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DELINQUENCY IN SOCIETY

Fifth Edition

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University of Colorado

John D. Hewitt

Grand Valley State University



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Delinquency in Society

To the men and women who preserve freedom,
making it possible for us to follow more trivial pursuits.

RMR

JDH

About the Authors

Robert M. Regoli is professor of sociology at the University of Colorado in Boulder. In 1975, he received his Ph.D. in sociology from Washington State University, where he was elected to Phi Beta Kappa. Professor Regoli is the author of more than 100 journal publications and books and is past-president and fellow of the Academy of Criminal Justice Sciences and is a Fulbright scholar.

John D. Hewitt is professor of criminal justice at Grand Valley State University in Grand Rapids, Michigan. He received his Ph.D. in sociology from Washington State University in 1975. Professor Hewitt is the author or co-author of four books and more than 30 articles. His writings have been published in journals such as *Justice Quarterly*, *Crime and Delinquency*, *Law and Human Behavior*, *Social Forces*, *Journal of Social Research*, and *Law and Policy Quarterly*.

Preface

If it is true that in teaching we learn, we have had the good fortune to do quite a bit of both since the first edition of *Delinquency in Society* was published in 1991. Its continued success is a reflection of what we learn from the comments and suggestions of our students, our professional colleagues, and their students around the country who read the book. We do enjoy hearing compliments, but we pay very careful attention to the suggestions for improvements. Such suggestions have resulted in a number of changes to the fifth edition, which we have detailed below. One change is actually a return to our commitment to a “child-centered approach” emphasized in earlier editions of the book, but somehow lost in later editions. Our child-centered approach suggests that juvenile delinquency represents the culmination of a process that begins at conception and evolves through adolescence. We believe that the vulnerable and unequal status of children in society, one which leads to their oppression, determines the nature of their relations with others, and hence, behaviors that come to be viewed as delinquency. It is the relationships in which children find themselves that serve as the breeding ground for juvenile delinquency. While this approach does not excuse the criminal behavior of children, we believe it helps to contextualize its origins and thus may provide better understanding for the eventual reduction of delinquent behavior.

The Fifth Edition

While this edition continues to provide a comprehensive theoretical framework for understanding the evolving phenomenon of delinquency and society’s response to the problem, it has been thoroughly updated to reflect the most current trends and developments in delinquency, including discussions of the history, institutional context, and societal reactions to delinquent behavior. Among the more significant changes found in this edition are the following:

- The chapters on drugs and delinquency and on youth violence have been moved from the third section of the book on the social context of delinquency up to the first section of the book on the nature and extent of delinquency. This change places the discussion of serious delinquency immediately following the more general discussion of measuring delinquency.

- The chapter on female delinquency has been substantially revised and moved. The previous discussion on the nature and extent of female delinquency has been placed in the section on sex and delinquency in Chapter 2. The chapter now focuses largely on theories of female delinquency and is appropriately located in the section of the book dealing with theories of delinquency.
- There is expanded discussion of the relationship of race and delinquency throughout the book. For example, racial profiling is more extensively discussed in Chapter 13, "Police and Delinquency," and racial disparities in court appearance, detention, adjudication, disposition, and waiver are given extensive coverage in Chapter 14, "The Juvenile Court."
- There is expanded discussion of chronic offenders in Chapter 2, "Measuring Delinquency."
- With national concern over recent school shootings, Chapter 3, "Youth Violence," now has a greatly expanded discussion of the nature and extent of school violence and approaches to prevention of school violence.
- The discussion of Agnew's General Strain Theory and Gottfredson and Hirschi's General Theory of Crime has been expanded in Chapter 7.
- Chapter 8, "Labeling, Critical, and Conflict Theories," now contains a discussion of Left Realism.
- Chapter 10, "Family and Delinquency," contains new discussions of teen fathers, nonresident parents and failure to pay support, and consequences of court-ordered visitations on children.
- New material on bullying has been added to Chapter 11, "Schools and Delinquency," as a result of growing sensitivity to the consequences of bullying and its potential relationship to more serious forms of school violence.
- Chapter 13, "Police and Delinquency," contains new material on racial profiling and expanded discussion of police discretion. These initial discretionary contacts between police and juveniles create significant opportunities for determining whether a particular juvenile becomes identified as a delinquent.
- Chapter 14, "The Juvenile Court," has been revised to provide more extensive coverage of all the major court hearings juveniles face. Although most states continue to hold juvenile court hearings out of the public eye, it is critical that students understand this important process. Each stage in the juvenile court process, from intake, detention, and waiver hearings to adjudication and disposition hearings, produces opportunities for diversion out of the system as well as for disparities in treatment based on sex, race, age, and socioeconomic status.
- New coverage of the process of deciding appropriate dispositions and restorative justice has been added to Chapter 15, "Juvenile Corrections."

