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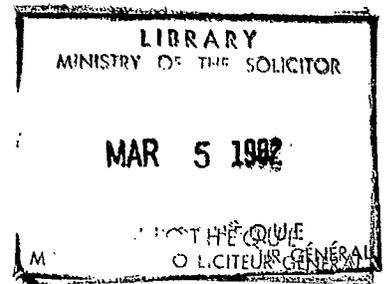
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The Ottawa Juvenile Court Volunteer Program



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THE OTTAWA JUVENILE COURT
VOLUNTEER PROGRAM :
March 1, 1970 - March 31, 1972

By

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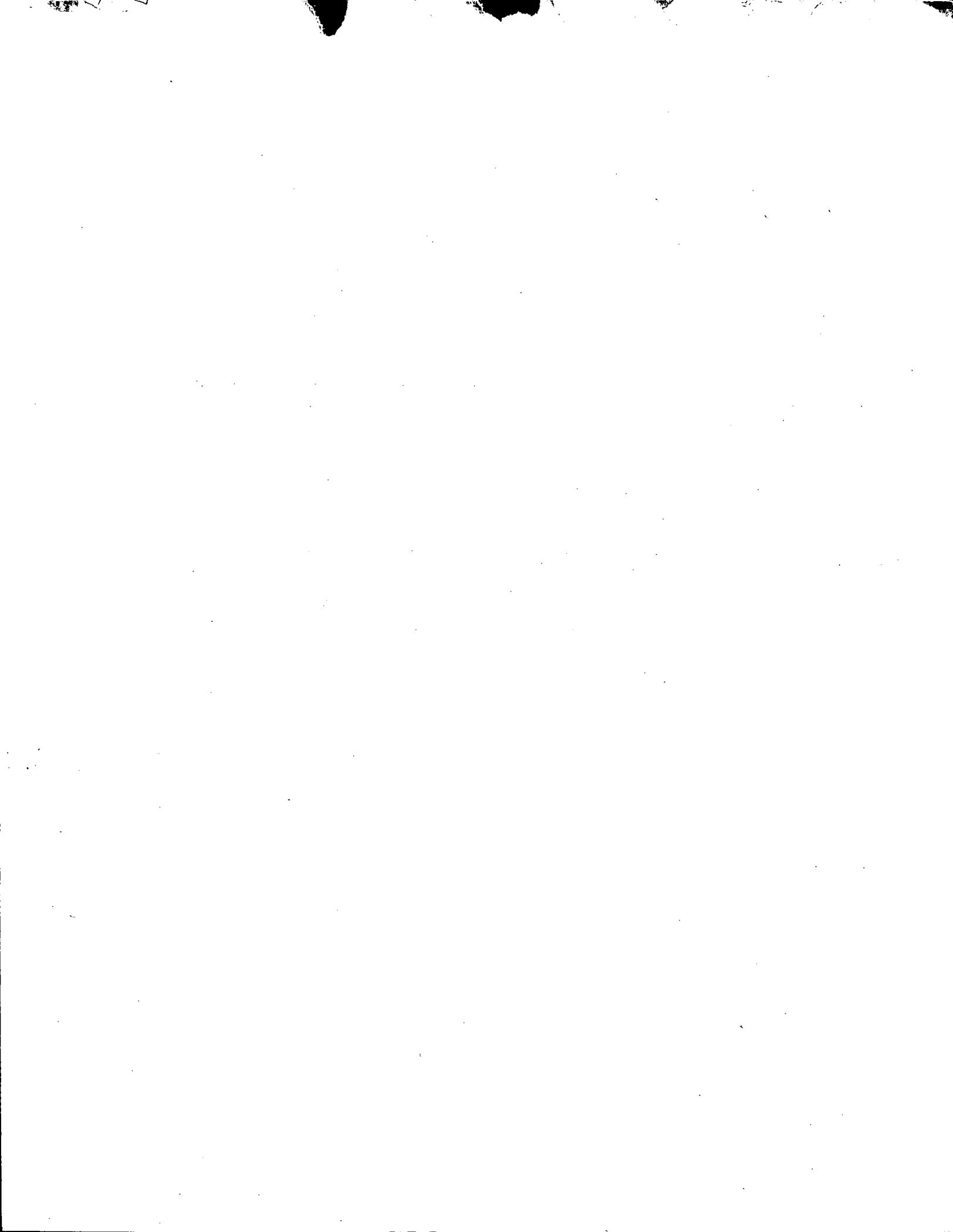
I. PREFACE

This project was undertaken to present to Canadian courts one model by which volunteers might be used in juvenile probation. It should be realized that this is not the only model that can be used, but the one that best suited the particular situation.

