

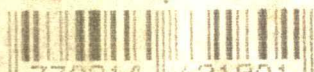
THIRD  
EDITION

# Juvenile Delinquency

*THEORY, PRACTICE, AND LAW*



SIEGEL  
JUVENILE DELINQUENCY 3RD



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Siegel • Joseph J. Senna

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*T H I R D   E D I T I O N*

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# JUVENILE DELINQUENCY

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# Preface

The concept of juvenile delinquency is undergoing dramatic change as the third edition of our text goes to press. The continuing concern about serious juvenile crime and chronic juvenile offenders has prompted policymakers to make the juvenile justice system more punitive. At the same time there is growing concern about children's place in society—their education, family life, and welfare. Consequently a sense of tension has developed among those who study delinquency: should the focus be on the rights of children, their needs, care and treatment, or should emphasis be placed on devising crime control strategies which identify serious delinquent offenders and provide mechanisms to control their activities?

Juvenile delinquency is an important social problem. More than one million youths are arrested each year, and more than a million go to court. Over 80,000 youths are incarcerated today in the juvenile correctional system and the number is increasing daily. More than 10,000 youths each year are waived to the adult court, which can result in their imprisonment and even the death penalty. Yet, we are still not sure how to prevent delinquency or rehabilitate known delinquents. It is extremely frustrating for those who desire to help children in trouble with the law to hear claims that rehabilitation doesn't work, that delinquency is an inherited behavior, or that efforts to help children may actually engulf them further in a delinquent career.

For these reasons, we believe that the study of delinquency is one of the most critical forms of social inquiry. Consequently, we have updated our text to reflect changes in law, theory, and practice which have been formulated since the second edition was published. Our emphasis is on contemporary issues, but we include significant historical information as well. And as always we have attempted to be as objective and balanced as possible in our presentation of existing knowledge on delinquent behavior and youth crime.

The major features of the text are described below.

## Goals and Objectives

The objectives of the third edition are:

1. To be as objective as possible, presenting the diverse views and perspectives which characterize the study of juvenile delinquency and which are reflective of its interdisciplinary nature.
2. To maintain a balance of theory, law, policy, and practice. It is essential that a text on delinquency not be solely a theory book; it also must present

the juvenile justice system and contain sections on current policies and an examination of legal issues and cases.

3. To be as thorough and up-to-date as possible, including the most current data and information available.
4. To make the study of delinquency interesting as well as informative. We want to interest our readers in the study of delinquency so that they will pursue further study in the field on an undergraduate or graduate level.

## Significant Features

Since the first edition of *Juvenile Delinquency* was published, numerous changes have occurred in the study of delinquent behavior: the delinquency rate has dropped; conservative views have begun to dominate the field; legal decisions have affected the rights of minor children; and important research efforts have been made in the areas of chronic offenders, victimization, police practices, and system processing. There is a growing trend in public policy to focus on the rights of the victims of delinquency rather than the rights of minor offenders.

The third edition is updated to incorporate these evolutionary changes by updating material on law, theory, public policy, and practice. While the organization remains basically the same, two significant changes have been made. Chapter 2 now contains an analysis of the methods used to collect information on delinquency and a broad overview of what these data sources tell us about juvenile crime trends and patterns. Chapter 3 now contains an analysis of the social forces in delinquency: how race, age, sex, income, and so on are related to delinquent forms of behavior.

The book is still divided into six major sections:

**Part I** discusses juvenile delinquency in the United States. It examines the definition of delinquency and ways of measuring the problem of delinquency.

**Part II** describes the theoretical framework of juvenile delinquency studies by examining the variety of theories that seek to explain the causes of delinquency. These theories include individual theories of delinquency, social structure approaches, social process concepts, labeling and conflict theories, and theories of female delinquency.

**Part III** discusses the issue of environmental influences on delinquency. It covers such areas as peers and delinquency, the juvenile gang, schools and delinquency, and the relationships among family, delinquency, and child abuse.

**Part IV** begins the study of the entire juvenile justice system. First, it presents an overview of the system. Then it offers significant information about the history and philosophy of juvenile justice and an analysis of the legal rights of juveniles who are processed by social control agencies.

**Part V** is devoted to how children who commit crimes and status offenses are handled by police, courts, and correctional agencies. Police work with children, early court processing, and the juvenile trial are included here.



**Part VI** focuses on postadjudication procedures for juveniles. It deals with community treatment and institutionalization.

## Learning Tools

In addition to updating and improving the overall quality of the text, this edition contains some distinctive features that should help the reader better understand the field of juvenile delinquency:

1. **Photos, charts, and illustrations.** This text contains more visual material than in the past in order to help students better conceptualize the material.
2. **Chapter Outlines.** Each chapter begins with an outline of all subject headings in the chapter. The material is concisely organized for both student and instructor.
3. **Key Terms.** Following each chapter outline is a list of key words, phrases, and names contained within the chapter.
4. **Chapter Summaries.** Each chapter concludes with a summary of the most significant topics, issues, and concepts. The student has the opportunity to concentrate on the chapter's contents in a summarized form.
5. **Focuses.** Every chapter contains Focuses to illustrate important issues of policy, law, and delinquent behavior. For example, Focus on Law sections cover the critical *In re Gault* and *Schall v. Martin* cases; Focuses on Policy describe the PATHE school crime prevention project and Project New Pride, an important community-based corrections program; and Focus on Delinquency segments give in-depth coverage of such issues as the use of crack and gang activity in East Los Angeles.
6. **Fact or Myth.** At the beginning of each chapter the reader is challenged to decide whether a series of statements about delinquency issues are indeed fact or myth. The answers can be found in the chapter, and a Fact or Myth Revisited section at the end of the chapter reprises the questions and provides answers to them.
7. **Epilogue.** At the conclusion of the book an Epilogue reviews some of the most important conclusions that can be reached from the research and evaluation data contained in the text.

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