Overview of Contents

Section One, “Nature and Extent of Juvenile Delinquency,” introduces students to historical and contemporary perceptions of children and how their misbehaviors have been defined as delinquent. It examines the major sources of data on delinquency and problems with measuring the extent of delinquency. Students are also given in-depth coverage of two of the most critical areas of contemporary delinquency in the chapters on youth violence and illegal drug use.

Section Two, “Causes of Delinquency,” provides students with an easy-to-understand discussion of all the major theoretical approaches to explaining juvenile delinquency. Students will be able to examine early supernatural, Classical, and Neoclassical theories; the substantial contributions of biological and psychological theories; and the dominant sociological theories ranging from social disorganization, strain, and social control to labeling, conflict, and radical theories, as well as specialized explanations of female delinquency.

Section Three, “The Social Context of Delinquency,” contextualizes delinquency within three major social settings: the family, the school, and the gang. Students will be introduced to provocative discussions dealing with the relationship of family structure and process on delinquency, the nature of delinquency within schools and how schools may contribute to the problem of delinquency, and the extensive problems related to juvenile gangs.

Section Four, “The Juvenile Justice System,” examines the formal societal response to delinquency within the context of the police, the courts, and corrections. Each chapter provides extensive, cutting-edge coverage of procedures and issues critical in the juvenile justice system’s attempt to prevent and control delinquency.

Learning Aids

The fifth edition of *Delinquency in Society* contains many of the same outstanding pedagogical features we introduced in previous editions, as well as a number of significant new learning aids.

- **Getting Connected.** At the end of each chapter, Internet sites are identified that will provide students with the most current information available on various chapter topics. Each of these sites is now accompanied by exercises students can use to guide their exploration of the topic.
- **Chapter Outlines.** Each chapter begins with an easy-to-follow outline of the major topics that will be discussed. These outlines immediately alert students to the central issues of the chapter as well as to the order in which they are presented.

- **Provocative Discussion Questions.** Each chapter contains a wealth of provocative discussion questions about important issues. The questions are located in the margins next to the topics they explore further and are designed to stimulate discussion in class and sharpen student critical thinking.
- **Critical-Thinking Questions for Photographs.** The wealth of new photographs in the book are accompanied by intriguing questions or extended narratives designed to encourage critical thinking.
- **Theory In a Nutshell Asides.** Many students have difficulty grasping the differences among the various theories of behavior. To make theories more manageable and understandable, each of the more important theories discussed in Section 2 is presented in brief encapsulated form in the chapter margins.
- **Unique and Exciting Boxes.** To make the text more relevant and interesting for students, we have created three different thematic boxes and inserted them where appropriate within the text:
 - **The Face of Delinquency** A series of boxes discussing various facets of delinquency personalize the story of delinquency and bring into focus the different life situations of victims and offenders.
 - **Cross-Cultural Perspectives on Delinquency** Thematic boxes providing students with brief glimpses into the nature of delinquency in other countries allow students to consider the similarities and differences among nations.
 - **Delinquency Prevention** A thematic box focusing on issues related to the prevention, reduction, or control of delinquency. Some of the programs discussed are well established and appear to most criminologists to be effective in achieving their goals. Other programs discussed hold great promise but are relatively new and untested.
- **Key Terms and Glossary.** Students are provided with succinct definitions of commonly used terms and descriptions of important concepts found in bold type throughout the text. For easy reference when students are preparing for exams, each chapter's key terms are defined at the end of the chapter in addition to being included in the Glossary.
- **Legal Case Index.** Each court case discussed in the chapters is alphabetically listed with its most current citations and is accompanied by a brief annotation of the case in the Legal Case Index, located at the back of the book.
- **Name and Subject Indexes.** Separate name and subject indexes are provided at the end of the book to help students in their search for particular issues or concerns.

