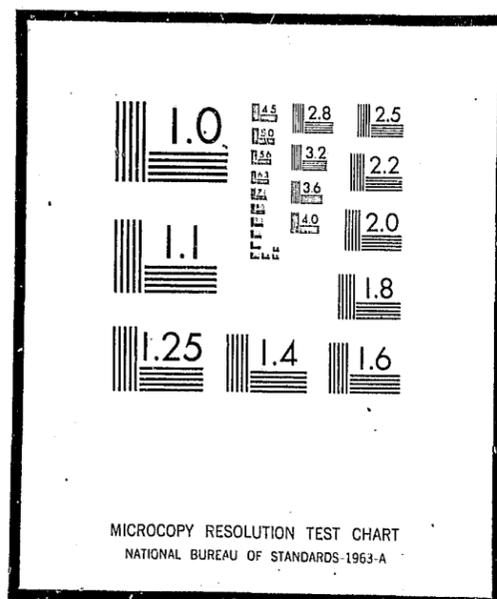


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THE JUVENILES' VIEWPOINT OF  
THE ALBUQUERQUE/BERNALILLO COUNTY  
JUVENILE JUSTICE SYSTEM

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## ABSTRACT

Juvenile arrests, which have been steadily increasing nation-wide, make up nearly half of all arrests for serious crimes in Albuquerque. This fact is evident from 1971 and 1972 data submitted by the Albuquerque Police Department to the FBI. It is because of the juveniles' increasing involvement in crime that it is important to understand the juvenile justice system and identify and attempt to rectify its deficiencies.

The purpose of this report is to look at the Albuquerque juvenile justice system from the viewpoint of the juvenile offender. Questions concerning the juvenile's feelings about the system, those working in it, and how he was treated by the system, form the nucleus of this report.

Interviews with juvenile offenders and observations of the procedures and processes the juvenile experiences in the system comprise the data for this research effort. The attitude study portion was conducted at the Bernalillo County Detention Home to determine juvenile perceptions of police, attorneys, probation officers, and judges.

## TABLE OF CONTENTS

	<u>Page</u>
Abstract	ii
List of Illustrations	iv
Summary	v
<u>Chapters</u>	
I. INTRODUCTION	1
A. Overview	1
B. Methodology	2
II. CRIMES OF JUVENILES	5
III. THE JUVENILE JUSTICE SYSTEM	9
A. Law Enforcement Agencies	9
B. The Probation Office	11
C. The Detention Home	13
D. Children's Court	15
E. The New Mexico Girls' School	18
F. The New Mexico Boys' School	22
G. Suggested Improvements--Juveniles' View	25
IV. CONCLUSIONS AND RECOMMENDATIONS	27
A. Juvenile Crime	27
B. Law Enforcement Agencies	27
C. The Probation Office	28
D. The Detention Home	28
E. Children's Court	28
F. The New Mexico Girls' School	29
G. The New Mexico Boys' School	29
H. Suggested Improvements--Juveniles' View	29
Appendices	31
Notes	45

LIST OF ILLUSTRATIONS

<u>Table</u>	<u>Page</u>
1. Comparison of Age Distribution of Subjects, JPO Referrals, and D-Home Referrals	34
2. Comparison of Offense Distribution of Subjects, JPO Referrals, and D-Home Referrals	34
3. Juvenile Dispositions in Court	36

SUMMARY

The purpose of this report is to describe the juvenile justice system based on the perceptions of a sample of juveniles who became involved with the system. Eighteen extensive interviews were conducted with juveniles who were residing in group homes or correctional facilities, juveniles who were on probation, and young persons not officially involved with the juvenile justice system. Approximately 50 juveniles were questioned on an informal basis to elicit their views of the system.

In all discussions, juveniles were primarily concerned with the people in the system rather than with the system as a whole. Their focus was on the staff at the Detention Home as individuals, or the Children's Court Judge as a person. If they felt that an individual had treated them fairly, they seemed to be satisfied with their interaction with that part of the system.

Generally neutral attitudes were expressed about policemen, with the reservation that there are some "bad cops." Usually, the juveniles felt "hassled" by these policemen because of appearance (long hair) or race (Chicano). The Detention Home was described as a "fairly nice place" because the staff was "cool" or "right on." On the other hand, negative attitudes were recorded against their probation officers under the general feeling that "probation officers should be more like friends than judges." The main complaint concerning the Juvenile Probation Office was that there was an insufficient amount of time spent with officers. As a result, the juveniles did not know the probation officer as a person. The judge and the

juvenile's attorney were the focus of attention in the Juvenile Court. The juveniles who had been to court expressed doubts about the "fairness" of the judge or the "power" of their attorneys to argue on their behalf. For the most part, the juveniles were oblivious to court proceedings. Their concern focused on the outcome which, in many cases, was commitment to the New Mexico Girls' School or New Mexico Boys' School. The juveniles indicated that they were able to cope with the institutional situation, although it was not a pleasant experience. In discussing these institutions the youths talked about "masking" their true feelings to try to please staff members and gain good marks on their records.

No juvenile interviewed felt that any program changed his attitude or helped him adjust better to society. They stated that the one or two meetings with psychologists usually lasted a short time (30 minutes to a little over one hour per meeting). Both boys and girls indicated that they felt the psychologist tried to "trick" them by repeating the same question in a different manner. Juveniles felt probation officers did not help them because of the short period of time spent together.

Most of the juveniles did not see themselves as belonging to a group sharing common problems in the system--their participation in that system consisted of simply passing through it. Their side of the story was not important to members of the system; some were not allowed to participate in their own court proceedings. When asked how the system should be improved, the usual response was that the system should pay attention to the juveniles' opinions: "The problem isn't always just the kid."

Throughout the interviews the juveniles expressed a need to communicate in confidence with authority figures about their problems. The

feelings engendered by constant rejection of their opinions by various officials in the system seemed to perpetuate the juveniles' defiance of authority. The juveniles felt they could not communicate with their parents and, when they were turned over to the system, they could not communicate with its representatives, i.e., probation officers and judges.

There was an overriding feeling that the system was not concerned with individuals, but rather with juvenile crime in general. The juveniles interviewed felt that the people they encountered (with a few noted exceptions) were not interested in understanding them or helping them cope with their problems. Rather, to the juveniles, the system seemed more concerned with managing them while they were under the system's jurisdiction.

## CHAPTER I. INTRODUCTION

### A. Overview

A viewpoint often overlooked, but important in understanding the juvenile justice system, is that of its clients. How do they view the police, judges, probation officers, and others who comprise the system? How, in their opinion, are they treated by the "system"? What are their feelings about the act or acts which brought them in contact with the system? It is the purpose of this study to obtain and analyze subjective answers to these questions.

Much of the information for this study was derived through in-depth interviews with 18 juveniles and observation of the procedures and processes the juvenile experiences in the juvenile justice system. An attitudinal survey of juveniles was administered at the Bernalillo County Detention Home to determine their perceptions of police officers, attorneys, probation officers, and judges. In addition, informal conversations were held with approximately 50 juveniles in the Detention Home, the Juvenile Probation Office of the Second Judicial District, and in the community to assess their attitudes about themselves and toward peer groups, families, schools, and law enforcement and juvenile justice agencies.

