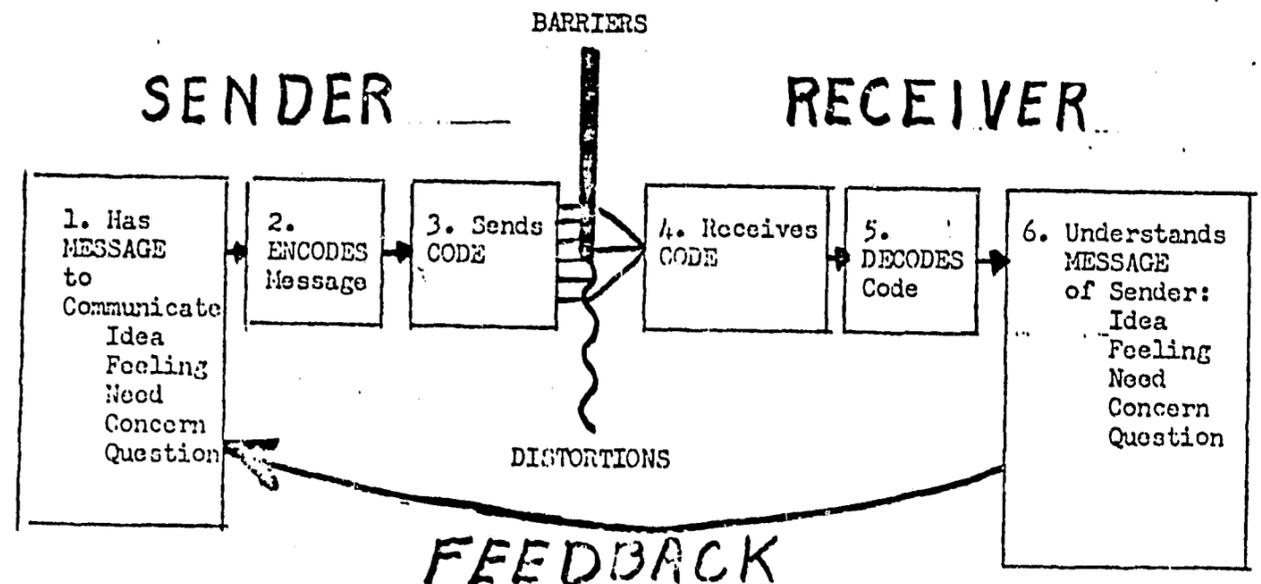
"Why didn't you say what you meant?"

"I did, but you weren't listening."

"I was listening, but you...." and so on. Any of us could extend the dialogue indefinitely.

If such misunderstandings occur between those who have a common background and live in such close contact that they might be expected to be familiar with each other's communication patterns, it is easy to imagine the problems that will occur when trying to relate to a complete stranger--possibly one from quite a different background. We can increase our chances of successful communication by learning more about the communication process, and by practicing certain basic skills which have been demonstrated to have value in this process.

DIAGRAM OF COMMUNICATION PROCESS



The above diagram illustrates the overall process, but each of the steps has its own problems.

Encoding: When we have a message we want to get across to another person, our first problem is to figure out how to "send" it--what "code" to use. Such comments as "I have to choose my words carefully with him" or "I can't figure out how to say it so she'll understand" illustrate this problem. As human beings, we tend to concentrate on words as being primary code possibilities, but research has shown that barely 7% of the meaning of a message comes from the actual words used, while about 38% comes from the tone of voice, and 55% comes from our facial expressions and body movements. We may consciously choose our words, but the rest of the code is more apt to be put together unconsciously and thus may either reinforce our verbal message or contradict it--both without our knowledge. For example, a child at Christmas may be taught politely to say "Thank you" for presents, but his real feelings will come through in the excited way he dances around if he likes the gift, or the flat tone of voice and drooping body posture which show his disappointment or boredom with it.

The importance of these non-verbal clues is even more obvious when we think of letters we have received which have left us frustrated and wondering "what did she really mean" because we had only the written word to rely on, or of telephone calls where even tone of voice is not enough to let us plug into the other's exact feelings.

Words are important, of course, and in many situations lack of words or the wrong choice of words can also cause communication black-outs, (as witness the plight of a stranger in a foreign land who needs desperately to go to the toilet and doesn't know the word for it). Probably vocabulary is most under our conscious power to control, and especially when trying to communicate across age or cultural gaps it is probably wise to choose our words carefully and to check to be sure that the words we do use have the same meaning (or any meaning at all) for the other.

Another problem in encoding is the contamination of our messages by unrelated feelings. For example, a man who has just received word that a business deal fell through may make an everyday comment to his wife in an angry tone of voice. The anger or disappointment from one situation is unconsciously tied on to a message where it doesn't belong.

Once we know how many kinds of codes we use to send messages, we can be more aware of our own processes, and can better monitor them to keep them all operating on the same wave-length (or at least can take care to explain the discrepancy if we realize we are sending a

contaminated code). Some examples of the variety of codes available are listed below.

CODE POSSIBILITIES

Verbal: Words (vocabulary, accent, grammar), tone of voice, sounds (cry, groan, laugh, snicker, Bronx Cheer)

Non-Verbal: Tears, smile, eye expressions, mouth position, posture, hand and body movements

Mechanical: Signals such as morse code, music, art, writing, drama, electronic impulses (computer language), mathematics, rewards, punishments

Decoding: If we switch our focus from the sender to the receiver, we can see that the receiver's first problem is to have some familiarity with the sender's code book. This means not only common language and vocabulary, but some awareness of non-verbal codes which may vary greatly from one cultural background to another. For example, a formal Englishman finds the hug of an enthusiastic Italian a breach of taste; or a westerner is unable to decipher the nuances of, and thus the meaning communicated by, variations in Japanese bowing. We might call such problems as these "Barriers" to communication.

A further complication is the "Distortions" which cause the original code to be received in a garbled form. Distortions are more apt to originate in the Receiver because of personal prejudices or biases. For example, a racist filters all incoming codes through his "hate blacks" or "hate whites" filter, and if either the sender or the message relates to this issue the code will come through trailing emotional overtones and colorations of meaning which the sender did not include in the original code. Some examples of Barriers and Distortions are listed below.

BARRIERS AND DISTORTIONS

Mechanical: The receiver can't see or hear, snow on the TV set, writing is illegible

Psychological: Receiver consciously or sub-consciously doesn't WANT to hear; receiver hears words, but meaning is distorted by his own emotional reaction to words--his own previous experiences or preconceived ideas; receiver is uninterested and lets his attention wander

Lack of Familiarity with Code: Don't know language; cultural backgrounds differ--give different meanings to same words or non-verbal expressions

Understanding the communication process can help us choose our code

more carefully, and be aware of our own personal filters so that we make an extra effort to compensate for the distortion they cause. We may also try to learn the "codes" of those from other backgrounds. After we have done all this, there will still remain uncertainties.