Supplements

For the Student

- *Making the Grade Student CD-ROM* (prepared by Thomas McAninch of Scott Community College)—a free electronic study guide packaged with each new book that includes chapter self-tests with feedback indicating why the student's response is correct or incorrect, an Internet guide, and much more.

For the Instructor

- *Instructor's Manual/Testbank* (prepared by Beverly Quist of Mohawk Valley Community College)—chapter outlines, key terms, overviews, lecture notes, discussion questions, a complete testbank, and more.
- *Computerized Testbank*—easy-to-use computerized testing program for both Windows and Macintosh computers.
- *PowerPoint Slides*—complete chapter-by-chapter slide shows featuring text, tables, and illustrations.

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We would like to thank our team at McGraw-Hill for their continued support of *Delinquency in Society*. Carolyn Henderson Meier, acquisitions editor and guiding light for this project, has brought the fifth edition of this book to a new level. Her insights and creative touches have amazed us, and we greatly appreciate her direction of the project. There are a number of other wonderful folks at McGraw-Hill who have contributed to this edition, including Julie Abodeely, editorial coordinator, Dan Loch, marketing manager, Shannon Rider, media producer, Diane Folliard, project manager, and Phil Butcher, publisher. In addition, we want to thank Inge King, our photo editor, who directed the fifth edition's wonderful photo program and Beverly Quist, who continues to produce the exceptional Instructor's Manual that accompanies this book.

A special thanks must go to Matt DeLisi of Iowa State University who developed the many provocative critical-thinking questions found in the chapter margins and photo captions.

We also would like to thank our many colleagues and students for their solicited and unsolicited insights, guidance, criticism, and assistance, with special thanks to Gregg Barak, Joanne Belknap, Ingrid Bennett, Bob Bohm, Sue Caulfield, Todd Clear, Frank Cullen, John Fuller, Mark Hamm, Lou Holscher, Charles Hou, Peter Iadicola, Richard Lawrence, Bill Miller, Hal Pepinsky, Tom Reed, George Rivera, Rick Rogers, Andrew Schmurr, Vic Streib, Jay Watterworth, Jules Wanderer, and Tom Winfree.

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A Guided Tour of *Delinquency in Society*

As noted in the Preface, this text reflects the authors' commitment to a "child-centered" approach to juvenile delinquency. This approach is based on the idea that juvenile delinquency is the culmination of a process that begins at conception and evolves through adolescence. In the authors' view, the vulnerable and unequal status of children in society—one which leads to their oppression—determines the nature of their relations with others, and hence, behaviors that come to be viewed as delinquency. It is the relationships in which children find themselves that serve as the breeding ground for juvenile delinquency. While this approach does not excuse the criminal behavior of children, it may help to contextualize the behavior's origins and thus may provide better understanding for the eventual reduction of delinquent behavior.

Chapter 7

Cultural Deviance, Strain, and Social Control Theories



Cultural Deviance Theory
Clifford Shaw and Henry McKay
Edwin Sutherland
Walter Miller

Strain Theories
Robert Merton
Albert Cohen
Richard Cloward and Lloyd Ohlin
Robert Agnew
Types of Strain

Social Control Theory
David Matza
Terrell Hirschi
Michael Gottfredson and Travis Hirschi

Juvenile Justice Policy Applications
Cultural Deviance Theory
Strain Theory
Social Control Theory

Conclusions
Key Terms
Getting Connected
Exercises

Poverty urges us to do and suffer anything that we may escape from it, and so leads us away from virtue.