Through a contract between the Centre of Criminology, University of Ottawa, and the Correctional Consultation Centre, Department of the Solicitor-General, a two-year demonstration project was authorized to evaluate the usefulness of volunteers in the Ottawa Juvenile Court, and to create a design for the use of volunteers in Canadian juvenile courts.

There was full collaboration between these institutions, Judge J. R. McKnight, Judge of the Provincial Court (Family Division), and the Provincial Probation Service. The union of all these areas of government and the University of Ottawa in one project represents a unique event in Canadian corrections. In a very real way this collaboration illustrates one of the basic assumptions of the project itself—that only a truly community approach, one which uses the combined efforts and talents of all the institutions and personnel resources available in the local community, can ever hope to significantly decrease crime and delinquency.

It has been gratifying how all the probation officers attached to Provincial Court (Family Division) cooperated to make this demonstration project work. Without their cooperation the project could not have succeeded.



PROJECT OUTLINE

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II. INTRODUCTION

One of the greatest admitted needs in present day corrections is to have a knowledgeable and informed public. The Ouimet Committee has stressed "the need for public understanding of the issues involved in crime and corrections and for direct citizen participation in the correctional services". ("Report of the Canadian Committee on Corrections," p. 31). The growing use of volunteers in courts in the United States and Canada is one of the most effective ways of accomplishing this aim.

Although the use of volunteers in courts is a relatively new idea, it should not be forgotten that the concept of probation as a treatment and rehabilitative process started as a volunteer movement. Probation in the United States began in Massachusetts in an 1830 case where the accused was released on her own recognizance. John Augustus, in 1841, pioneered the first actual attempt at probation counselling. During a period of 18 years, he worked with approximately 2,000 misdemeanants, such as alcoholics, petty thieves and prostitutes. The work begun by Augustus was the work of volunteers. The philosophy underlying volunteerism in America had its roots in the early rural, family-centered society and the Judeo-Christian ethic which placed responsibility upon the individual for shaping his environment and serving his fellow man. During the middle decades of the 19th Century, volunteerism permeated all areas of society including public welfare, mental health and corrections. Contrary to this philosophy, however, the rapid change occurring in American society eventually dictated the increased use of professional personnel in direct work with clients and offenders. The practice of using volunteers in probation counselling soon lay dormant.

The use of volunteers was reintroduced in 1960 when Judge Keith J. Leenhouts started a volunteer probation counselling program in Michigan at the Royal Oak Municipal Court. This was shortly followed by the use of volunteers in the Denver County Misdemeanant Court, and the Boulder, Colorado, Juvenile Court. These three courts have been generally credited with the revitalization of the volunteer movement in United States. In 1967, there were about 25 courts using volunteers; in 1969, this grew to about 125. In 1971, there were between 150,000-200,000 volunteer citizens involved in 2,000 courts and institutions in the United States. By 1981, it is projected that there will be some 1,000,000 citizen volunteers in the United States.

Dr. Ivan H. Scheier, Director of both the National Information Centre and the Training Centre at Boulder, appeared before a select committee on crime of the U.S. House of Representatives, in August, 1965, and testified that, "even today, in the infancy of this movement, volunteers outnumber paid workers in probation in the United States. . . . 25,000 strong today, their number grows by 500 volunteers a month. Every new recruit is desperately needed, for make no mistake about it, it takes an army to stop an army. The growing army of crime can be counteracted only by an equally powerful army of concerned citizens working directly with and through their court probation departments. . . . The payoff areas of probation are: (1) rehabilitation of offenders, (2) community support for the court, and (3) general economic value. Within two years, up to 50 per cent of the American judges and probation officers will find themselves expected to organize and manage a volunteer program."

It is interesting to note that historically the growth of the volunteer movement began not with the clear understanding of the importance of involving the community in the correctional process but rather from a lack of correctional personnel. Judge Leenhouts has often said that he began to use volunteers in his court because he could not afford to hire a probation officer. What began then as a stopgap measure has now grown to a movement which can be justified on its own terms. Many of the advantages of volunteer programs are now obvious after their use over the last decade. The three basic advantages for using volunteers in corrections are usually given as:

- (1) volunteers can offer more frequent service to probationers than can the regular probation staff;
- (2) increased staff can provide a greater range of service to the clients;
- (3) volunteers can provide one important link between the court and needed community resources.