Probably our most effective tool in further clarifying communication is feedback.

Feedback can be given in several ways. Non-verbal attitudes such as focusing eyes and attention to show our concentration and concern for what the other is saying are a form of feedback which says "you're coming through to me, I'm concerned with what you're saying." A "good listener" may not need to say anything at all!

If communication is to be two-way, however, we are concerned not only with listening, but with understanding. Our decoding of a message can be checked by verbal feedback. If we take the message and put it into our own words, and send it back, the Sender knows whether or not he has "gotten through." If so, he can go on, if not, he can recode and try again. We, on the other hand, can hold up our response until we are sure we have the right "message"--whether it is an expression of opinion on a controversial subject, or a deceptively simple question.

One of the exercises we do in training illustrates the difficulty of this process, and is something you can try on your own: the next time you get into a heated discussion or an argument, discipline yourself to "feedback" the meaning of the other's statements before you go on to offer your own comment or rebuttal. Volunteers find that in the process of forcing themselves to listen this intently, they gain new insights into the other's meaning, and, by feedback, they both cut down on their own distortions and help the other clarify his thoughts.

A further refinement in Feedback is the process of reflecting back not only the meaning of the message but the feelings behind the meaning. This kind of feedback is called Active Listening or Empathic Listening, and is taught in Sponsor Training because it is one of the most important skills in a helping relationship.

If a listener does not offer us feedback, we as Senders can invite it. This is particularly important in situations where we may be trying to communicate advice, or instructions or even an important idea. How many of us have given our children directions to do something such as "clean up your room" only to come back and find the job half done because "I didn't know you meant that, too." Or how many times have we been in the other position where a teacher or a boss issued an order and then walked out leaving us to try to figure out what they meant. We can avoid these communication failures by encouraging the other to feedback our message: "Do you have any questions?" or "Do you understand what I mean" will sometimes be enough. At other times we may

need to press further to get feedback by saying bluntly "Let's go over this and be sure we are both clear about it. What did you understand me to say?"

One way of summing up the importance of feedback in clear communication is the rule: "Never assume anything" "Assume" makes an Ass of U and Me. Effective communication skills take effort and practice, but they are essential tools for volunteers who hope to be of help to other human beings.

READING LIST FOR SECTION III

Becker, THE OUTSIDER

Bettelheim, Bruno, CHILDREN WHO HATE

Erikson, Erik, CHILDHOOD AND SOCIETY
THE CHALLENGE OF YOUTH

Forer, Lois, NO ONE WILL LISTEN, New York: John Day Co., 1970
Highly recommended

Frankl, EGO PSYCHOLOGY
THE SEARCH FOR MEANING

Friendenberg, THE VANISHING ADOLESCENT

Gesell, Ilg, Ames, YOUTH: THE YEARS FROM TEN TO SIXTEEN

Goodman, Paul, GROWING UP ABSURD

Gordon, Dr. Thomas, PARENT EFFECTIVENESS TRAINING, Peter H. Wyden, Inc. N. Y., Teaches communication skills for improving relationships in a family and helping parents raise "responsible" children. The skills are valuable for anyone in any kind of human relations situation.

Harris, Thomas, I'M OK.....YOU'RE OK.
This popular book avoids the familiar Freudian personality concepts, in order to work with the basic realities found in each individual: parent, adult and child. A combination of the three are found in each adult in varying degrees. The ability to recognize these both in oneself and others, and to understand resulting behavioral patterns, will aid a person in forming and maintaining valuable personal relationships.

Holt, HOW CHILDREN FAIL

Mangel, Charles, "How to Make a Criminal Out of a Child," - Look Magazine, June 29, 1971.

Martin, John M. et al. ANALYZING DELINQUENT BEHAVIOR - A NEW APPROACH. U. S. Department of Health, Education and Welfare.

Morris, FIRST OFFENDER

Morse, William CONFLICT IN THE CLASSROOM

OUR BODIES OURSELVES: A Book By and For Women by the Boston Women's Health Book Collective. Simon & Schuster, 1972, 73; New York
An excellent, thoroughly researched, but also directly personal book which covers all aspects of female sexuality. Written for adults, but any girl from mid-teens on could understand it. It is very much in touch with the concerns and feelings of women today.

Simon, Sidney B., Leland W. Howe, Howard Kirschenbaum.
VALUES CLARIFICATION: A Handbook of Practical Strategies for Teachers & Students. Hart Pub. Co., Inc., N. Y. 1972. An excellent collection of games & ideas which can be used in a fun way to help young people or adults clarify their values.

E. Case Summaries of Sponsor Relationships from our Files
(All names and other identifying data have been changed)

TIM

My relationship with Tim, which lasted almost a year, was most gratifying in that the ending was so beautiful.

He was a lanky, quiet youngster, age 17. A loner within his family, he had two brothers, one an epileptic who can neither drive nor hold a job, the other with a pronounced reading difficulty. His sister, married with an infant, often visits at home.

Tim's parents reported him to the police after finding remnants of hashish in his room. His mother, genuinely concerned, thought she had no other choice; she wanted to frighten him in order to break the grip of his friends and their unwelcome habits. The immediate result, however, was to alienate the boy seriously. When I first met him, he barely spoke to either parent.

However, Tim was not entirely alone, and he was making important efforts to cope. He spent time with friends and also with animals, which he loved. Though a poor student with reading problems, he did his work and graduated. He had a job several nights a week. Although never overly talkative, he answered all of my questions honestly and was always polite and reliable.

Tim's parents were responsive but very strict. During this period they purchased an organ for him and were proud of his ability to play it. They allowed him to use the family car, but only to go to school and work and only if he paid for gasoline and insurance. At an early stage of our relationship, I asked Tim if I could speak with his parents and he had no objection. Without saying so to Tim, I felt that they were too strict with a boy who was making sincere efforts to cope.

As events worked out, my communication with Tim's parents led to a happy resolution of the boy's problems. When Tim had an accident with the family car and no longer had the freedom he so much prized, my efforts led his parents to give Tim money left by a grandmother and being held for him. He bought a VW, graduated from high school, and hung onto his job. I subsequently learned that he got a full-time job with a veterinarian.

I believe I did help somewhat in attempting to evaluate his parents' actions toward Tim, at least so that he could understand what made them take so drastic a move as to summon the police.