—Homer

Absolutely critical to any course in juvenile delinquency is early, clear, comprehensive coverage of the major theoretical approaches to explaining juvenile delinquency.

This critical coverage is neatly encapsulated in **Theory in a Nutshell** boxes throughout section 2 of the text, making it easier for students to grasp the differences between important theories and study for exams.

BOX 8-6 THEORY IN A NUTSHELL

Karl Marx and Friedrich Engels

Marx and Engels believed that the ruling class in capitalist societies is responsible for the crime and application of criminal law. After discussing research of the bourgeoisie will be handled by criminal law. In addition, they believed that crime reflected the alienation of the surplus population, which consists of unemployed and underemployed workers.

Is the existence of an underclass inevitable? For some people simply unwilling to participate in society and instead choose to lead lives of crime and delinquency?

Karl Marx and Friedrich Engels

Writing in the latter half of the 19th century, Karl Marx and Friedrich Engels argued that the character of every society is determined by its particular mode of economic production. The primary conflict in society is between the material forces of production and the social relations of production. By material forces of production, they meant the ability of a society to produce material goods. The concept of social relations of production refers simply to relationships among people, especially those relationships based upon property, and the manner in which material goods produced are distributed. The primary relationship in industrialized societies reflects the incompatible economic system of the owners of the means of production (the bourgeoisie) and people who sell their labor (the proletariat). The inevitable class conflict between these two groups also produces (both directly and indirectly) the conditions for delinquency.

Because the bourgeoisie controls the means of production, it also can control all aspects of social life, even the production of ideas. Included in the production of ideas would be those that create the criminal law along with ideological or philosophical beliefs that become the basis for policies of law enforcement. According to Marx and Engels, law and its enforcement are simply tools of the powerful designed to protect their own economic interests. The police, courts, and correctional system of society operates to control the working class (see Box 8-6). Delinquency prohibited by criminal law or selectively endorsed by the police and courts reflect acts or values that threaten the interests of the dominant class (see Figure 8-2 for an illustration of this process).

Marx and Engels offered, at best, a very modest explanation of crime and delinquency. According to Paul Hirschi, Marx and Engels believed that crime was largely the product of a dehumanized working class. It was part of human nature to work and be productive, and yet capitalist societies created large surplus populations of unemployed and underemployed workers. Over time, underproduction leaves the individual dehumanized and vulnerable to crime and vice. Marx and Engels called criminals and their parents crime-separators the lumpenproletariat, the "dangerous class," and a "parasitic class living off productive labor by theft, extortion and beggary, or by providing services" such as prostitution and gambling. Their class interests are diametrically opposed to those of the workers. They make their living by picking up the crumbs of capitalist relations of exchange.

Not all conflict theory is based on strictly economic competition between classes or the unequal distribution of economic resources. The work of Thornton Nelson and George Vold (discussed below) explored the nature of group conflict in socially heterogeneous societies. Generally, the groups in such societies reflect associations based on common interests, such as the pursuit of goals or the protection of shared interests (power, wealth, and status).

Chapter 3

Violent Youth Crime



The Nature and Extent of Youth Violence

Trends in Youth Violence
Violence Examination of Youth
Violence in Schools

The Role of Firearms in Youth Violence

Carrying and Possessing Guns
Guns, Gangs, and Drugs

Violence Prevention

Controlling Availability of Guns
Reducing Violence in Families
Promoting School Violence
Community-Based Prevention Programs
Treatment and "Zero-Tolerance" Approaches

Conclusions

Key Terms

Getting Connected

Endnotes

Is this going to take long?
I got someplace to go tonight.

—An eight-year-old Chicago boy as he was questioned by
police after shooting a classmate in the spine.

Chapter 13, "Police and Delinquency," contains new material on racial profiling and expanded discussion of police discretion. These initial discretionary contacts between the police and juveniles create significant opportunities for determining whether a particular juvenile becomes identified as a delinquent.