The New Mexico Children's Code has classified juveniles into three categories: (1) delinquent--a child who has committed an act which would be a crime under the law if committed by an adult; (2) child in need of supervision (CHINS)--a child who has committed an act which would not be a crime under the law if committed by an adult, but constitutes an offense

applicable only to children (i.e., truancy, incorrigibility, curfew violation, and runaway); and (3) neglected child--a child who has been abandoned, left unsupervised, or whose parents cannot adequately care for him. Neglected children were not included in this study because they have a very limited involvement with the juvenile justice system.

Ten boys and eight girls constituted the group of interviewed juveniles. There were 12 delinquents (six girls) and six CHINS (two girls). The average age of the boys was 17; the girls 15. When asked, they placed themselves in the lower-middle economic class (annual income of \$10,000 or less). An analysis of the families' income levels verified this perception.

Interviews covered many aspects of the juvenile's life: history of arrests and involvement with the law; contact with probation officers; family, peer, and school environments; perspective of offenses and motivation to commit these acts; attitude concerning success and failure; and what improvements he felt were needed in the system.

No effort was made to counsel the juveniles interviewed for this study. There was no attempt made to verify the authenticity of the juveniles' remarks. The purpose of this report is only to record their perceptions of the juvenile justice system.

### B. Methodology

The New Mexico Children's Code provides for strict confidentiality of juvenile records. In compliance with Section 42-4 of this Code, a court order was obtained from the 2nd Judicial District Children's Court to inspect social and legal records and to interview adjudicated offenders. Every effort has been made to maintain confidentiality.

Hogares, Inc., manager of group homes for juveniles, assisted in selecting juveniles for case history interviews. Directors of Pioneer House, Casa Antigua, and Stonehenge were contacted. The study was explained to them, including the necessity to meet with their residents. Upon their approval, a session was planned to introduce the idea of the study to the residents. Volunteers were identified at this time and appointments were made for the case history interviews. Other case history subjects were informally contacted during the course of this study.

Case history interviews were conducted with 18 juveniles to obtain in-depth understanding of their attitudes. In an effort to relax the juvenile, tape recorders and complex note-taking were avoided. A format of general question areas was prepared as an aid in structuring the interview (See Appendix C).

In addition, an attitude questionnaire was administered at the Bernalillo County Detention Home. Eighty-seven juveniles participated in answering a questionnaire testing their attitudes towards police, probation officers, lawyers, and judges (See Appendix D). These youth were selected on an opportunity basis from: (1) the Detention Home residents; (2) Intake referrals over a two-week period at the Detention home; and (3) two high schools, Eldorado and Rio Grande. The questionnaire was administered both in groups and individually. Juveniles were encouraged to discuss the roles of officials in the context of particular questions. Juveniles were categorized as high school students, Detention Home residents, and recent intakes at the Detention Home. Perceptions of juveniles informally interviewed at various agencies (i.e., Juvenile Probation Office and Detention Home), high schools, homes, and parks were consistent with the group opinions

expressed in the more formal discussions. These interviews and conversations, both formal and informal, are the basis of the viewpoints cited in the report.

Every effort was made to assure the juvenile's understanding of the purpose of this study. All subjects were informed that their participation was strictly voluntary and that their responses would remain anonymous and confidential.

No counseling attempts were made in any of the interviews or discussion groups to negate the chance of biasing responses by the subject. The interviewing techniques did not allow for "hard" statistical data.

Immediately after each interview/discussion extensive notes were written by the researcher. These case history interview documents were then coded and filed. After the case history interviews and informal interviews were completed, analysis was undertaken to integrate the data. All areas of the juveniles' lives outside the system were probed during the interviews in an effort to ascertain the basis for their viewpoints.

## CHAPTER II. CRIMES OF JUVENILES

The major focus of this chapter is the involvement of CHINS and delinquents in juvenile crime, as perceived by the child. The juvenile's choice of action is based on his predisposition and orientation towards crime. This study attempts to reveal some of the factors that influence the juvenile's perception of crime in the community.

The Children in Need of Supervision (CHINS) interviewed, both boys and girls, had committed acts which generally consisted of shoplifting, drinking, and curfew violations. However, most admitted they had committed more serious offenses without being caught. They all had been involved with serious crimes, or knew of peer involvement.

An essential difference between committing serious crimes and committing juvenile offenses appears to be the availability of money and automobiles. A recent study of delinquent subcultures found that middle-class juvenile group activities tended to emulate symbolic adult roles of the culture--sophisticated, irresponsible, "playboy" activities centering largely around sex, liquor, and automobiles.<sup>1</sup> The middle-class juvenile usually has his own car, access to a family automobile, or the automobile of a friend. Lower-class boys, who frequently do not have such access, are more likely to commit auto theft (joyriding). Middle-class boys tend to consider their behavior non-delinquent and crimes such as burglary and robbery are thought of as "stupid" crimes. The lower-class youngsters, however, tend to see burglary as an exciting, relatively easy, immediate

means of obtaining money for their desired activities. More important for young burglars is that the crime is behavior which is endemic to their environment; many know people who burglarize on a frequent basis and consider it an "occupation." Hence, burglary tends to bring status among peers.

Valuables and material goods belonging to unknown people were considered fair game by most of the juveniles interviewed. One girl, who admitted that she shoplifted frequently, explained that neither she nor her friends had any real intention of stealing a particular article. They just wanted to steal whatever was available for the fun that a game of shoplifting entails. Though she was caught numerous times, she was not deterred. Only when her interests changed did she discontinue theft. Apparently, shoplifting provided an alternative to boredom, prestige among her peers, and immediate gratification of "needs." The fact that she was taking something that did not belong to her was irrelevant. There was no maliciousness intended, only satisfaction of doing something that was not condoned by her authority figures, including the juvenile justice system.

Most of the youngsters had a partner in the commission of property crimes such as shoplifting, burglary, or robbery. If caught, one was expected not to tell on the other. None of the juveniles interviewed mentioned a partner reporting them. Self-preservation seems to be less important in this respect and is outweighed by honor among the group. They tended to believe the system would not be any easier on them for cooperating and to do so would effectively exclude them from the group.

Running away from home is usually a defense against whatever problems exist, or are perceived to exist, in the home. This offense has

increased among females far above the rate of commission by boys. The runaway girls interviewed resented their mothers though most reported getting along well with their fathers. This resentment toward female authority figures was evident in remarks made about their probation officers and/or house mothers as well.

Often, running away becomes the basic solution to problems for juveniles in a home where they feel they are not listened to or heard, but rather talked at. All of the runaway and incorrigible girls interviewed were chronic offenders. Rebellion against parental and civil authority is conceived as the only outlet for the juvenile. He considers himself an adult, but is often not recognized as such by the community. These individuals tend to come from middle-class backgrounds and situations of either close supervision (i.e., too close from the juvenile standpoint), or from a complete lack of supervision.