JOHN

John and I were introduced in May by his Probation Officer. My knowledge of the boy prior to this first meeting was limited to the Probation Officer's referral to the Volunteer Sponsor Project: "nice, very friendly at interview. Not doing well financially, parents separated. Mother extremely protective. John liked the

interview very much, didn't want it to end, just kept talking about everything." At that time I had no way of knowing how accurately these few words described John.

After our meeting with the Probation Officer, I arranged with John to come to my home the next evening. Conveniently, he lives within bicycling distance. Before he arrived, however, I called the youth officer in the police department of John's town to introduce myself and to get some additional insight into the boy's standing. As it turned out, the officer's son was a friend of John's, and I was told that he was a good boy but that his father was a known problem with a lengthy record for a variety of major and minor law infractions.

When John arrived at my home, I introduced him to my family and then found a place for a private discussion where we traded biographies. I set several standards for our relationship: that we be honest in what we told each other; that we inform each other when appointments could not be kept; and that he inform me of his school achievements by showing me his report card.

During the rest of our time that evening, John talked about anything and everything. As became our subsequent routine, I drove him and his bicycle home. He invited me to meet his mother and see his room; both were surprising in their own way. Mrs. A., a very pleasant woman, showed me through their immaculate apartment with considerable pride, occasionally commenting that her son was a good boy who had gone wrong only one time. The only thing I knew about John's reason for Probation was Breaking and Entering, so naturally I was astounded to be shown a key-making machine which he "had found." He had also "found" the old T.V. set in the room, as well as the record player and amplifier. Thanks to the sponsor training course, I was aware enough not to reveal my doubts. I did comment, however, on a newspaper clipping of John's arrest pinned to his bulletin board.

John's father doesn't live at home, and I've never met him. He doesn't associate with Mrs. A. or with their daughter, but lately he's seen John every weekend. John's love for his entire family is quite deep for a boy his age. The mother-daughter-son unit is very closely knit, as evidenced by the variety of things they do for each other. John's love for his father is very apparent, and I believe he is hurt by the fact that only he associates with the man.

I feel that to be effective with John, I must first become his good friend. After five months, I am just beginning to approach the subject of his misdoings. We have, however, done some problem solving and talking about social attitudes and other problems that face John in his day-to-day existence. He's an easy youngster to associate with, and I've enjoyed his company a great deal.

JANE

Jane had been placed on Probation for Incurability. Ironically, though a straight "A" student in elementary school, she had to repeat a grade in high school because of her frequent truancy.

Jane's parents were divorced four years before I met her, and she bore much of the burden of caring for the house and three younger siblings. Her mother worked full-time because the father had disappeared and contributed nothing to support the family. I found Jane physically attractive and highly intelligent, but for six months our communication was non-existent. I have a large, outgoing family and tried to include Jane in some of our activities; but she withdrew. At that time, the greatest area of success was our tours of New York City museums.

I really felt wiped out when Jane's Probation Officer called to tell me that her continuing truancy had again brought her before the Court. I was very angry that Jane hadn't told me about her problems in school, and I told her so. I would have been glad to meet with her teachers to pinpoint the problems.

Now sixteen, Jane was able to leave school but she needed a job. I offered her one at the nursery school I direct, and during her year and a half there, she was enormously popular with the children and the staff. During this time she frequently stayed at my house so she could attend night school for her high school equivalency diploma.

Meanwhile, Jane's mother remarried. Her father reappeared, and her mother placed Jane with him. Then, Jane had to stop working because her stepfather had surgery and was given only a short time to live. We both felt that her place was at home with her stepmother.

Now I've just had a letter from Jane. She's joined the Navy, where she scored so high on placement tests that she had a choice of any school in the Navy, including mechanics! She chose cooking and baking because she's always wanted to own a restaurant.

My personal feelings about Jane? I love her and think she's one of the spunkiest human beings I've ever met.

MARGARET AND THELMA

I work with Margaret and Thelma who are twins about to be 13 years old (November 9). They are both tall, very thin, with very long arms and legs, and long brown hair. They look like twins, although it is possible to tell them apart after a while. They are inseparable and their personalities, interest, values, likes, and dislikes are almost identical. I had wondered when I received the assignment whether it might be better to separate them so that they could experience some individuality. Now, however, I couldn't picture it. They enjoy being with each other and want the sister to share each experience. I predict that as they get into high school they will naturally drift a little farther apart and begin to have more distinct personalities and interest. I see no real point in pushing this now.

They were referred to the Division of Youth and Family Services by the Board of Health when their house was condemned and (the Board) felt that the three children needed some attention. The father is an alcoholic who brings in only a minimum of income into the family, but they are not eligible for Welfare, foodstamps or medicaid. The mother seems to be a "very dull" person. She is very slow to respond and it is difficult to carry on a conversation with her over a long period of time. The third child is Cathy, age 10. I have only had a little contact with her but the three sisters are very close and like to do things together. They often try to include Cathy or, at least, bring her a "treat" when we go out! In the original report I received from the social worker it indicated that the girls spoke often of their mother but never mentioned their father. I have had an opposite situation. With great admiration and pleasure they speak of the father - about the course he is taking, the books he reads, and has given them, the plans he has for their room, etc. They speak of their mother only rarely-- about when they go shopping, or when she wants them home, etc. The family has very little money. The children have been deprived of most of the "extras" a junior high school student in Bergen County has the advantage of.

My role as I view it is to provide them with some new experiences and adventures that they would otherwise not have; to give them support and guidance with personal problems (if there are any) and with school work. I don't view this as becoming a substitute parent but as a "big sister" or adult model and friend that they can relate to other than a teacher or neighbor. So far I have come a long way toward my goal. The two girls are comfortable with me and trust me. In the beginning they left it up to me to make the decisions on what to do. Now they are the ones bubbling with ideas; places to go and things to do. In the fall we usually went to parks for dinner and hiked or played ball. We took one whole Saturday to hike at State Line Park, one afternoon to go swimming and one night to visit Paramus Park. They are excited with anything, appreciate everything and love any new experience. They are very happy to go to the library and look up books, or work on crafts. After being with them for about one and a half months they began to meet my family - at the pool, on hikes, etc. They are shy and keep close to me until they begin to feel confident with them also. We once met at my house, worked on math homework and baked three dozen cupcakes with lots of different frostings.

I have met both parents. As mentioned previously I find it hard to talk with the mother - most of my dealings with her have been about what time the girls will be home and small talk about the weather. I have also met the father and had a short but very good talk with him. He knew my name and some of the places we had been, so it is evident that the volunteers are mentioned in family conversation. Only very recently have I been asked into their home. I was told in the beginning that before that happened I would have to be accepted and trusted. I felt very good when this happened.