In addition, it has been shown by experience in the United States that for every hour of paid professional time involved in a volunteer program, volunteers provide between 20 and 25 hours of service. In economic terms it was estimated that in 1969 the volunteers in the United States contributed \$10 million worth of services to the courts. This figure is a very conservative one; it reflects only the time spent in direct service to clients, and does not

consider the added community resource made available to courts through these programs, the increased public awareness of the correctional process, and the growing number of professional and correctional officers who have been hired directly from the ranks of volunteer workers.

What kind of work do volunteers do? Many of the people work directly with the offender in counselling, guidance or testing; others are found in self-improvement programs and in recreational activities. Many are involved in routine clerical and typing assignments which free overworked office personnel for other work. No matter in which capacity the volunteer is used, he becomes exposed to the very real problems faced by correctional facilities such as the lack of adequate resources for treatment of the offender, and the need for legislative reforms. The volunteer becomes a proselyte for needed changes in community attitudes toward our juvenile and adult offenders. This local advocacy is often carried into areas of the community where professionals have few or no channels of communication.

The amount of time devoted by interested citizens in assuming duties which would otherwise be done by correctional personnel must be considered to be the main contribution of the volunteers; however, the roles such persons play in interpreting correctional policy and in disseminating information to the community at large approximates the value of the time, services and materials donated. This experience in the United States is reflected again in the Ouimet Committee Report which states (p. 304) that "the use of volunteers, not to replace, but to supplement the work of the probation officer should be considered. This device would probably apply best with younger probationers. It must be kept in mind that the final step in rehabilitation is acceptance of the offender into his own community. The volunteer represents the community in a way the professional probation officer never can. The corner grocer or the mechanic at the local service station might offer a kind of help that supplements what the probation officer can do."

In Canada, the use of volunteers in the courts is still in its infancy. One of the earliest projects was begun in 1966 in Toronto by Mr. Robert Fox, Supervising Probation Officer. This program has around 100 volunteers working at this time. The model used is approximately the same as that used at the Ottawa Family Court, which was originally created in Boulder, Colorado. The Boulder model uses volunteers in a one-to-one relationship with juvenile offenders without a professional probation officer being involved directly with the offender. The volunteer is usually responsible for one juvenile delinquent and is assigned to work with him on a one-to-one basis over the period of the probation order. Supervision of the volunteers is supplied by the local professional staff.

D. R. McComb, Chief, Correctional Consultation Centre, Department of the Solicitor General, is the main source of information on the Canadian development of volunteers in corrections. However, Canada still is in its infancy in developing programs in areas such as information exchange, research and training programs for administrators of volunteer programs, to name a few. Our lack of information regarding Canadian programs points up the greatest need now existing on the Canadian correctional scene, namely, a central clearing house of information on the use of volunteers, similar to the National Information Centre at Boulder, Colorado.

The setting up and administration of a volunteer program requires a great deal of expertise and knowledge. Volunteers themselves are not difficult to get. The problem of "quantity" is an issue of the past. North American culture has a very strong inclination towards the use of volunteers in the community, and the recruitment of volunteers in sufficient numbers to work in the correctional process is not a significant problem. What is a problem is the "quality" of volunteer programs, which involves such complex matters as the recruitment, screening, training, matching and ongoing supervision of volunteers. Progress in these areas could be much faster and of a higher quality if administrators of the volunteer programs had access to the data and research available from other projects. The use of volunteers in the courts will fail, as it failed before with the beginning of the volunteer movement in the 19th century, if programs are allowed to develop which are managed and administered in an haphazard manner. (See Appendix I for a discussion of future trends in the use of volunteers in corrections).

We do not see the use of the volunteer in community treatment as a panacea for correctional problems today. As the Ouimet Committee has said ". . . . nothing is accomplished by pursuing arguments as to whether public or private workers can do the best job. Each has advantages and each has disadvantages." (p. 378). What we will hope to show by the following description of our program is that the use of volunteers along with professional probation officers provides a valuable partnership which gives benefits to the clients, to the court, and to the community, benefits which could not be obtained without this partnership.

III. STATEMENT OF OBJECTIVES

The objectives of the pilot project, as stated in the contract between the Department of the Solicitor-General and the University of Ottawa, were:—

1. to provide direct service to juvenile probationers by criminology students and community volunteers;
2. to develop a selection, training and supervisory program for volunteers involved in the project;
3. to train students of criminology in techniques for extending citizen participation in correctional services;
4. to define, evaluate and interpret the various functions volunteers may effectively undertake in the rehabilitation of the probationer.

In regard to students of the Centre of Criminology, their function in this program evolved over the previous two years. Initially, it was thought that they could work with volunteers directly but, since the students' knowledge of volunteer programs was so limited and because we involved only first-year students, we gradually came to see that they might spend their short placements here in learning about volunteer programs in corrections. The use and management of volunteers in corrections is gradually coming to be seen in North American universities as a proper course of study, and the Centre of Criminology is obviously in the forefront of this movement.