Drinking, a socially acceptable behavior for adults, is illegal for juveniles. Boys may be expected to drink; most fathers did it at that age and are not surprised to find that their sons do so too. Although it is expected, it is not outwardly condoned by most parents, nor is it condoned by the system. It is, however, both expected and condoned by the peer group.

Curfew violation is a juvenile offense which is not considered to be serious by either the system or parents. Most of the juveniles interviewed had either been allowed to stay out past curfew or had sneaked out of the house with relative impunity. For the latter group, deviousness tends to become a pattern of behavior in order to attain desired goals.

Idle time to a restless and unsupervised juvenile requires that something be done; a decision as to what to do is

the next consideration. This is not to say that delinquents are those who have too much idle time; they frequently create idle time by not doing things they are supposed to do, such as attending school. Activities in which to involve oneself frequently require money. Acquiring the needed money then becomes a prime concern. Perhaps transportation is another need. Auto theft may be the remedy. Such needs are related to a time frame--i.e., remedying them is immediately gratifying. The youths probably do not feel that what they are doing is wrong at the time it is done. Only when they are caught does it become wrong. In other words, getting "busted" is what makes the act for which they were busted wrong.

The principles of immediate gratification and pre-conventional morality increase the complexity and difficulty of the youngster understanding his own behavior. Left unchecked, such behavior continues.

Lecturing or moralizing, no matter how well intentioned, was considered "nowhere" by the boys. A condescending manner or speaking at them was enough to turn the juveniles off to whatever might be said. They tend to rebel against authority because they want to be recognized as equal to the authority, not subservient to it. The boys interviewed who felt they were on their way to "success" had undergone experiences in their peer groups which had changed their attitudes about crime. The post-perception of many of these youths was regret, and the lesson which brought them to this perspective seems to have been unique to each person.

### CHAPTER III. THE JUVENILE JUSTICE SYSTEM

Society's response to the youthful offender is the juvenile justice system. Following arrest by a law enforcement agency, the juvenile usually proceeds through the Juvenile Probation Office, the Bernalillo County Detention Home, Children's Court, and finally the correctional facility. These agencies were established to provide services in the best interest of the child; however, often what is considered to be in the best interest of the child is in direct conflict with the child's conception of what is best for him. A brief description of each agency follows, along with a presentation of the juveniles' perception of that agency.

#### A. Law Enforcement Agencies

Four law enforcement agencies operate within Albuquerque/Bernalillo County: the Albuquerque Police Department (APD), the Bernalillo County Sheriff's Department (BCSD), the University of New Mexico Police, and the New Mexico State Police. However, virtually all booking and processing of juveniles takes place at APD's Juvenile Division. BCSD has two officers who act as juvenile officers. In an extreme case they will refer a child to the Juvenile Probation Office--these referrals are approximately three percent of the Juvenile Probation Office's intake. The University of New Mexico Police turn over all juveniles to APD's Juvenile Division. The State Police rarely arrest juveniles for delinquent crimes because the enforcement of traffic laws is their primary domain. When necessary,

they too refer juveniles to APD's Juvenile Division (this represents approximately 1% of the referrals to the Probation Office).

A total of 4,614 juvenile arrests were recorded at the Juvenile Division in 1972. Of these arrests, 24.9 percent were for crimes applicable only to juveniles. The highest single category was larceny/theft (not including auto theft) which accounted for 22 percent of all arrests. For the same year, juveniles committed 44.3 percent of the Part I crimes in Albuquerque according to the FBI's Uniform Crime Report.\*

Once the juvenile is brought to the Juvenile Division, officials must decide whether to (1) book the juvenile, (2) place the juvenile in pre-trial detention or release him to his parents' custody, or (3) refer the juvenile to the Juvenile Probation Office or a community-based service organization. Booking constitutes legal entry into the system and establishment of an official record. It represents an official arrest. The decision to book is based on the nature of the offense and the prior record of the juvenile. If the juvenile is not booked, he and his parents, or guardian, are counseled and the incident is legally forgotten. Juveniles apprehended during the hours when the Juvenile Division is not operational (midnight to 7 a.m.) are taken directly to the Detention Home by the arresting officer.+

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\*Part I crimes include murder/non-negligent manslaughter, forcible rape, aggravated assault, robbery, burglary, auto theft, and larceny over \$50 in value. (In 1973 larceny under \$50 was added.) These crimes are also referred to as Index crimes.

+For further information and analysis of the juvenile justice system, see Stephen F. Blake, Juvenile Justice in Albuquerque/Bernalillo County, CJP-73-10, September 25, 1973.

The juveniles interviewed had the neutral position, "There are good cops and there are bad cops." Police officers who showed respect for the juveniles and handled them in what they considered to be a professional manner were respected. A preconceived notion of what an officer should be and the reality of contact with an abusive officer resulted in a confusing dilemma for some of these juveniles. All reported having such experiences. However, they appeared to be more concerned with why the officer had acted in this manner, than with making bitter generalizations of policemen as "pigs." The girls related more positive experiences with officers and tended to describe the policemen as "just doing their job."

A number of boys spoke of occasions when a particular officer showed concern for their problems by talking to them. The girls described such conversations as lectures, but for the boys this concern helped to erase negative feelings about police. However, the serious talks were soon forgotten and most of the juveniles stated that it was not a successful deterrent.

Officers who approached juveniles because of their appearance, i.e., long hair or race, were disliked most. The Chicano boys interviewed were very proud and especially sensitive about their race. Being called a "Mexican" by these policemen alienated and hardened them. Such incidents outweighed the fact that the juveniles invited police involvement in the first place by their own actions. The girls indicated that most of the officers approached them as females, without reference to their race.

#### B. The Probation Office

The Probation Office serving Albuquerque/Bernalillo County is the administrative arm of the Children's Court, a component of the 2nd Judicial

District Court. Direct administration and policy guidance comes from the Children's Court Judge.

The Juvenile Probation Office had a caseload of 4,203 in 1972. At the time of this study, the staff included the chief, one intake officer, and 13 probation officers (staff-to-client ratio of 1:300). Most of the referrals (90%) come from law enforcement agencies. Upon receiving an arrest report from these agencies the intake officer assigns the juvenile to a probation officer, with his recommendations. The child may be put on unofficial probation or referred to the Children's Court for dispositional purposes--this constitutes official entry into the system. The probation officer supervises the juvenile for the time period set by the Court, unless the child is placed in the jurisdiction of the Department of Corrections. Unofficial probation, on the other hand, is monitored by the probation office but does not constitute legal entry into the system.

Treatment by the probation officer involves counseling the juvenile, sometimes with his parents, and referral to nonsystem resources. Probationers are scheduled for appointments with their probation officer in the Bernalillo County Courthouse on a periodic basis set by the probation officer depending on the degree of supervision needed. The probationer appears, and current problems are discussed.

Overall, the juveniles expressed negative attitudes toward their probation officers. They expressed positive attitudes about other probation officers, but never their own. The main reason for discontent was summed up by one boy: "Probation officers should be more like friends and less like judges." He was referring to a commonly stated complaint of condescending lectures and threats by probation officers. Some of the girls

expressed fear of their probation officers. One girl said she never knew why she was restricted from certain activities and was too frightened to ask.