The relationship seems to be a profitable one. I am working steadily on my goal and will add to it as I know the girls better. I foresee it to be a long relationship and will continue it as long as it seems to be profitable or until such time as they want to end it. I do not see a dark future for either girl. They need some support and guidance and encouragement as well as exposure to some new adventures. I hope to accomplish something toward achieving those things.

MONTHLY SUMMARY OF A SPONSORSHIP

- DECEMBER: Sponsor was given history of Rita, her sixteen year old assignment. The girl was living with her father and step-mother, two younger sisters, an older brother, 17, and a six year old step-brother. Her mother is in Florida having married the father's best friend after a messy divorce. Rita was first brought to Court at age 14 as a runaway - her parents had just divorced.
- Her present probation resulted from an arrest with her married lover, her father preferring charges. The man was not punished but the girl remained under Court jurisdiction under probation.
- After a telephone call to arrange a meeting, the sponsor picked the girl up at her home and spent an hour at a diner talking with her. Rita proved very eager to talk; discussed at this initial meeting were schooling, art, writing and psychology (her favorite subjects in high school).
- JANUARY:*
FEBRUARY: Rita continued to express interest in writing at the first few meetings. Her sponsor, through a contact with the Bergen Record, arranged for her to take a journalism course evenings. She enjoyed these evenings very much - her parents were cooperative and anxious to help.
- MARCH: Rita lost weight and began to look happier and perkier. However, her mother called the sponsor expressing an inability to cope with her sudden desire to see the married man again. Sponsor discussed love, sex, emotion, etc., with the girl, who claimed not to have actually seen the man. In an effort to keep the line of communications open, the sponsor accepted the girl's word.
- APRIL: Rita's report card was poor. Sponsor called the school guidance counselor (her initial contact with the school) and was advised of rebellious behavior, unorthodox and unhealthy peer group, and underachievement despite a rather high I.Q. All this was discussed with the girl.
- EASTER
VACATION* Rita expressed a desire for a summer job. Sponsor took her to every kind of store (florist, supermarket, art shop, clothier, etc.) to no avail. If the sponsor was unable to drive or accompany her to these places, the girl did not pursue the employment. Sponsor kept discussing it at each meeting. Most of these weekly meetings took place at the diner as during the first meeting. Rita liked to talk at their sessions rather than do an activity.
- MAY: The girl had spring fever and improved in sociability. Meetings were held in parks now. No job was found. III-19

JUNE:

It was Rita's birthday and the sponsor made a little fuss and gave her a small present. School was ending and fights with the parents began over late hours. Her father began a punishment of solitary confinement in her room from school's closing hour till morning. She was not allowed to each with the family and they began to speak of her as "trash," and to ostracize her completely. She began to panic over money as her father dispensed with her allowance more often than not, and she needed some money for her cigarettes.

This was the month Rita's official probation was over. At their last visit, her sponsor expressed fondness and a desire to continue their friendship, though weekly visits would now be unnecessary.

This case was not closed, however, as the very next day Rita was apprehended shoplifting. The sponsor was called by the family and she visited their home that evening. Her father expressed an inability to cope with the girl any longer, kept her in her room exclusively, and questioned a foster home for her. Her sponsor had no official status now but decided she must help the girl get out of the house. After days of calling every summer camp in the county, she finally located a C.Y.O. camp that would accept Rita as a counselor in training. At her Court appearance in July, a fine was levied on her as her only punishment. Her family tried suddenly to cooperate. Sponsor went on vacation and the parents, unknown to her, went on their vacation the same week, taking their entire family except Rita, whom they felt should remain home at her job. Upon their return they discovered the house in a shambles and Rita gone, having left a note about her unworthiness and unhappiness at having been left alone. Her whereabouts are presently unknown, though she has contacted her sponsor to advise her she is living with different friends. She has not been allowed to enter school for her senior year as her parents would no longer allow her to return home and she has no official town address. The sponsor is trying to place her in a foster home or shelter and is waiting for her to call again.

The sponsor's words: "I feel positive about this girl and our relationship, no matter the present circumstances. I feel the girl has benefitted and has acquired more of a positive self image. My next commitment will be to find her a foster home. I feel assured that if placed into a good environment, Rita will find a positive direction for her life and not just be caught up in a struggle for survival."

LIST OF PARTICULARLY VALUABLE COMMUNITY RESOURCES

BIRTH CONTROL

PLANNED PARENTHOOD OF BERGEN COUNTY
59 Essex Street, Hackensack, NJ 07601
489-1155

Director: Mrs. Adalyn Hixson
Cannot deal with juveniles under 18 without signed parental consent; parent consent not necessary over 18; will do pregnancy and other tests for any age without notifying parents.

CLOTHING

MOUNT CARMEL GUILD
17 Mulberry Street, Newark, NJ 07102 624-2405
278 Hudson Street, Hackensack, NJ 07601 489-8141

Director: Rev. Msgr. Joseph A. Dooling
Must have referral from Probation Officer. Be sure probationer looks "neat".

DRUG EMERGENCY TREATMENT

HACKENSACK HOSPITAL
22 Hospital Place, Hackensack, NJ 07601
487-4000 Ext. 786

Can take directly there after a phone call (if possible).

SEE ALSO "NARCOTIC ADDICTION"

FINANCIAL NEED

BERGEN COUNTY WELFARE BOARD
133 River Street, Hackensack, NJ 07601
646-2929

Includes food stamps - but call ahead to find out where to go and what to bring to qualify.

HOT LINE

REFERRAL SERVICE FOR CENTERS DEALING WITH ABORTION, VENEREAL DISEASE, DRUGS, DRAFT COUNSELING, PSYCHOLOGICAL SERVICES.
"Friends" 24 Hour Hot Line
Teaneck, NJ
692-1500

MENTAL HEALTH RESOURCES

Most community health centers for counseling work in "districts", so check to be sure your probationer is in the "right" district. However, even if the district is "wrong", check anyway, as they will sometimes help an out of district person if there is an opening.

BERGEN PINES COUNTY HOSPITAL
East Ridgewood Avenue, Paramus, NJ 07652
261-9000
Psychiatric Out-Patient Department

COMMUNITY RESOURCES

MENTAL HEALTH RESOURCES (CONTINUED)

ASSOCIATED CATHOLIC CHARITIES, ARCHDIOCESE OF NEWARK
31 Mulberry Street, Newark, NJ 07102
371-7100

BERGEN CENTER FOR PSYCHOLOGICAL SERVICES
Englewood, NJ
569-8656

Gives diagnostic testing services as well as counseling.

BERGEN COUNTY FAMILY COUNSELING SERVICE
45 Essex Street, Room 204, Hackensack, NJ 07601
646-2636

Must have a referral by Juvenile & Domestic Relations Court.