Besides working with some individual probationers, the students had seminars on volunteer usage in the courts, attended volunteer meetings, and worked on the creation of our volunteer manual as well as some sections of this report. Our experience has also shown us that it is very beneficial for any volunteer program to be closely allied to a local university. Our own association with the Centre of Criminology of the University of Ottawa has been most productive, and we feel that the union of the academic community with professional and volunteer correctional workers holds obvious benefits for all concerned.

IV. THEORETICAL ASSUMPTIONS

Our main program objective was to use volunteers in the rehabilitation of young offenders. The next step in our program was to state our theoretical assumptions. This is a necessary step if a program is to be entirely consistent, and it allows those assumptions to be evaluated and assessed.

There are properly two sets of related assumptions here: first, those pertaining to the use of community supervision of correctional clients; and, second, those that relate to the specific use of volunteers in probation. Regarding community supervision, we assume three major premises:—

- (1) that the most effective correctional services are provided in the local community rather than in a distant institution such as a training school;
- (2) that probation is the least costly correctional service available, and so research into ways and means of improving and expanding it should be of the highest priority;
- (3) and, that probation is at least as effective as an institutional form of rehabilitation, if not more so.

Granting the general truth of these assumptions, it is obvious that probation is one of the community's main resources against crime and delinquency. As such, it needs increased support from the community in order to work up to its potential. One way to do this is by the use of volunteers.

The community will benefit from this involvement, as well as the probationer and corrections. It is obvious today that crime and delinquency are closely related to the complex and rapid changes that are taking place in modern society. These changes have resulted in an alienation between different segments of society. It is consequently difficult to get an overall view of our problems. For example, we see the community today struggling to understand specific issues, such as the drug problem, but there is little information available to it about delinquency itself, as a phenomenon and process. Part of the problem here is that correctional personnel have been created by society as a group of specialists to deal with offenders; while this is understandable, it has been a factor in

the community's non-participation in the process of rehabilitation and its consequent ignorance about the causes and nature of delinquency. This project assumes that a community approach is needed, one involving all sectors of society in this common problem.

There are three specific assumptions that relate to the use of volunteers in a correctional agency such as probation. It is with these three assumptions that we began our program, and from which we created our program of training, supervision and assessment.

Our first assumption was that most delinquency results from the young person's lack of contact with adults who care enough about him and who can teach him to function successfully in his environment. The primary role of the volunteers is, therefore, to provide this kind of individualized relationship with the juvenile offender. There were two kinds of cases that were kept out of the program. The first was any case in which the youth's personality was so seriously disturbed as to require specialized professional help. The second type was that of a multi-problem family where there were many other agencies involved; however, certain volunteers, having demonstrated ability and success in working with juveniles and their families, might in time be assigned to such cases.

Secondly, we assumed that community volunteers could establish a caring relationship with young offenders as successfully as probation officers. Since we have already assumed that delinquency is often the result of a process in which a young person has failed to receive love and the skills necessary to be an effective member of his community, then volunteers should be as effective in working with juveniles as probation officers. The basic qualities needed in dealing with such young people effectively are not the exclusive province of professionals; these include such elements as warmth, sensitivity, and a genuine interest in young people.

Thirdly, and following upon the above, we assume further that the added time the volunteer will be able to spend on his single case will be one of the main advantages he has.

V. PROGRAM STRATEGY

The program strategy should flow logically from the program assumptions. Strategy makes these assumptions operational and allows the staff and volunteers to function accordingly. In our pilot project, the fact that we started from a small and efficiently administered base kept the development of this strategy a relatively simple matter. The initial months were spent on creating the position of the Volunteer Probation Officer. The following areas of the program's strategy were developed:

- (A) to clearly define the role of the volunteer probation officer;
- (B) to develop the practical responsibilities of the volunteers consequent upon their roles;
- (C) to integrate the volunteer program into the established court and probation program;
- (D) to develop the overall administrative policies and practices to implement the program.

(A) Role of the Volunteer Probation Officer:

The first task then was to define the role of the volunteer probation officer. Our initial decision was to have volunteers work as probation officers, rather than as persons completely separated from the authority structure of the court—e.g., to work as assistants to probation officers. This meant that they would be appointed as the probation officer for their clients. Our main reasons for this were both administrative and theoretical. Administratively, we will show later that this allowed for an easy integration of this new program into our existing court and probation structures. Theoretically, as well, we felt that the community volunteers would best be able to understand and appreciate the problems involved in modern corrections if they experienced them firsthand. To have probation and court personnel work in relative isolation from community volunteers seems to rather accept the problem of alienation than to solve it. There are other models, of course, by which to structure a close relationship between professional personnel and community volunteers. Our approach took the optimistic view that volunteers could be integrated into the correctional process even to the extent of functioning as probation officers.