The juveniles interviewed said that visits to the probation office lasted from five to ten minutes. Most of the conversations included such questions as: How are you? Are you going to school? Are you working? Are you staying out of trouble? The juveniles said they always answered the questions affirmatively, left, and returned only for their next appointment or when they were arrested again.

Most of the boys said their probation officers had decided they were guilty or at fault. They said they "went along" because they knew "it didn't matter" whether they were guilty or not. The boys felt the probation officers had different values and that if they (the boys) indicated that they disagreed with their probation officers, they would be sent to Springer. The girls said they felt the officers were less likely to punish them harshly, but they showed more fear of incarceration than the boys did.

#### C. The Detention Home

Children entering the Bernalillo County Detention Home (D-Home) are first interviewed by an intake officer who verifies the juvenile's identification on the arrest sheet, informs the juvenile of the offense, and asks for a statement of the youth's version of what happened. If the child does not wish to speak, that is recorded. This intake sheet is eventually placed in the juvenile's file at the Juvenile Probation Office. The intake officer then notifies the parents that their child is at the D-Home and requests that they pick him up. If the child is in the D-Home

by court order or if he is believed to be a danger to himself and/or the community, he remains in custody and must be afforded a detention hearing within 48 hours.

If the juvenile remains, he is confined except for meals until after orientation. Orientation is held each day by counselors who give instructions on the rules and expected behavior. Prior to orientation the children are placed in "Group III" with activities and privileges restricted. Following orientation a child draws up a program (contract) with the help of his counselor and moves into "Group II" where he is afforded more privileges. These privileges must not be abused if the child wishes to progress to "Group I." This last group is essentially a trusteeship in which the child is allowed to play and work outside the institution with minimal supervision. Authorization from the juvenile's probation officer is required prior to acceptance into Group I.

These programs are designed to meet the needs of the individual child. Group III includes the majority of juveniles who stay for a short period. Group II is for those who appear to be staying for extended time periods and Group I is for those who will remain at the D-Home for long periods of time, but do need some supervision. The policy of the D-Home is one of leniency, but it is limited within the guidelines set forth to maintain order and provide the child and the community with a secure setting.

The juveniles expressed positive attitudes about the D-Home staff with few exceptions. The staff became the primary focus for appraisal of the entire facility. Most juveniles said the staff members were "cool" or "right on." The girls' short-term impression was that "not all authority figures are bad." None of the children in any of the ethnic groups complained of discriminating practices by the staff.

For the most part, the juveniles stated that they felt they could communicate with staff members. Some of the boys spoke of having to "mask" themselves in order to live more comfortably while at the D-Home. They said the "mask" was used to play up to certain staff members in order to receive more privileges. Most of the juveniles interviewed felt that the staff was fair to them, even when they were disciplined. They seemed, generally, to accept discipline and/or punishment. Only those who disliked a particular staff member for punishing them talked against that person.

Few of the children mentioned the building. What was important to them was their interaction with staff and peers. Very little complaining about the facility was vocalized. The activity room contained a pool table, table tennis area, and a limited library. The girls said that tasks were hurriedly carried out in order to return to these activities.

Some of the boys in Group II expressed disapproval of security practices. They felt doors could be left unlocked and no one would try to escape. Because the doors were kept locked they felt they were not trusted.

Most of the girls made friends after they arrived at the facility. They said they had been afraid before going to the D-Home, but soon overcame their fears. If a girl was not liked, they said she was excluded and/or ignored by the rest of the girls.

#### D. Children's Court

The Children's Court is located in the Juvenile Probation Office. A large desk and a rectangular table are joined to form a "T." The judge sits at the head of the table--to his left sit the court stenographer and

the juvenile probation officer; to his right, the child's attorney (if there is one), the child, and his parents. Generally, an Area Superintendent from the Albuquerque Public Schools is present and sits at the foot of the "T." Chairs line the front and sides of the courtroom.

The child is called into the courtroom from the hallway or waiting room of the Juvenile Probation Office. If the child has been detained prior to his court appearance, he comes from the back entrance to the court. After the child, attorney, and parents are seated, the probation officer asks the child to state his name and age, identify the people on his side of the table, state their relationship to him, and finally, give the name of his attorney. The judge begins the proceedings by stating the charge. He then asks the probation officer, the school representative, and the attorney to state any knowledge they have of the child and make recommendations concerning what the court should do. In most cases the juvenile is not questioned about the charge unless his attorney specifically asks him if he would like to make a statement. The juvenile is often dismissed during the court's deliberation, though the resource persons (i.e., probation officer, community and service agency representatives) remain. The juvenile is then asked to return to hear the disposition.

Many of the juveniles seemed oblivious to the discussions in court. Their focus was on the outcome rather than the proceedings. Those children who had a court-appointed attorney seldom knew his name. They said they were not aware of the court's functions, proceedings, or their own rights.

Most of the juveniles interviewed who had been to court felt they were treated like "they were supposed to be treated." At the same time, they felt manipulated and had no feeling of participation in the proceedings. A boy who had recently received a detention hearing was asked what happened. He said, "They asked me if my name was \_\_\_\_\_, and I said yes, and then they told me to leave." Some youths interviewed said they felt helpless. They were completely unaware of what was happening to them in court. One girl related her experience: She had runaway from home and was caught later and placed in the D-Home. She was returned to her parents and a few days later her father took her to the Juvenile Probation Office. She was placed in a small room next to, or near, the courtroom. She was unsure why she was there, but assumed it was because she had run away. She had no attorney. She did not recall waiving her right to counsel or even being told she could have a lawyer present in court. She thinks she was in the room for two hours, during which time a man came into the room and told her she might be sent to the Girls' Welfare Home. Later she was taken home. The girl said she was never told what had taken place, but three days later she was placed in Stonehenge, a temporary residence for runaways. This 14-year-old girl's only complaint was that she had not been allowed to appear in court.

The juveniles who had been to court were skeptical about its fairness, but they knew what to expect when they appeared. The delinquent boys who had frequent contacts with the court complained of disparities in sentencing. "Some guys get busted 15 times and never sent up," said one boy. "Other guys get sent up their second or third time." Some boys thought this was racial discrimination on the part of the judge. One boy said there should

be some way to "check on a judge to make sure he's being fair." When asked how this might be accomplished, he replied, "It doesn't matter. It'll never get done. Nothing's going to change it." Boys who were interviewed at the D-Home prior to their first court appearance expressed faith in the court, but it was related more as a hope than a belief that the court would be fair.

The juveniles said they had very little understanding of their rights. Most knew they could have a lawyer present in court, yet they felt that meant nothing since "he [the attorney] doesn't really help, he just sits there with you." Some who expressed this opinion felt their attorney tried to help them, but was powerless to influence the court. They felt that a decision had been made before they appeared in court. The right of protection against self-incrimination was discussed, but according to most of the juveniles, "It doesn't mean a thing."