CENTER FOR COUNSELING
Ridgewood, NJ
447-2115

Serves all areas.

CENTRAL BERGEN COMMUNITY MENTAL HEALTH CENTER
289 Market Street, Saddle Brook, NJ 07662
845-0170

Director: Aristide H. Esser, M.D.
Dr. Richard Formica & other staff members serve as Consultants
for the Volunteer Sponsor Project.

CHILD EVALUATION CLINIC
Hackensack Hospital
487-4000

Children up to 14 years--does only diagnoses, but makes a
complete evaluation to see where problems lie.

COMMUNITY CENTER FOR MENTAL HEALTH
2 Park Avenue, Dumont, NJ 07628
385-4400
Director: Martin A. Adler

COUNSELING & PSYCHOTHERAPY CENTER
0-114 27th Street, Fair Lawn, NJ 07410
797-2550

FAIR LAWN MENTAL HEALTH CENTER
17-07 Romaine Street, Fair Lawn, NJ
797-2660

FAMILY COUNSELING SERVICE
389 Main St., Hackensack, NJ 07601 342-9200
175 Market Street, Room 305, Paterson, NJ 742-6380
2-4 Garber Square, Ridgewood, NJ 07450 445-7015
Also gives individual counseling.

COMMUNITY RESOURCES

MENTAL HEALTH RESOURCES (CONTINUED)

HACKENSACK HOSPITAL COMMUNITY MENTAL HEALTH SERVICE
66 Hospital Place, Hackensack, NJ 07601
487-4000 Ext. 586

Drug emergency treatment: can take directly there after a
phone call, even if you can't get in touch with the
Probation Officer. Has very good services, but a long
waiting list, however, very cooperative.

INSTITUTE FOR ANALYTIC PSYCHOTHERAPY
Englewood, NJ
569-8656

JEWISH FAMILY & CHILDREN'S SERVICE OF NORTH JERSEY
390 Broadway, Paterson, NJ 07501
274-7045

MENTAL HEALTH ASSOCIATES - CENTER FOR CREATIVE LIVING
Archer United Methodist Church
Allendale Avenue & Franklin Turnpike, Allendale, NJ 07401
327-2424
24 Hour answering service

MENTAL HEALTH CONSULTATION CENTER OF BERGEN COUNTY
Hackensack, NJ
342-5208
Treatment as well as diagnoses.

MOUNT CARMEL GUILD
17 Mulberry Street, Newark, NJ 07102 624-2405
278 Hudson Street, Hackensack, NJ 07601 489-8141

MOUNT CARMEL GUILD GUIDANCE INSTITUTE
280 Main Street, Ridgefield Park, NJ 07660
440-0454

NEW JERSEY CENTER FOR PSYCHOTHERAPY
70 Grand Avenue, Englewood, NJ 07631
567-6060

PASTORAL COUNSELING SERVICE OF NORTHERN NEW JERSEY, INC.
Calvary United Methodist Church
Cooper and West Madison Avenues, Dumont, NJ 07628
384-3630
Director: Rev. Chaudoin Callaway III, B.D.

WEST BERGEN MENTAL HEALTH CENTER
15 Godwin Avenue, Ridgewood, NJ 07450
444-3550
Director: Cesar M. Cacili, M. D.

YOUTH CONSULTATION SERVICE
Newark, NJ
482-3411

COMMUNITY RESOURCES

NARCOTIC ADDICTION & DRUG ABUSE

NARCOTICS ADDICTION DRUG ABUSE COUNCIL
Englewood, NJ
568-2326

NARCOTIC PROGRAM COORDINATOR
45 Essex Street, Hackensack, NJ 07601
646-2641, 342-2565
Director: George F. Gagel

Check to see if your school or community has any
type of drug program--these are springing up all
the time and may not yet be listed in any books.

NEGLECTED OR ABUSED CHILDREN

NEW JERSEY DIVISION OF YOUTH AND FAMILY SERVICES
(FORMERLY BUREAU OF CHILDREN'S SERVICES)
Route 4 & Northeast Forest Avenue, Paramus, NJ 07652
843-3400
800-452-9150 Evening & weekend emergency
Director: Dorothy N. Donaldson

RECREATION

BOYS' CLUB OF GARFIELD
490 Midland Avenue, Garfield, NJ 07026
478-7662
Director: Joseph Z. Fedor

BOYS' CLUB OF LODI
460 Passaic Avenue, Lodi, NJ 07644
473-7410
Acting Administrator: A. H. Della Penta

YOUNG MEN'S CHRISTIAN ASSOCIATION OF GREATER BERGEN COUNTY
360 Main Street, Hackensack, NJ 07601
487-6600
Director: John J. Jingo

YOUNG MEN'S CHRISTIAN ASSOCIATION, RIDGEWOOD
112 Oak Street, Ridgewood, NJ 07451
444-5600
Director: Tom H. Collier

YOUNG MEN'S & YOUNG WOMEN'S HEBREW ASSOCIATION OF BERGEN COUNTY
211 Essex Street, Hackensack, NJ 07601
489-5900
Director: Aaron Zucker

YOUNG WOMEN'S CHRISTIAN ASSOCIATION OF HACKENSACK
292 Main Street, Hackensack, NJ 07601
487-2234
Director: Mrs. Elizabeth Tatham

YOUNG WOMEN'S CHRISTIAN ASSOCIATION OF RIDGEWOOD
112 Oak Street, Ridgewood, NJ
444-5600

COMMUNITY RESOURCES

RECREATION (CONTINUED)

MEMORIAL HOUSE OF THE SOCIAL SERVICE FOUNDATION
Englewood, NJ
568-0817

MUNICIPAL RECREATION DEPARTMENTS
Call Municipal Office of Town.

SEE ALSO BERGEN COUNTY PARK SYSTEM GUIDE

REHABILITATION CENTERS (PSYCHIATRIC)

FRIENDSHIP HOUSE
125 Atlantic Street, Hackensack, NJ 07601
488-2121

VENEREAL DISEASE CHECK-UPS (Parental consent not necessary)

ENGLEWOOD HOSPITAL
350 Engle Street, Englewood, NJ 07631
568-3400 before 3:00 pm

HACKENSACK HOSPITAL
487-4000 until 8:00 pm (weekdays)

PLANNED PARENTHOOD OF BERGEN COUNTY
59 Essex Street, Hackensack, NJ 07601
489-1155
Director: Mrs. Adalyn Hixson

VOLUNTEERS

VOLUNTEER BUREAU OF BERGEN COUNTY, INC.
VOLUNTARY ACTION CENTER
389 Main Street, Hackensack, NJ 07601
489-9454
Director: Mrs. Jean Jackson

The Community Resources Directory 1973-75 has a complete
listing of all Community resources in Bergen County.
It is available for \$2.00 from Health & Welfare Council of
Bergen County, Inc. 389 Main Street, Hackensack, NJ 07601,
or from the Volunteer Sponsor Project office.