We saw three main roles as essential to the volunteer's work: friend, helper and authority figure. Their primary role was that of a friend, providing support and a climate of growth to the probationer. In their role as helper, volunteers were to assist the probationer to acquire needed social and other skills. In so doing, they functioned in several ways: as a mediator, interceding between the probationer and other persons or institutions in the person's environment; as a model for the probationer to emulate; or, as a teacher, in regard to academic, social and vocational skills. The volunteer, as a probation officer, also had to function as an authority figure, either enforcing specific probationary rules set down by the court, or occasionally setting limits of his own on the behaviour of the probationer.

There are other functions that the volunteer might perform, but the above roles are the most common ones. It should also be noted here that the greatest asset of a volunteer is his own personality, and that as he develops a deeper relationship with his probationer he should be able to move from roles that are primarily aimed at helping the probationer to function more effectively, to a personal relationship that is more spontaneous and open, one in which the volunteer does things *with* the probationer rather than *for* him. (See Appendix II).

The volunteers may also perform secondary roles, ones that relate either to the project itself, the court, or the community. These could involve such functions as: administrative work; helping to recruit and train other volunteers; become a consultant to the staff in those areas in which the volunteer is especially qualified; or assist in public relations and public education. It is essential to remember that volunteers are more than people who perform a one-to-one counselling function. Volunteers potentially represent every skill and talent in the community. If they are restricted to a one-to-one function, the program will eventually go stale.

In our program, it took almost two years for the first group of volunteers to feel comfortable enough in their job to begin to take over some of the management of the program. At the time of the writing of the report, two volunteers have been appointed as Coordinator and Assistant Coordinator of the volunteer program. We felt that the volunteers should first take over some of the management responsibilities before the program developed further roles for volunteers. This will allow the volunteers to have the primary responsibility for the direction the program takes in the future. This should also allow the volunteers to form an independent (but complementary) relationship with the professional staff, and thus to be more creative than they might be if they left all of the decision-making authority in the hands of professionals.

(B) Responsibilities of the Volunteer:

The second task in devising the program strategy was to develop the practical responsibilities of the volunteers which flow from their above roles. The following were the principal ones:

1. to be in contact with probationer at least once a week;
2. to submit a monthly report sheet. This contains information concerning the progress of the case which will be put in the juvenile's file;
3. to keep in contact with the probation officer who is assigned to him as a supervisor. This was done at least every two weeks in the beginning; eventually, as the V.P.O. becomes more at ease in his job, contacts could become monthly. The volunteer was also to make a special point of contacting his supervisor whenever he was in doubt as to his responsibilities or course of action in a particular case. Therefore, the kind of relationship between the volunteer and his probation officer supervisor was designed to be analogous to that which already existed between the probation officer and the supervising probation officer at the court;
4. to attend monthly group meetings of the V.P.O.'s. These meetings provide opportunities for further training, the exchange of common experiences, and the development of a group identity. It is out of these meetings that we feel that volunteers will also be able to give constructive feedback as a group upon how the program is functioning and further directions for it to take.

(C) Integration of the Volunteer Program:

The third area of the program strategy was aimed at facilitating the entry of the volunteer, with his role and responsibilities, into the court and probation process.

Firstly, in using volunteers only as probation officers, their integration was made easier. A variety of volunteer positions would have meant much more time spent on job descriptions, coordination of services, and general administrative work. It also allowed us to do a comparative assessment of the work of the volunteer probation officer and the professional probation officer.

Secondly, successful integration depended on the ability to get staff acceptance of the volunteer program. This was accomplished in two main ways. First, the creation and administration of the project was done by two members of the probation staff; there would probably have been more friction and resistance by the court personnel if outside administrators had been hired to set up the program within the court. And second, all probation officers were involved from the beginning in the creation of the project. The monthly staff meetings for probation officers were used to discuss the original design of the project, as well as its progress and development. For example, when the question of supervision of volunteers came up, they specifically requested to be involved in this. They had been given the choice to supervise two or three volunteers or to leave the supervision to the two probation officers functioning as program directors, but they were unanimous in their decision that they wanted to relate closely to the program and to supervise volunteers.