The parents' role in the court was discussed with a group of girls. "They [the court] never took my word for it, my parents were always right," said one girl. The girls expressed the need for someone to look into their homes to see what really goes on and to consider the child's position. "The judge should see everything, but he just listens to what everybody else says," said another girl.

#### E. The New Mexico Girls' School

The New Mexico Girls' School, also known as the Girls' Welfare Home, is located near the Pan American Freeway frontage road (I-25) and Candelaria Boulevard. The area covers 61 acres with seven buildings on the grounds. The capacity is 200 residents and it has operated at that level in the past.

The average daily population for fiscal year 1973 was 49.37; the average age at admission was 15 years; the average length of stay was 6.3 months (including those committed for 60-day diagnostic evaluations). A total of 154 girls was received at the school. Of the offenses committed, 59.6 percent were for crimes applicable only to juveniles, i.e., truancy from home or school, incorrigibility, running away, habitually uncontrollable, curfew violations, disobedience, and wayward (excluding 60-day diagnostic commitments).<sup>1</sup>

Once admitted, the girls begin a step program. Orientation and psychological evaluations are to be conducted in a minimum of two weeks. After meeting the behavioral requirements, the girls move into citizenship (Step I) and gain placement in a Cottage Group. There are three cottages, Jemez, Manzano, and Loma. Specific behavior requirements are outlined to the child to guide her to Step IV where she is eligible for parole consideration. As the girl ascends through the step program she assumes more responsibility and receives more rewards (e.g., off-campus activities, shopping in town, dances).

Intrinsic to the step program is the Girls' Government consisting of leader, assistant leader, sponsor, secretary, and inspector. This student government, organized in each cottage, is made up of eligible students who give orientation to new girls upon their arrival and hold conferences with girls who break rules. This type of correction is an effort to avoid defenses against authority figures by allowing the girls' peers to help when a problem arises.

A Psychological Services Program was recently initiated at the facility. This program has three basic functions: (1) diagnostic test evaluations,

(2) group and individual counseling, and (3) home/community study in preparation for release. The step program is dependent upon behavior scores which allow a girl to advance. A numerical grading system is used. This grading system is a constant 24-hour supervisory tool. All staff members score each girl with a "check mark" (negative) or a "contribution" (positive) grade, the total of which determines the step placement, i.e., privileges or disciplinary action.

The educational program at the institution consists of an accredited junior and senior high school (Foothills School), General Educational Development (GED), career oriented programs, and arts and crafts. The academic curriculum consists of mathematics, physical education, GED, human relations, biology, cultural awareness, and a learning center. The career oriented programs are business education, cosmetology, floral design, horticulture, library science, nurse's aid, and psychology. The girls advance at their own rate. The average classroom consists of 12 girls. There are seven classes daily, 45 minutes each, Monday through Friday. The school day begins at 8:30 a.m. and continues until 3:15 p.m., with a one and one-quarter hour lunch break. Each girl at the facility is enrolled in some kind of educational program.

One of the school's problems is accommodating the girls who have been committed for 60-day diagnostic evaluations. These girls come at various times and do not stay long enough to acquire transferrable credits.

There are extensive disciplinary and grievance procedures available to the residents and the staff. Discipline can range from temporary removal of certain privileges to step demotion to "treatment." Treatment consists of confining the girl in a small cell with one bed. There are

no duties, activities, or exercises allowed. She is housed there until the program manager decides to release her. The time a girl stays in the Intensive Care Unit (under treatment) "rarely exceeds three days."<sup>2</sup> Intensive counseling efforts are undertaken to resolve the girl's problems. Grievances by all the girls can be registered with the institution. Written grievances can be settled or withdrawn at any stage with the final decision resting with the Corrections Committee.

Three girls were interviewed at the School in the presence of a staff member. One of them, who had been at the school for three weeks, refused to talk. The other girls talked but seemed very inhibited, waiting until they made eye contact with the staff member before responding to any question. A fourth girl who had been released from the school was interviewed at a later time.

The girls at the institution seemed very enthusiastic about floral design and cosmetology classes, but were evasive in answering questions concerning the facility or the step program. After the short session the most talkative girl said, "Well, if I get my parole, I'll know who to thank," illustrating her perception of the interviewer's role.

The girl who had been released said the staff did not help her. She said the house mothers were "always too busy" and they "didn't want to talk to the kids." She also stated that whenever she was being evaluated or went before the Board, she told them whatever she thought they wanted to hear. When asked if she thought the officials believed her, she said, "I guess so, they let me out."

She said the girls were supervised so strictly that even table manners were graded. She described the Girls' Government as being run by "real

goody-goody girls." She said these girls would search her room and help the staff discipline her. Her activities each week included "pool, ping-pong, juke box, and cokes." Her daily routine was to be awakened at 6 a.m. for breakfast. After eating she attended school until lunch time, then she returned to school until dinner time. She watched television until 9 p.m.

For her psychological evaluation this girl said she met with a psychologist for two hours the first day and about one and one-half hours the second day. She felt he had tried to trick her by asking the same questions over and over in different manners. She did not believe that the 60-day commitment had helped her but she said she never wanted to go back. Although she is currently enrolled in school and is doing volunteer secretarial work in Albuquerque, she felt the Girls' School had nothing to do with her success.

#### F. The New Mexico Boys' School

The New Mexico Boys' School, located in Springer, has many of the same policies and services as the Girls' School. There are six lodges housing a daily population of approximately 204 boys whose average age is 15. The school committed 416 boys in 1973, with the average length of stay 9.8 months. Just over ten percent of the boys committed were sent to the school because of their involvement in juvenile crime.<sup>3</sup>

The boys entering the school are placed in lodges where they receive orientation. The boys are assigned to the individual lodges on the basis of their age, emotional stability, and, in some cases, their intelligence. They undergo tests and within three weeks are placed in academic and educational programs. They are then placed in "family living groups,"

substitute families, which are a fundamental part of each boy's program.

Along with the schooling there is a graduated "Step Plan" which requires that he (the juvenile) assumes the responsibilities of counseling, work, education, and other self-help programs at an increasing level of competency.<sup>4</sup> Behavior, as at the Girls' School, is graded with "check marks" (negative) and "contributions" (positive) under 24-hour supervision.

Conversations were held with one boy being transported to the Boys' School and two boys who had just completed a 60-day diagnostic evaluation at the School. The interview was conducted in a car traveling to and from the School.

The youth being transported to Springer showed little signs of apprehension. He said he had been told by friends that he would be all right if he "kept his head." However, after he arrived he was shaky and he then said he was "scared to death."

The outward behavior of the two boys returning home was respectful and mannered. The juveniles attributed this to their stay at Springer. When asked why they answered "Yes, sir" and "No, sir" they said they did not know, but they were required to do so.

When asked about their training one boy said he had been in a vocational class at Springer. He said he did not know what it was for or what kind of training he received. He said he thought it had helped and that he had learned something. When asked what he had learned, he replied that he did not know.