BERGEN COUNTY PROBATION STATISTICS

Table #1
NUMBER OF CASES ON PROBATION IN MUNICIPAL AND JUVENILE DIVISIONS

| | MUNICIPAL | | | JUVENILE | | |
|-----------------------|------------|------------|------------|------------|------------|------------|
| | '71-'72 | '72-'73 | '73-'74 | '71-'72 | '72-'73 | '73-'74 |
| New cases rec'd | | | | | | |
| M | 488 | 531 | 766 | 518 | 537 | 480 |
| F | 85 | 89 | 106 | 131 | 151 | 110 |
| | <u>573</u> | <u>620</u> | <u>872</u> | <u>649</u> | <u>688</u> | <u>590</u> |
| Caseload on Divisions | | | | | | |
| M | 589 | 641 | 786 | 460 | 413 | 420 |
| F | 98 | 114 | 131 | 117 | 129 | 102 |
| TOTAL | <u>687</u> | <u>755</u> | <u>917</u> | <u>577</u> | <u>542</u> | <u>522</u> |

TABLE #2
TYPES OF OFFENSES COMMITTED BY MUNICIPAL AND JUVENILE OFFENDERS PLACED ON PROBATION

| | MUNICIPAL | | JUVENILE | |
|---|-----------|---------|----------|---------|
| | '72-'73 | '73-'74 | '72-'73 | '73-'74 |
| CRIMES OF VIOLENCE Assault, Assault and Battery, Concealed Weapons, Sex Offenses | 68 | 70 | 65 | 46 |
| Crimes Against Property Breaking and Entering, Larceny, Embezzlement, Forgery, Robbery, Shoplifting, and Stolen Property | 90 | 119 | 193 | 156 |
| Disorderly Conduct Drunkenness | 58 | 110 | 39 | 24 |
| NARCOTICS OFFENSES | 266 | 494 | 133 | 104 |
| Possession | | 419 | | 78 |
| Sale | | 3 | | 18 |
| Use | | 68 | | 7 |
| Other | | 4 | | 1 |
| OFFENSES PECULIAR TO CHILDHOOD Incorrigibility, Malicious, Mischief, Truancy, and Runaway | 5 | 0 | 98 | 86 |

Table #3

PROBATION OFFICERS EVALUATION OF CONDITION OF CASES TERMINATED

| | MUNICIPAL | | JUVENILE | |
|--|------------|------------|------------|------------|
| | '72-'73 | '73-'74 | '72-'73 | '73-'74 |
| Improved | 158 | 146 | 234 | 160 |
| Satisfactory | 252 | 382 | 492 | 344 |
| Not Improved | 114 | 140 | 91 | 89 |
| Probation Revoked and Committed to Institution | 19 | 29 | 13 | 12 |
| Probation Revoked and Not Committed to Institution | 3 | 7 | 5 | 3 |
| | <u>546</u> | <u>707</u> | <u>835</u> | <u>608</u> |

Table #4

LIST OF TOWNS IN BERGEN COUNTY SHOWING NUMBER OF JUVENILE PROBATIONERS FROM EACH TOWN

| | '72-'73 | '73-'74 | | '72-'73 | '73-'74 |
|-------------------|---------|---------|--------------------|---------|---------|
| Alpine | 1 | 0 | Mahwah | 5 | 15 |
| Allendale | 12 | 4 | Maywood | 7 | 6 |
| Bergenfield | 28 | 23 | Midland Park | 3 | 3 |
| Bogota | 15 | 10 | Montvale | 6 | 4 |
| Carlstadt | 6 | 5 | Moonachie | 1 | 0 |
| Cliffside Park | 8 | 6 | New Milford | 17 | 8 |
| Closter | 5 | 3 | North Arlington | 9 | 10 |
| Cresskill | 2 | 2 | Northvale | 3 | 1 |
| Demarest | 3 | 2 | Norwood | 1 | 5 |
| Dumont | 9 | 9 | Oakland | 17 | 14 |
| East Paterson | 18 | 7 | Old Tappan | 6 | 2 |
| East Rutherford | 2 | 5 | Oradell | 4 | 7 |
| Edgewater | 9 | 4 | Palisades Park | 7 | 2 |
| Emerson | 3 | 3 | Paramus | 11 | 17 |
| Englewood | 44 | 29 | Park Ridge | 6 | 2 |
| Englewood Cliffs | 2 | 1 | Ramsey | 8 | 10 |
| Fair Lawn | 32 | 22 | Ridgefield | 9 | 7 |
| Fort Lee | 9 | 12 | Ridgefield Park | 7 | 24 |
| Franklin Lakes | 7 | 12 | Ridgewood | 11 | 14 |
| Garfield | 14 | 12 | River Edge | 5 | 12 |
| Glen Rock | 11 | 8 | River Vale | 4 | 7 |
| Hackensack | 60 | 34 | Rochelle Park | 2 | 0 |
| Harrington Park | 2 | 2 | Rockleigh | 0 | 0 |
| Hasbrouck Heights | 0 | 5 | Rutherford | 6 | 7 |
| Haworth | 4 | 2 | Saddle Brook | 2 | 4 |
| Hillsdale | 6 | 3 | Saddle River | 7 | 10 |
| Ho-Ho-Kus | 2 | 1 | S. Hackensack | 1 | 0 |
| Leonia | 11 | 3 | Teaneck | 42 | 30 |
| Little Ferry | 6 | 5 | Teterboro | 0 | 0 |
| Lodi | 15 | 22 | Upper Saddle River | 6 | 3 |
| Lyndhurst | 22 | 13 | Waldwick | 10 | 14 |
| | | | Tenafly | 4 | 4 |

Table #4 (Continued)

| | '72-'73 | '73-'74 | | '72-'73 | '73-'74 |
|---------------------|---------|---------|----------------|------------|------------|
| Wallington | 13 | 16 | Woodcliff Lake | 1 | 4 |
| Washington Township | 9 | 4 | Wood-Ridge | 3 | 4 |
| Westwood | 13 | 10 | Wyckoff | 17 | 10 |
| | | | | <u>647</u> | <u>554</u> |