Thirdly, the V.P.O.'s roles and responsibilities were carefully constructed so that they would contribute an added dimension to the service we are able to provide probationers, rather than be seen as competing with the professional staff. To do this, the differing assets and skills of the groups involved had to be identified. Community volunteers, for example, can contribute a great deal more time to those juveniles in special need of intensive care; they can also bring to the correctional field more community resources than are now available. The professional staff can contribute their wealth of experience, and their professional expertise in dealing with delinquents. In essence, therefore, we are envisaging that the volunteers and the professional personnel function as a "team".

Our team approach needs to be defined further here. One of the biggest problems in setting up a volunteer program is to resolve the issue of whether the volunteer will function as a peer or surrogate to the normal staff (a symmetrical relationship), or whether he will act as a complement to it (a complementary relationship). Many programs tend to treat this issue as an either/or proposition; however, we feel that this is a mistake, and we see no essential dichotomy between these two ways of functioning. A team approach is similar to all other kinds of close relationships, with the people involved alternately functioning in one or other of these ways. This is normal, for example, in a marriage; in certain areas the two people function symmetrically, and both share equally in the decision-making process; in other areas they function in a complementary way, each of them taking over responsibilities for areas in which they are better qualified or for which it would be a waste of time to have both involved. Functioning in these two ways causes no division between the people involved if these areas are openly and clearly agreed upon. We have designed the project so that the volunteer is essentially a peer of the probation officer; he carries his own individual case, and brings to the court his unique abilities and talents. In other areas, though, the volunteers are complementary to the staff. In the first two years of the program, certain areas were reserved to the professional probation officer, both because of his greater experience and expertise. These areas were:

1. to act as supervisor of the V.P.O.'s;
2. to do all pre-sentence reports and social histories; this area requires experience the V.P.O.'s do not have;
3. to lay all breaches of probation. This allows the V.P.O. to remain in the role of a friend of the probationer, and not to enter a role conflict by appearing in court to testify against the probationer;
4. to keep cases of very disturbed juveniles or those coming from multi-problem families.

(D) Administration of the Project:

The fourth major task in the program strategy was to develop the overall administrative policies and practices of the project. The individual elements here were: (1) selection of administrative personnel; (2) recruitment of volunteers; (3) screening procedures; (4) training volunteers; (5) selection and assignment of probationers to volunteers, and other probationers to probation officers as control cases; (6) the supervision of volunteers; and (7) the development of an in-service training program.

(1) The Project Director and Assistant Project Director:

The first step was to appoint a Project Director and Assistant Project Director. We have found it very useful to have two persons equally responsible for the design and administration of this project. All important decisions were made within a context of mutual consultation and agreement. Only two areas were exempt over the last two years because of respective interests and talents. The Project Director was responsible for most of the public relations activity, and the Assistant Project Director for the research segment of the program. However, this could obviously change if there were a new Director and/or Assistant Director. Thus, the management level of the program reflects the basic philosophy of the program as a whole—that of creating a team in which individual abilities are kept within a system of open communication and shared responsibilities.

(2) Recruitment of Volunteers:

The second step was the recruitment of volunteers. We first had to set standards regarding the kind of volunteers we wanted in this pilot project. Our original criteria were the following:—

- (a) The number of volunteers was restricted to 20. This would allow us to introduce volunteers gradually and efficiently into the court setup and not to complicate the pilot project with excessive administration. We have increased this number to 30 volunteers at the present time.
- (b) We generally wanted to have a volunteer distribution of two men for every woman; this was because of the nature of our local caseload in which 90 per cent of offenders are young boys.
- (c) We were primarily looking for relatively young, married people with children of their own; we felt that it was easiest for them to relate to young offenders. Our experience has been, however, that age is not as relevant a factor as we thought. Older volunteers have been as successful as younger ones. Perhaps this is not so surprising if one remembers that in societies where there are extended families and kinship systems, a great deal of the supervision of younger children is done by older members of the family.
- (d) We wanted people who were mature; they needed to possess such personality traits as the ability to relate well, a willingness and capacity to learn, and emotional and intellectual flexibility.

The initial recruitment of volunteers was by use of T.V., radio and the press, as well as by contacting specific organizations in the community.

Since the first period of recruitment in March-May, 1970, we have had to recruit and train a new, small group of volunteers approximately every six months to replace those who left, as well as to expand the number of volunteers in the program. The main source of these new volunteers was our old volunteers. We asked them, from the beginning, to recruit volunteers from their friends, neighbors, etc., since it has been found in many programs that the best source of new volunteers is by "word of mouth", from one's established volunteers. This process also is a good way to begin to have volunteers assume responsibility for their own program. Practically all of our new volunteers have come from this source and we have found that it is a better way of recruiting than by mass media. The use of the mass media might better be reserved for community education.