The boys described a point system at Springer in which each boy received a base score of 2.0 for completing his assigned duties. These marks were

distributed by all the staff members and every activity was graded. The total of all these points established the privileges for that boy. The boys said they soon adjusted to the system and began earning "contribution" marks. As a result they said they felt they had done well, having met the requirements of Springer. The juveniles spoke of one boy, 11 years old, who disgusted them. This boy could not be controlled and often caused their lodge to lose privileges. They said he played, acted up, and did not follow the strict guidelines of the institution.

Any serious accumulation of check marks or a particular violation of the rules resulted in confinement in a small room with one bed and a chair. One of the boys had been confined for ten days and described the daily routine as mopping and buffing the floors of the administration building every morning. While in the room the rest of the day, the boy was told to sit in the chair. His meals were brought to him. He showered once in the evening at 8:00 and then went to sleep. He was awakened at 6:00 each morning.

When speaking of their evaluations, the boys described several attitude tests. Both boys agreed that their psychological evaluation took no longer than 15 minutes. They also felt the psychologist asked the same question in different manners in an attempt to fool them. They said they did not understand the purpose of the tests and did not believe that the psychologist had helped them.

The boys were able to describe their exact surroundings, e.g., how many chairs in each room. When speaking of the facility's atmosphere, they did not identify it as particularly suppressive because they said they had no choice in being there. The boys were, however, acutely aware

of their surroundings to the finest detail. The profound reality of the institution was manifested in these descriptions.

G. Suggested Improvements--Juveniles' View

There was very little input from the juveniles interviewed on the topic of system improvement. The youths did not see themselves linked with all other juveniles sharing common problems. Solutions, according to these juveniles, were just rhetoric. The problems as they saw them, were insoluble. They did not feel they could affect any change in the system. The responses noted in the following paragraphs came from juveniles who attempted to analyze the system.

In discussions regarding Children's Court, the juveniles stated that they felt more attention should be paid to the child's side of the story. Some felt that a defense attorney who would emphasize the juvenile's point of view could help. Most of those interviewed felt that the court and all other officials should examine the juvenile's home situation to see that "the problem isn't always just the kid." Family counseling for indigent families was mentioned by the juveniles as a possible solution to many of the problems. One girl said people in the system should let the juveniles know "what was going on" instead of leaving them out of discussions. A solution to what one boy called the "irresponsible attitude" of some juveniles is a speedy trial so juveniles realize they will be dealt with when they break the law.

More intensive probation supervision by the probation officers was also advocated. The juveniles interviewed said their probation officers did not know them or their home situation well enough to be able to help.

The juveniles agreed that more recreation programs throughout the entire city would help to keep them out of trouble. Idle time, either real or created, seemed to be a factor the juveniles pointed to whenever they were questioned concerning why they got into trouble.

#### CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

The interview method used to conduct this study makes it difficult to delineate specific recommendations for improvements within the juvenile justice system. Although few recommendations were made by the juveniles, conclusions can be reached by reading the juveniles' statements.

##### A. Juvenile Crime

The juvenile's economic status determines his actions, i.e., his "needs" and their fulfillment. However, shoplifting is a thrill, since no value is attached to the property, only to the action. The runaway child is reacting to a family crisis for which he sees no other solution.

Juveniles insisted upon their right to be heard and considered themselves mature. The system, however, considers them neither mature nor responsible, thus stifling the individual.

##### B. Law Enforcement Agencies

The juveniles were very reserved in their expressed attitudes towards police officers--this is probably the result of idealistic stereotyping of the police. When the juveniles were confronted with a situation in which the police officer did not react with the expected treatment, the outcome was confusion. Professional, objective treatment was considered

most effective by the juveniles. Officers who showed concern for the child in particular situations were effective, but only on a short-term basis.

##### C. The Juvenile Probation Office

The children exhibited consistently positive attitudes toward probation officers other than their own. They also expressed the need to be heard and have their complaints investigated. At the present time, the child does not always understand what is happening to him or why. This can create a very frustrating atmosphere. If an explanation does not follow, the frustration grows, leading the child to feel that he is guilty until proven innocent--in his eyes an impossibility.

##### D. The Detention Home

All the juveniles expressed highly positive attitudes towards the D-Home staff. These feelings are probably rooted in the fact that these same attitudes are returned by the D-Home staff.

##### E. Children's Court

The youth's concern in court is solely the outcome. This is reinforced by his lack of involvement in the proceedings. The child needs to be intimately involved with the deliberations of the court for several reasons: (1) to internalize the disposition, (2) to understand why the decision is reached--which would also alleviate complaints regarding disparity in sentencing, and (3) to actively participate and know his "side" is heard--the parent's view should not automatically take precedence over the juvenile's view.

#### F. The New Mexico Girls' School

Sixty-day diagnostic evaluations are detrimental. The girls are not at the School long enough to be involved in its classes, yet they have been removed from their public schools thus interrupting the consistent educational process. For the girls who stay at the School for a longer period, classes providing immediate gratification, (e.g., cosmetology) hold the highest value. All considered the psychological questions manipulative and meaningless.

The extremely strict control exerted under the Step Program is not amenable to individual progress. The emphasis tends to be on adjusting to the institution, not to the society to which the girl will eventually return.

#### G. The New Mexico Boys' School

The comments regarding the Boys' School were generally consistent to those expressed by the girls at the Girls' School. Additionally, boys returning to society were confused and unable to explain the purpose of their training or even of what the training consisted.

#### H. Suggested Improvements--Juveniles' View

The idea of considering improvements within the system was totally outside the children's realm of thinking. The current system reinforces the juvenile's perception of himself as unable to affect his environment in any way.

There is one overriding conclusion in this report: the juvenile justice system shelters the juvenile to the extent that his involvement

within it is superfluous. The juvenile's "side" must be heard and listened to. The system at present effectively prevents the juvenile from an awareness of his problem and, concomittantly, from seeking solutions beneficial to his growth and development.

## APPENDICES

- A. The Research Subjects
- B. Children's Court Observation and Findings
- C. Interview Format for Case History Study of Juvenile Viewpoint
- D. Juvenile Questionnaire

## APPENDIX A. THE RESEARCH SUBJECTS

The methods used to choose subjects for this study have not been discussed. This appendix is to clarify subject selection and includes a brief analysis of these juveniles' representativeness of the juvenile offender population in Albuquerque/Bernalillo County.

### A. Subject Selection

The subjects who participated in the case history interviews were selected on an opportunity basis at various group homes and correctional facilities. Not all residents, of course, were chosen--only those who showed an interest and volunteered. Hogares, Inc. was very helpful in allowing CJP personnel to speak with the residents and explain the purpose of the study. Subjects with whom the author was acquainted prior to the study were also used because their familiarity with the interviewer increased the frankness of their replies. Other subjects were sought out due to their involvement with the system. Subject selection was not randomized; rather, the conditions which prevailed necessitated the selection on an opportunity basis.

The attitudinal survey conducted concomitantly with case histories was not the entire data base for this study. A separate study compared group attitudes to individual questionnaire responses to test a hypothesis regarding peer group pressure (this survey may be published in the near future). The attitudes demonstrated in the group settings were noted and found to be similar in many respects to those found in the individual case history interviews. The subjects used in the group interviews at the Detention

Home (D-Home) were all those in "Group II" (See page 14) at the time of this research study. The interviewees in the group discussions were different persons from the 18 case history respondents.