LIST OF TOWNS IN BERGEN COUNTY SHOWING NUMBER OF MUNICIPAL PROBATIONERS FROM EACH TOWN

| | '72-'73 | '73-'74 | | '72-'73 | '73-'74 |
|-------------------|---------|---------|--------------------|---------|---------|
| Allendale | 1 | 1 | Moonachie | 2 | 1 |
| Alpine | 0 | 1 | New Milford | 12 | 13 |
| Bergenfield | 18 | 26 | N. Arlington | 3 | 10 |
| Bogota | 8 | 11 | Northvale | 0 | 1 |
| Carlstadt | 2 | 7 | Norwood | 1 | 2 |
| Cliffside Park | 5 | 8 | Old Tappan | 1 | 2 |
| Closter | 0 | 3 | Oakland | 5 | 12 |
| Cresskill | 2 | 4 | Oradell | 0 | 10 |
| Demarest | 1 | 3 | Palisades Park | 5 | 15 |
| Dumont | 11 | 16 | Paramus | 13 | 18 |
| East Paterson | 7 | 8 | Park Ridge | 1 | 6 |
| East Rutherford | 4 | 6 | Ramsey | 6 | 2 |
| Edgewater | 1 | 3 | Ridgefield | 3 | 7 |
| Emerson | 2 | 4 | Ridgefield Park | 8 | 4 |
| Englewood | 56 | 49 | Ridgewood | 5 | 13 |
| Englewood Cliffs | 0 | 6 | River Edge | 10 | 8 |
| Fair Lawn | 19 | 23 | River Vale | 1 | 1 |
| Fairview | 2 | 5 | Rochelle Park | 4 | 4 |
| Fort Lee | 12 | 12 | Rockleigh | 0 | 0 |
| Franklin Lakes | 2 | 7 | Rutherford | 8 | 5 |
| Garfield | 20 | 15 | Saddle River | 2 | 4 |
| Glen Rock | 8 | 2 | Saddle Brook | 0 | 1 |
| Hackensack | 9 | 138 | S. Hackensack | 2 | 6 |
| Harrington Park | 1 | 1 | Teaneck | 29 | 38 |
| Hasbrouck Heights | 5 | 12 | Tenafly | 0 | 1 |
| Haworth | 1 | 2 | Teterboro | 0 | 0 |
| Hillsdale | 0 | 0 | Upper Saddle River | 1 | 3 |
| Ho-Ho-Kus | 0 | 3 | Waldwick | 8 | 12 |
| Leonia | 5 | 8 | Wallington | 6 | 11 |
| Little Ferry | 16 | 9 | Washington Town. | 0 | 3 |
| Lodi | 13 | 30 | Westwood | 6 | 5 |
| Lyndhurst | 8 | 20 | Woodcliff Lake | 1 | 0 |
| Mahwah | 6 | 1 | Wood-Ridge | 6 | 6 |
| Maywood | 6 | 10 | Wyckoff | 6 | 9 |
| Midland Park | 11 | 8 | | | |
| Montvale | 3 | 2 | | | |

TABLE #5

BERGEN COUNTY VOLUNTEER SPONSOR PROJECT

STATISTICS ON VOLUNTEER SERVICE

AUGUST 1, 1974-JULY 31, 1975

The following is a complete list of the number of volunteers who served in our various jobs during the year.

| | |
|---------------------------------------|------------|
| ADVISORY BOARD | 37 |
| BEHAVIORAL CONTACTING | 1 |
| CASE CONSULTATION GROUP LEADERS | 19 |
| INTAKE FOLLOW UP | 7 |
| INTERVIEWING AND TESTING OF JUVENILES | 2 |
| JOB BANK OFFICE | 2 |
| PARENT INTERVIEWING | 11 |
| PARENT WORKSHOP LEADERS | 21 |
| PROFESSIONAL SERVICES | 14 |
| PRE-TRIAL INTERVENTION | 0 |
| PUBLIC RELATIONS | 12 |
| SPECIAL ASSIGNMENTS | 6 |
| SPONSORS: (TOTAL 144) | 5 |
| JUVENILE | 140 |
| TRANSPORTATION | 0 |
| TUTORING | 4 |
| TRAINERS | 18 |
| *TOTAL | <u>299</u> |

| | |
|--|-----|
| Total number of volunteers trained in four (4) training classes in 1974-1975 | 146 |
| Total number of volunteers trained during the period January 1971-July 1975. | 352 |
| Number of participating volunteers as of August 1, 1975. | 194 |
| Active-Currently have assignments. | 141 |
| Inactive-Temporarily unassigned or not available for assignment. | 53 |
| Volunteers who resigned during the period August 1974-July 1975. | 12 |

*Some volunteers were active in more than one service.

BREAKDOWN OF JUVENILES TO WHOM SPONSORS WERE ASSIGNED

AUGUST 1974 - JULY 1975

JUVENILES REFERRED BY:

| | |
|--|----------|
| PROBATION DEPARTMENT | 60 |
| AGENCY REFERRALS (WELFARE BOARD & DIVISION OF YOUTH AND FAMILY SERVICES) | 50 |
| INTAKE REFERRALS | 7 |
| NON-PROBATION COURT REFERRALS | 10 |
| JUVENILE CONFERENCE COMMITTEES | 9 |
| OTHER | <u>8</u> |
| TOTAL | 144 |

Total number of Juveniles in Bergen County to whom Volunteer Sponsors have been assigned prior to and including July 1975. 277

Number of Juveniles with Sponsors as of August 1, 1975. 94

YOUTH GUIDANCE COUNSEILS & JUVENILE CONFERENCE COMMITTEES

Both Youth Guidance Councils and Juvenile Conference Committees are community groups set up at a local level to work with juveniles in their home town situations. They differ mainly in the procedure by which they are constituted and in the process by which cases are referred to them.

Youth Guidance Councils are formed by the Mayor and Council in a municipality and are composed of representative citizens and some professionals such as: teachers, clergymen, doctors or psychiatrists. Youth Guidance Councils are authorized under N.J. Statute 9:22-1 through 8. Cases are referred to the Youth Guidance Council directly by the police, so support and cooperation from the local police youth officer is essential if the Youth Guidance Council is to function properly. The parents are requested to appear with the child before the committee.. If the child admits the offense, the matter is usually referred to a small sub-committee called the Adjustment Committee which talks with the child and parents (usually separately) and tries to gain an understanding of the situation, and to help the child understand the seriousness of his behavior. Sometimes recommendations for counselling may be made, but these are not legally binding on the family and are sometimes ignored. The Youth Guidance Council may also contact the school and request special help for a child if this seems warranted.

Juvenile Conference Committees are formed under the direction of the Juvenile Court Judge from citizens recommended by local authorities. They are authorized by N. J. Statute 5:10-2. The make-up is similar to that of a Youth Guidance Council, but cases are referred back from the Juvenile Court Intake process for handling, rather than being turned over directly to the Committee by the police.