(3) Screening:

Each volunteer was initially subjected to a one-hour interview by the Director or Assistant Director. This allowed us to give the volunteer a fuller explanation of the program, and also to assess him personally. If the volunteer was found to be acceptable, and he also agreed to participate further in the program, then he was given the Volunteer Registration Form and scheduled for the training sessions.

Applicants were told that training served three purposes: first, to check motivation, since attendance at all meetings was required by each volunteer; second, to pass on relevant information, third, to allow the leaders of the sessions to evaluate the individual participants, and also for the prospective volunteers to decide if they really wanted and would be able to do this difficult kind of work. Only after all training sessions were completed was a final decision made by the Project Director to accept an applicant as a volunteer probation officer.

With the recent appointment of a volunteer coordinator, we have delegated the area of screening to him. If the coordinator is doubtful about a prospective volunteer after the screening interviews, he can refer the applicant to the Supervising Probation Officer for a second interview.

(4) Initial Training Sessions:

The training sessions were mainly aimed at developing the volunteer's capacity to relate in a helping way to the juvenile. This follows our assumption that the main asset of the volunteer would be this ability. The sessions were also intended to give him a knowledge of the working of the court and probation.

The emphasis in training was on understanding delinquent behaviour as a response to an environment in which the young person was consistently subjected to failure and pain. The Reality Therapy of Dr. William Glasser was described to the volunteers in order to give them one way of approaching such juveniles. We found that we had to constantly change our training to be more and more concrete. Volunteers provided us with very useful feedback after such session which enabled us to improve our techniques. (For our present program, see Appendix III).

We have also begun to use experienced volunteers as co-trainers, with professionals, in training new volunteers. After volunteers have had some experience in working with juveniles, we feel that they can handle the practical parts of the training course, with the professionals teaching the more theoretical aspects of working with probationers.

(5) Selection and Assignment of Cases:

Our next task was to select cases for the program. The procedure of assigning cases was as follows. A random number list was made up by which successive cases were to go to volunteers or to professionals. This was done so that there would be no bias in assigning cases which would jeopardize our assessment data. Besides this reason, we also felt that we needed to know whether volunteers could work with all probationers, or whether there were specific types of cases that they should be assigned. Eventually, this latter aim turned out to be over-ambitious, since much more complicated research is needed to provide hard facts on the question of matching probationers with volunteers. It did, however, allow us to make some comparisons between the time spent on supervision by volunteers and professionals. (See Section VI).

As cases were placed on probation by the court, they were assigned either to the probation pool or volunteer pool as they came to the probation department from the court (in the Ottawa Juvenile Court, it is the function of the Supervising Probation Officer to assign individual probation officers to juveniles placed on probation by the court). If the case was assigned to the control segment, it was given to a probation officer through the normal procedures followed in this office. If it was assigned to the volunteer segment of the program, the case was scrutinized by the Project Director and the Assistant Project Director in order to assign it to the appropriate volunteer. Theoretically, matching would take into equal consideration the intake data on the probationer, all of the data in the volunteer's application form, and the strengths and weaknesses of the volunteer as noted in the training courses. However, because of the small number of V.P.O.'s, we were able to use only the personalities of the V.P.O. and the probationer, the area in which they lived, and the shared interests of the probationer and the V.P.O.

We have recently decided to decentralize the process of assigning cases that we have followed over the past two years. Initially, it was done by the two Project Directors as mentioned above; this had to be since they were the only staff who knew the volunteers personally. But, now that the program has given enough proof that volunteers can work with a wide diversity of clients, we no longer need to follow the above procedure. Due to a suggestion by a staff member, we are shortly going to allow the probation officers to assign new cases that come to them to their own volunteers. The probation officer will discuss the possible volunteer assignment with the family of the probationer as well as with the volunteer, with both being able to accept the arrangement or not.

Not only is this a much simpler process, but it also gets the professional staff more completely involved with their volunteers right from the beginning of the case to its end. It is also noteworthy that the suggestion to do this came from a member of the staff itself, illustrating their interest in this program.

(6) Supervision of Volunteers:

After new volunteers finished the initial training sessions, they were each given a probation officer as their supervisor. The probation officer was assigned by the Project Director and Assistant Project Director. In our original design, the probation officer was then given a case and its file for the volunteer to supervise. The

probation officer then contacted the probationer's family and received their permission for a volunteer to handle the case. If they agreed, a consent form was signed (see Appendix IV). Following this, the probation officer contacted the volunteer and explained the case to him. The volunteer then met with the family and began his work.