Chapter 13

Police and Delinquency



Policing in the United States

Police, Children, and the Law

Search and Seizure
Arrest
Detention
Immigration
Licensing

Police Discretion

Legal Factors
Moral Factors

Police Discretion

Internal Discretion
External Discretion

Conclusions

Key Terms

Getting Connected

Endnotes

Revised Miranda Warning You have the right to remain silent. You also have the right to speak first. However, if you choose the right to speak first, any move you make can and will be used as an excuse to beat the shit out of you. You have the right to have a doctor present. If you cannot afford a doctor, one will be appointed for you. Do you understand what I just told you, you asshole!

—*Anonymous!*

With national concern over recent school shootings, Chapter 3, "Youth Violence," now has a greatly expanded discussion of the nature and extent of school violence and approaches to prevention of school violence.

Thorough updates throughout reflect the most current trends and developments in delinquency.

234 Section 3 THE SOCIAL CONTEXT OF DELINQUENCY

BOX 10-2 FACE OF DELINQUENCY Court-Ordered Visitations

Numerous studies confirm that most children are adversely affected by the divorce of their parents and the struggle of the custodial parent to provide for the well-being of the children in the absence of the other parent. But the court-ordered visitations with the noncustodial parent aggravate the adjustment difficulties of child. Paula was only four years old when her parents separated. Her father removed her life when she was eight, and got a court to grant him rights to regular visitation. By the time Paula was 13, she had accumulated a police record of being out, public drinking, and theft. She had also become sexually active with two 17-year-old boys. How much of her delinquency might be attributed to the consequences of court-ordered visitation with her father? How court-ordered visitation in the child's best interests?

Judith Wallerstein and her colleagues have studied the effects of divorce on children (and parents) in over 25 years. Paula was just one of the many children who reported that being subjected to court-ordered visitations made them feel like "nonpersons" with no right to express opinions or preferences or to question the visitation arrangements imposed on them. Thousands of children, many as young as eight or nine, make lengthy and complicated phone trips by themselves to comply with the court's order. While Paula did not have to fly to visit her father, the court did require that she visit her dad for two weekends each month. She had to be ready every other year, and that Paula traded with her father during the month of July. According to Wallerstein, "The visiting schedule was not up to the level of a compromise meeting the demands of both parents."

Working Mothers and Latchkey Children

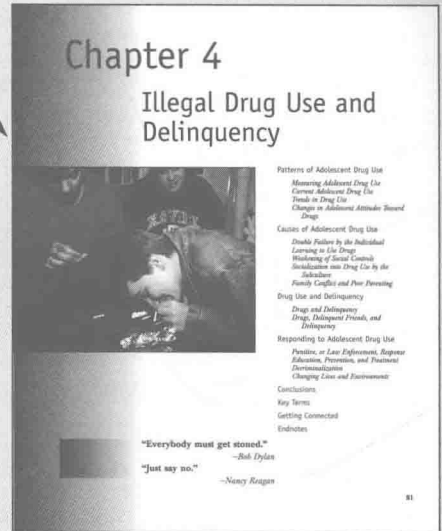
Most women participate full time or part time in the labor force today. Three-fourths of married women with children between the ages of 6 and 17 are employed; 79 percent of single mothers with children in this same age group are employed. But mothers with much younger children are also working outside the home. In 1993, 30.3 million women with children under age 6 were employed. This includes 61 percent of married women and 67 percent of single women with children under age 6.¹ Some criminologists ask whether there is a connection between women in the labor force and delinquency.

Research has found one definite effect of mothers being in the labor force—they have less time to spend with their children. Ben Russell Hill and Frank Stafford report that college-educated working mothers try hard to compensate. They cut down on late night sleeping and relaxing more than they cut down on time spent with their children.² The same authors also note that by the time children reach adolescence, parents in general spend

Chapter 10, "Family and Delinquency," contains new discussions of teen fathers, non-resident parents and failure to pay support, and the consequences of court-ordered visitations on children.

Easy-to-follow chapter-opening outlines of the major topics that will be discussed immediately alert students to the central issues of the chapter as well as the order in which they are presented.