Although many cases handled by both groups are effectively resolved with a single appearance, in more difficult cases the problem which both Youth Guidance Councils and Juvenile Conference Committees face is that of devising an effective follow-up procedure. To aid in this process, Volunteer Sponsors are now being made available whenever possible to local groups which request them.

In Bergen County many towns do not have either a Youth Guidance Council or a Juvenile Conference Committee. Concerned citizens may check with their local police officials to see if one is operating effectively in their town. Help in establishing a Youth Guidance Council may be obtained from the Jew Jersey Youth Guidance Council Organization. Contact Mr. James Craffey, 52 Park Avenue, Park Ridge, New Jersey, 07656, telephone number 391-1552.

For further information on Juvenile Conference Committees see: Guide to Juvenile Conference Committees, Revised 1971 from Administrative Office of the Courts, State House Annex, Trenton, New Jersey.

JUVENILE AND DOMESTIC RELATIONS COURT

Rules and Conditions of Probation

The Court has fixed and established the following rules and conditions of probation for each juvenile placed on probation except as modified or supplemented by special order or provision entered by the judge sitting in any particular case:

1. The probationer must obey all laws, federal, state and local.
2. The probationer will report to his Probation Officer when told to.
3. The probationer will truthfully answer the questions of his Probation Officer.
4. The probationer will promptly notify his Probation Officer of any change in residence, school or employment.
5. The probationer may not leave this State or Bergen County, or other County where he is allowed to live, without the permission of his Probation Officer.
6. The probationer must spend full time as a student or as an employee or in a combination of those activities.
7. The probationer must be home at night by the hour set by the Court or his Probation Officer or fixed by his parents or guardians, whichever is earlier.
8. The probationer will not visit any place or associate with anyone prohibited by his parent, guardian or Probation Officer, nor associate with any other probationer.
9. The probationer will pay any fine, restitution or other money as ordered by the Court.
10. If the Court has placed the probationer on the motor vehicle prohibitory list, the probationer is forbidden to drive a motor vehicle until he reaches the age fixed by the Court and may not apply for a driver's license in the meantime.

In addition to the above conditions of probation, the probationer must obey any special conditions imposed by the Court.

Special Conditions:

I have received a copy of these rules and conditions of Probation, they have been explained to me and I understand them.

.....
Probationer

The undersigned has read and explained to the Probationer the above Order, rules and conditions.

.....
Date

.....
Probation Officer for
Richard L. Albera
Chief Probation Officer

In the Matter of the)
Bergen County)
Probation Department)

BERGEN COUNTY COURT
O R D E R
Rules and Conditions
of Probation

Pursuant to the statute N.J.S.A. 2A:168-2 authorizing the court to determine the conditions of probation, the court hereby fixes and establishes the following rules and conditions of probation for each defendant placed on probation except as modified or supplemented by special order of a sentencing judge in any particular case:

1. YOU WILL OBEY THE LAWS OF THE UNITED STATES, THE LAWS OF ANY AND ALL STATES IN WHICH YOU MAY BE AND THE ORDINANCES OF ANY AND ALL MUNICIPALITIES IN WHICH YOU MAY BE.
2. YOU WILL REPORT TO YOUR PROBATION OFFICER AT SUCH TIMES AND PLACES AS HE MAY DIRECT.
3. YOU WILL ANSWER PROMPTLY, TRUTHFULLY AND COMPLETELY ALL INQUIRIES MADE BY YOUR PROBATION OFFICER.
4. YOU WILL PERMIT YOUR PROBATION OFFICER TO VISIT YOUR RESIDENCE AND SEE AND TALK WITH YOU AT ANY OTHER SUITABLE PLACE AND TO INQUIRE ABOUT YOU OF ANY PERSON WHO MAY HAVE INFORMATION CONCERNING YOU.
5. YOU SHALL NOT CHANGE YOUR RESIDENCE WITHOUT THE CONSENT OF THE COURT OR PROBATION OFFICER.
6. YOU WILL NOT LEAVE THE STATE OF NEW JERSEY FOR A PERIOD OF MORE THAN 24 HOURS WITHOUT FIRST SECURING THE PERMISSION OF YOUR PROBATION OFFICER.
7. YOU WILL MAKE SINCERE AND VIGOROUS EFFORTS TO OBTAIN AND RETAIN REGULAR AND LAWFUL EMPLOYMENT AND NOTIFY YOUR PROBATION OFFICER PROMPTLY IF YOU CHANGE YOUR PLACE OF EMPLOYMENT OR FIND YOURSELF OUT OF WORK.
8. YOU WILL COOPERATE IN ANY PHYSICAL AND MENTAL EXAMINATIONS OR TESTS, TREATMENT AND COUNSELLING YOUR PROBATION OFFICER RECOMMENDS TO MAINTAIN A SATISFACTORY STANDARD OF HEALTH AND CONDUCT.
9. YOU WILL PAY THROUGH THE PROBATION DEPARTMENT ANY AND ALL MONIES ORDERED TO BE PAID BY THE COURT IN STRICT ACCORD WITH TERMS FIXED BY THE COURT.
10. YOU WILL COMPLY WITH ANY ADDITIONAL SPECIAL CONDITIONS OF PROBATION SPECIALLY IMPOSED BY THE COURT AND COMMUNICATED TO YOU BY YOUR PROBATION OFFICER.

It is further ORDERED that the assigned probation officer in each case furnish a copy of these rules and conditions together with any modifications or supplemental conditions imposed by the court at the time of sentence, or at any time during the probation period, by delivering personally to the probationer a plainly printed or typewritten copy thereof; and he shall in addition read and explain to the probationer this Order and these rules and conditions.

Entered on the minutes of the Bergen County Court this 10th day of October, 1973.

The Judges of the Bergen County Court

Supplemental conditions:

THE PROBATIONER SHALL REFRAIN FROM THE POSSESSION, USE OR SALE OF ANY CONTROLLED DANGEROUS SUBSTANCE AS SET-FORTH IN N.J.S. 24:21-1, ET CETERA.

I acknowledge receiving a copy of the above rules and conditions of probation.

I understand the above Order and Rules and Conditions of Probation which have been read and explained to me by the undersigned Probation Officer and I further understand that I have been placed on probation for a period of _____ and that failure to comply on my part constitutes a violation of my probation and may cause my return to Court for re-sentence.

Probationer

The undersigned has read and explained to the probationer the above Order and Rules and Conditions of probation:

Probation Officer for Richard L. Albera
Chief Probation Officer

Date: _____

END