The informal conversations were conducted throughout the community. Usually these were with groups of three or more youths gathered at school, in the parks, and, in one instance, at the home of a boy who was being interviewed for a case history. These conversations like the D-Home discussions, were supportive of the perceptions revealed in the case history interviews.

#### B. Subject Representativeness

The question as to whether the juveniles interviewed were representative of Albuquerque/Bernalillo County juvenile offenders is of considerable importance in generalizing these findings. A comparison was made of the ages and offenses of juveniles referred to the Juvenile Probation Office (JPO), the D-Home, and those interviewed for this study to try to determine the magnitude and direction of any bias produced by the selection procedure.

TABLE 1. COMPARISON OF AGE DISTRIBUTION OF SUBJECT, JPO REFERRALS, AND D-HOME REFERRALS

Age	Research Subjects		JPO*		D-Home+	
	No.	%	No.	%	No.	%
9-13	0	---	714	16.3	151	11.2
14	3	16.7	604	13.8	163	12.1
15	4	22.2	864	19.9	280	20.8
16	6	33.3	1120	25.7	382	28.4
17	4	22.2	1057	24.2	355	26.4
Over 17	1	5.5	0 <sup>B</sup>	---	12	0.8
	18		4359		1343	

\*Second Judicial District Juvenile Probation Office Delinquency Statistical Report, 1973.

+D-Home statistics for January to June, 1973.

<sup>B</sup>The JPO does not provide services for anyone over the age of 17.

Table 1 indicates that the age distribution of research subjects was similar to the age distribution of all juveniles processed by the JPO and the D-Home.

The second area utilized for assessing the representativeness of subjects was the offense with which the juveniles were charged. Using the statistical bases noted in the previous table, delinquent and CHINS types of offenses were categorized.

TABLE 2. COMPARISON OF OFFENSE DISTRIBUTION OF SUBJECTS, JPO REFERRALS, AND D-HOME REFERRALS

	Subjects		JPO		D-Home	
	No.	%	No.	%	No.	%
Delinquent	12	66.6	3,677	68.9	1,208	69.1
CHINS	6	33.4	1,667	31.1	541	30.9
Total	18		5,344		1,749*	

\*Out-of-state runaways were deleted as they are not applicable for comparative purposes.

Table 2 indicates that the offense distribution of research subjects is representative of the offenses of all juveniles referred to the JPO and the D-Home. The JPO and the D-Home do not keep records on sex and race. Therefore, comparisons were impossible on those variables.

APPENDIX B. CHILDREN'S COURT OBSERVATION AND FINDINGS

During the month of October, 1973, 33 cases were observed in Children's Court. Because this study focused upon the juvenile's view of the juvenile justice system, special attention was paid to juveniles during the proceedings (whether the child spoke at the hearing, his conduct, manner, and appearance--the image he seemed to project and his impressions of the court). The role of counsel (whether adversary or complacent) was also noted. Procedural rules, as outlined by the New Mexico Children's Code, were specifically noted to ascertain compliance with the new Code.

Of the 33 cases observed, 70 percent involved delinquent petitions, 15 percent involved Children in Need of Supervision (CHINS), and 15 percent were dispositional hearings on boys returning from 60-day committal for diagnostic evaluation at the New Mexico Boys' School. The dispositions imposed during the observation are shown in Table 3, with a comparison to the 1972 data from the Juvenile Probation Office (JPO).

TABLE 3. JUVENILE DISPOSITIONS IN COURT

<u>Action</u>	<u>Cases of October 1973</u>		<u>1972 JPO Data</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Deferred Action	13	39.4	318	75.5
Springer	6	18.2	24	5.7
Advisement	4	12.1	31	7.3
60-Day Diagnosis	3	9.1	27	6.4
Supervision	2	6.1	14	3.3
Alternative Placement	1	3.0	6	1.4
Postponed	4	12.1	N/A	N/A
Total Cases	33		430	

Attorneys were involved in most of the observed cases. Twelve percent of the juveniles retained their own counsel, 51 percent had appointed counsel, and 37 percent were not represented by counsel. Of those with appointed counsel, 76 percent were handled by six attorneys. The JPO statistics indicate that 36 percent of the 1972 cases were handled by court appointed attorneys.

The probation officer's recommendations were followed in 66 percent of the cases. In nine percent of the cases such recommendations were rejected; 12 percent of the reports did not state a recommendation. The remaining 12 percent of the cases were postponed. Eliminating cases that were postponed, 76 percent of the cases were decided by the judge on the basis of the probation officer's recommendations.

#### APPENDIX C. INTERVIEW FORMAT FOR CASE HISTORY STUDY OF JUVENILE VIEWPOINT

##### I. Subject's History of Involvement with Juvenile Justice System

###### A. Arrests

1. Type (CHINS or delinquent category)
2. Actual court appearance
3. Disposition (if #2 above)

###### B. Probation Office

1. Contact (length of stay, frequency)
2. Relationship (friend, authoritarian, neutral)
3. Effect (did it help? in what way? if not--why?)

###### C. Parole Officer (if committed)

1. Contact
2. Relationship
3. Effect

##### II. Environment

###### A. Family

1. Natural parent(s), step parent(s), foster parent(s), relatives, etc.
2. Attitude towards subject's offense
3. Relationship with parents (good, bad)
4. Financial status

###### B. Peers

1. Origin
2. Stability
3. What type

- a. violent
- b. profit
- c. drugs
- 4. Routine
- 5. Words (special types if any)
- 6. State of parents (i.e. promotion, downgrade group)
- 7. Communication
- 8. Recruiting variables
- 9. Expulsion variables
- 10. Acceptance vs. rejection

C. School

- 1. Contact (frequency) with teachers and administrators
- 2. Learning ability (as perceived by subject)
- 3. Incentive towards learning (specific likes, dislikes)
- 4. Truancy

III. Subject's Perspective

A. Attitude towards police

- 1. Peer attitude
- 2. Improvement needed (according to subject)

B. Attitude toward offense

- 1. Pre-conventional morality (is the act innately wrong or wrong because subject was caught)
- 2. Right vs. wrong (time frame--past vs. present attitude)
- 3. Immediate gratification

IV. Motivation Towards Offender

- A. According to subject
- B. Idle time as causal factor
- C. What could deter that offense from happening then and in the future?