The wealth of new photographs in the book are accompanied by intriguing questions or extended narratives designed to stimulate class discussion and critical thinking.



Each chapter also contains a wealth of provocative discussion questions about important issues. The questions are located in the margins next to the topics they explore further and are designed to stimulate discussion in class and to sharpen students' critical-thinking skills.



BOX 9-3 FACE OF DELINQUENCY
Sexual Labeling and Control of Girls

Although adolescent girls and boys frequently engage in harem-like courting, fooling and joking with each other, too often the virtual verbal interaction takes on an insulting, demeaning, and retaliatory flavor designed to facilitate boys' control of girls. Mark Pipher suggests that the use of insulting terms is the verbal display of "harem wars" between the boys. In his book, *Boys and Girls: The Making of Adolescent Masculinity and Femininity*, Pipher describes how boys and girls learn to use insulting language as a way of asserting dominance and control. He argues that the use of insulting language is a way of asserting dominance and control. He argues that the use of insulting language is a way of asserting dominance and control.

fourthly, especially with boys, includes the idea, reciprocity, and equity. In what they perceive to be long-term relationships, girls feel an inherent responsibility toward the boys with whom they are involved, but the boys feel neither responsibility nor fairness nor equity.

Ellynn Anderson's study of the informal trust trade that guides interactions between boys and girls in the inner city of Philadelphia reflects a similar pattern of control in relationships. While many girls "offer sex as a gift" in their attempt to gain a boy's attention, boys desire the exchange as only a means to enhance their self-esteem. According to Anderson, "The girls have a dream, the boys a desire. The girls dream of being carried off by a Prince Charming who will love them. The boys refuse to be either sex without compensation or favors without responsibility for them." The boys

Only close-stress relationships as marital partners, boys don't. Beyond the stress character of the gang, girls' implicit consideration of role

Judgments such as these, and the social reactions that accompany them, represent a very potent kind of deviance-defining. They may not put the presumed "offender" in jail, but they do typically damage her reputation.

Through the process of labeling, an informal form of social control over females is maintained. Earlier in this chapter we discussed how the development of girls' identities worked to keep women in their "place" and how girls were devalued through use of such terms as *slut* or *whore*. See Boxes 9-3 for a discussion of sexual labeling and control of girls. According to Schur, "When women are effectively stigmatized, that reinforces their control."

Cultural Perspectives on Delinquency. Thematic boxes providing students with brief glimpses into the nature of delinquency in other countries and how the problem is dealt with in other cultures allow students to consider the similarities and differences among nations.

BOX 3-1 A CROSS-CULTURAL PERSPECTIVE ON DELINQUENCY
Youth Violence in European Countries

The United States is not the only country facing increases in juvenile violence. Research on violent trends in juvenile crime and violence in Europe, Africa and elsewhere suggests that the rate of juvenile violence rose sharply in the mid-1980s or early 1990s in every country studied. In some countries, the official figures increased between 50 and 100 percent. In England and Wales in 1993, for example, approximately 350 of every 100,000 youths ages 14 to 16 were "convicted or cautioned by the police" for violent crime; in 1994 that figure had climbed to approximately 540 per 100,000.

Increase in youth violence in Germany were even higher. In 1984 the number of 14- to 16-year-olds suspected of violent crimes in the former West Germany was approximately 500 per 100,000; by 1995 this figure had more than doubled to almost 760 per 100,000. Rates in the former East Germany were between 60 and 66 percent higher. Even Sweden, a country that for child protection use of physical force against their children and prohibits professional boxing, reports dramatic increases in the number of ju-

In general, the victims of violent crimes committed by juveniles were other juveniles. In the Netherlands in 1995, young people ages 15 to 17 were four times more likely than adults to be the victims of assault. Juveniles in Germany were also more likely to be the victims of violent crime than members of other age groups. In

Explanations for its growth in Longmont point to violent crime rates: people there tend to speak more violence in the United States, unemployment, ethnic clings, availability of guns, and racial tension. In some countries, France and Germany, for example, the problem of unemployment was exacerbated in the early 1990s by an influx of immigrants from countries that had been under *dictatorship* rule. Immigrants who could not communicate in the language and culture barriers in order to find employment were more likely to engage in violent crimes than those who found jobs and became integrated into society.