V. Success or Failure (Self Perception)

- A. Any definite influence (that caused success or failure)
- B. Any definite environmental change

VI. Improvements Needed in System

17. Does (1,2,3,4) explain things to you -- why they make the decision they make?

- 1) Police \_\_\_\_
- 2) Probation Officer \_\_\_\_
- 3) Lawyer \_\_\_\_
- 4) Judge \_\_\_\_

18. Does (1,2,3,4) get a kick out of bullying you?

- 1) Police \_\_\_\_
- 2) Probation Officer \_\_\_\_
- 3) Lawyer \_\_\_\_
- 4) Judge \_\_\_\_

19. Do you think (1,2,3,4) enjoys punishing kids and being rough on them?

- 1) Police \_\_\_\_
- 2) Probation Officer \_\_\_\_
- 3) Lawyer \_\_\_\_
- 4) Judge \_\_\_\_

20. Does (1,2,3,4) try to make you lie and mix you up?

- 1) Police \_\_\_\_
- 2) Probation Officer \_\_\_\_
- 3) Lawyer \_\_\_\_
- 4) Judge \_\_\_\_

21. Do they (1,2,3,4) always know when you're lying?

- 1) Police \_\_\_\_
- 2) Probation Officer \_\_\_\_
- 3) Lawyer \_\_\_\_
- 4) Judge \_\_\_\_

22. Do you think you can fool (1,2,3,4) if you are smart about it?

- 1) Police \_\_\_\_
- 2) Probation Officer \_\_\_\_
- 3) Lawyer \_\_\_\_
- 4) Judge \_\_\_\_

23. Will (1,2,3,4) believe anything you say, even if you lie?

- 1) Police \_\_\_\_
- 2) Probation Officer \_\_\_\_
- 3) Lawyer \_\_\_\_
- 4) Judge \_\_\_\_

24. Do you feel the D-Home is \_\_\_\_

- 1) A good place
- 2) Not good, but better than your home
- 3) A bad place
- 4) Not where you want to be

25. If you had to room with one person that is in your Group II or III at the time of this interview, who would it be?

\_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

APPENDIX D.. JUVENILE QUESTIONNAIRE

We want to know your own feeling about the Police, Probation Officers, Lawyers, and Judges, in general, which means all of them together. Put the letter of your answer in the blank to the right of the person that is your feeling about them. Be honest. Put the letter "A" if you strongly agree, "B" if you agree, "C" if you disagree, and "D" if you strongly disagree. You can use any of the letters as many times as you want, but only one letter for each person.

- A = STRONGLY AGREE
- B = AGREE
- C = DISAGREE
- D = STRONGLY DISAGREE

1. Do you feel that (1,2,3,4 below) wants you to be treated fairly?

- 1) Police \_\_\_\_
- 2) Probation Officer \_\_\_\_
- 3) Lawyer \_\_\_\_
- 4) Judge \_\_\_\_

2. Do you feel that (1,2,3,4 below) gives you a chance to tell your side of the story?

- 1) Police \_\_\_\_
- 2) Probation Officer \_\_\_\_
- 3) Lawyer \_\_\_\_
- 4) Judge \_\_\_\_

3. Do think that (1,2,3,4, below) doesn't believe anything you say?

- 1) Police \_\_\_\_
- 2) Probation Officer \_\_\_\_
- 3) Lawyer \_\_\_\_
- 4) Judge \_\_\_\_

4. Do you think that (1,2,3,4) doesn't want to listen to your story at all?

- 1) Police \_\_\_\_
- 2) Probation Officer \_\_\_\_
- 3) Lawyer \_\_\_\_
- 4) Judge \_\_\_\_

5. Do you feel that (1,2,3,4) doesn't like kids because they have long hair?

- 1) Police \_\_\_\_
- 2) Probation Officer \_\_\_\_
- 3) Lawyer \_\_\_\_
- 4) Judge \_\_\_\_

6. Do you feel that (1,2,3,4) doesn't like kids if they are Chicano or Black?

- 1) Police \_\_\_\_
- 2) Probation Officer \_\_\_\_
- 3) Lawyer \_\_\_\_
- 4) Judge \_\_\_\_

7. Do you think (1,2,3,4) always believe your parents and not you?

- 1) Police \_\_\_\_\_
- 2) Probation Officer \_\_\_\_\_
- 3) Lawyer \_\_\_\_\_
- 4) Judge \_\_\_\_\_

8. Do you think (1,2,3,4) really cares what happens to you?

- 1) Police \_\_\_\_\_
- 2) Probation Officer \_\_\_\_\_
- 3) Lawyer \_\_\_\_\_
- 4) Judge \_\_\_\_\_

9. Do you feel (1,2,3,4) listens to what you tell them?

- 1) Police \_\_\_\_\_
- 2) Probation Officer \_\_\_\_\_
- 3) Lawyer \_\_\_\_\_
- 4) Judge \_\_\_\_\_

10. Do you think (1,2,3,4) is just doing his job, he doesn't care what happens to you?

- 1) Police \_\_\_\_\_
- 2) Probation Officer \_\_\_\_\_
- 3) Lawyer \_\_\_\_\_
- 4) Judge \_\_\_\_\_

11. Do you feel (1,2,3,4) thinks everything kids do is wrong?

- 1) Police \_\_\_\_\_
- 2) Probation Officer \_\_\_\_\_
- 3) Lawyer \_\_\_\_\_
- 4) Judge \_\_\_\_\_

12. Does (1,2,3,4) give you a lot of advice, but it doesn't mean anything?

- 1) Police \_\_\_\_\_
- 2) Probation Officer \_\_\_\_\_
- 3) Lawyer \_\_\_\_\_
- 4) Judge \_\_\_\_\_

13. Does (1,2,3,4) help you find out what is going on?

- 1) Police \_\_\_\_\_
- 2) Probation Officer \_\_\_\_\_
- 3) Lawyer \_\_\_\_\_
- 4) Judge \_\_\_\_\_

14. Does (1,2,3,4) try to help you stay out of trouble?

- 1) Police \_\_\_\_\_
- 2) Probation Officer \_\_\_\_\_
- 3) Lawyer \_\_\_\_\_
- 4) Judge \_\_\_\_\_

15. Does (1,2,3,4) try to help you, but there's nothing he can do?

- 1) Police \_\_\_\_\_
- 2) Probation Officer \_\_\_\_\_
- 3) Lawyer \_\_\_\_\_
- 4) Judge \_\_\_\_\_

16. Do you feel (1,2,3,4) really knows what is best for you?

- 1) Police \_\_\_\_\_
- 2) Probation Officer \_\_\_\_\_
- 3) Lawyer \_\_\_\_\_
- 4) Judge \_\_\_\_\_

26. Do you feel you decide what's best for you? Yes \_\_\_\_\_ No \_\_\_\_\_

27. Who's fault is it for your being in the D-Home? \_\_\_\_\_

\_\_\_\_\_

28. Are you the same kind of person as those in this D-Home? Yes \_\_\_\_\_ No \_\_\_\_\_

Thank you for your help.

NOTES

Chapter II

<sup>1</sup>A. K. Cohen and S. F. Short, Jr., "Research in Delinquent Subcultures," Journal of Social Issues, 14(1968), p. 28.

Chapter III

<sup>1</sup>New Mexico Department of Corrections, Annual Report -- July 1, 1972 - June 30, 1973 (Santa Fe, New Mexico: 1973), p. 72.

<sup>2</sup>New Mexico Department of Corrections, "Pleading Review," Appeals and Disciplinary Procedures (of the New Mexico Girls' School) (Santa Fe, New Mexico: 1973), p. 11.

<sup>3</sup>Annual Report, p. 55-58.

<sup>4</sup>Annual Report, p. 41.

**END**