German officials noted an increase in the use of alcohol and other drugs in the last decade, and firearms had become somewhat more available since the fall of the Berlin Wall than they had been in the past. While many of the German youths arrested for violent crimes came from low-income households, the most common threat in their life histories is that they came from families where violence was common; they were beaten, their siblings were beaten, or one of their parents was beaten.

Steven Christian Hefner, *Book in Jewish Culture in Early American America* (Washington, DC: National Institute of Jewish Studies, 1998); Hans Van Marle, "Colonial Velleities and Youth in America: A Long-term Perspective," *Journal of American Studies in Christianity and Other American* 12:1-2 (2000).

Violent Victimization of Youths

If the middle of the decade of the 1980s marked the beginning of an upsurge in juvenile arrests for violent crime, it also marked the point at which violent juvenile victimizations began to increase dramatically. Between 1984 and

The Face of Delinquency. A series of boxes discussing various facets of delinquency or factors related to delinquency personalize the story of delinquency and bring to focus the different life situations of victims and offenders.

**Unique,
exciting box program makes
material more relevant for
students.**

programs and safe and drug-free schools and sports initiatives to both initiatives and specific programs aimed at prevention of use of tobacco and alcohol by youth. One of the strategies in the National Youth Anti-Drug Media Campaign, described in Box 4-2.

BOX 4-2 DELINQUENCY PREVENTION
National Youth Anti-Drug Media Campaign

The White House Office of National Drug Control Policy (ONDCP) has established a five-year campaign designed to harm the drugs to educate America's youth in rejecting illegal drugs. Tapping into advertising, television programming, movies, music, the Internet, and print media, the campaign focuses on primary prevention. The latest move the campaign began in 1999 with four, six-week advertising programs providing various specific anti-drug messages (also implemented with local coalitions and other partners) supplying their managers by utilizing their own messages and contacting local

In 2006 the Office of National Drug Control Policy launched a new "brand" for youth anti-drug messages. Advertisements and materials have long used the words "don't drink and drive" or "don't use a product as intended," and, through its persistent exposure, kept the message top of mind for its consumers. The ONDCP conducted research to find out if young people would embrace the idea of an "anti-brand"—something important enough to their lives to stand between them and drugs. Not only did teens and tweens find ownership and empowerment in the idea of an "anti-brand" brand that reflected their own values and passions (see, Section 4 Anti-Drug: Degrade My Anti-Drug), they suggested that this brand could serve as an antidote to peer pressure.

anti-trust might be. ONDCT partnering with youth organizations nationwide in launching "my anti-trust." Through community outreach, the YMCA, Future Farmers of America, High Schools, and Boys and Girls Clubs were among numerous groups working with youth leaders from anti-trust organizations to participate.

Media partners also targeted multicultural audiences. For example, within the American Indian community, print advertising was developed that not only refers to the values that exist within Native culture, but also lays the groundwork for extending the campaign's position message within local community-based programs. During month of 2000, media campaign advertising reached 95 percent of America's youth 13 years and older and communicated messages to eight languages in youth and adults of various ethnic groups.

Since its inception, the media campaign's messages have become ubiquitous in the lives of America's youth and their parents. From national television advertisements to school-based educational materials, from novels to Internet websites, and from local youth competitions to national youth organizations, the campaign's messages reach Americans wherever they eat, work, play, school, worship, and home.

Source: The White House. *The National Drug Control Strategy 2001* (Washington, DC: Office of National Drug Control Policy, 2001).

Delinquency Prevention. A thematic box focusing on issues related to the prevention, reduction, or control of delinquency. Some of the programs discussed are well established and appear to most criminologists to be effective in achieving their goals. Other programs discussed hold great promise but are relatively new and untested.