(7) In-Service Training:

The final task in setting up the administrative part of the program strategy was to devise the in-service training courses. We felt that a successful program needed to have a climate that allowed the volunteers to remain committed to their tasks. To do this, it is necessary to have an open line of communication between all the persons involved in the program. We felt that the following elements needed to be present: the continual availability of knowledgeable help; the opportunity for the volunteers to make creative contributions to the program; the ability to communicate freely with the professional administration and to get a prompt response; and, the opportunity for volunteers to get an evaluation of their progress and performance during the time they are in the program. For a program such as this to continue to function well, the volunteers must be able to develop an esprit de corps among themselves, besides having a commitment to their task and the particular probationers with whom they work. We felt that group meetings would be especially valuable in this regard. The frequency of such group meetings varies in different courts. Our present plan is to have them monthly. One important point to be kept in mind when planning training sessions is that there is a period of so-called "maximum disillusionment and discouragement" for volunteers, which occurs between three to six months after they begin to work. The leaders of the training sessions should take care to provide a good deal of encouragement at this time, and to help the volunteers adopt more realistic success standards if necessary.

VI. ASSESSMENT OF THE PROGRAM

We feel that it is essential for any correctional program to create an ongoing assessment strategy by which to evaluate its own performance. For volunteer programs, it is generally recognized that we no longer need simple descriptive surveys that tell us what is happening in North America. What we do need is a consistent system of research which aims at giving clear answers to some of the questions regarding crime and delinquency. We need research that establishes norms of "deviancy" or of "health". Unfortunately, some "research" is so poorly constructed that it is the instruments of measurement that are validated or invalidated instead of the assumptions or theories being tested. For example, it is crucial to do more research on the families of delinquent children: e.g., what specific behaviours of families contribute to delinquency, and how then can these behaviours be changed. Our project, although small in size, attempted to begin some assessment on three different levels which we felt were important: a descriptive assessment, an evaluative assessment, and an experimental assessment.

First, a descriptive assessment to show the basic data regarding those persons involved in the program—professionals, volunteers and clients. This data is collected and presented in the section A. The sources of information were the court records on juvenile offenders and the volunteer registration form, which was filled out by both the volunteers and the professional probation officers. (For these and all other forms, see Appendix IV). We collected this data not to "prove" the value of volunteers, but simply to give ourselves information on the basic elements of our own program.

Secondly, we began to do some evaluative assessment, that is, finding out whether our program was doing what it was saying it was doing. Were the goals of probation being met? In a very simple way, this meant that volunteers should be able to do at least as well as professional staff in reducing recidivism. While we are aware of the pitfalls involved in using recidivism figures as a criteria of "success", especially when they are unrelated to other systematic variables, it still does provide one basic factor among many in the determination of the effectiveness of volunteers vis-à-vis probation officers. Our data in this regard was collected on an individual case sheet kept on each probationer.

Thirdly, we sought to begin some experimental assessment of our work. We wanted to test out the hypothesis that juveniles who were delinquency prone were also very alienated from their own families, a theory that has become popular in recent correctional and psychological theory. In order to begin some research in this area, we administered the Family Information Test to all the juvenile probationers in this program. This test was created by

Peter S. Venezia, Ph.D., Associate Director, NCCD Research Centre, and presented in "Delinquency as a Function of Intrafamily Relationships," *Journal of Research in Crime and Delinquency*. 5(July, 1968): 148-173. We used this test in our program with Dr. Venezia's permission. It had the particular merit of being a simple test to administer and score, and thus able to be adopted by any court without the necessity of hiring scarce professional personnel. The test also is consistent with the basic assumption of our volunteer program that delinquency is often a result of a young person's lack of significant contacts with (a community of) adults who care about him and can teach him to be successful in his life. A measurement of intra-family alienation is obviously consistent with this assumption in that it relates to the quantity and quality of communication patterns within the basic unit of society, the family. Since a community program such as volunteers in corrections assumes that such community factors are at least as important in delinquency as intra-psychic ones, the data from this test can directly relate to this assumption.

The test itself asks 32 questions of the delinquent regarding other people in his immediate family. (See Appendix IV). Based on his clinical experience, Dr. Venezia assumed that "youngsters who show the greatest degree of commitment to delinquent values and the least response to treatment are characterized by what may be termed premature autonomy. . . . They are attitudinally (if not emotionally) distant from their families. . . ." (*op. cit.*, p. 149). This alienation should correlate positively with the amount of information the delinquent-prone juvenile has regarding his family.

The test was administered to all the delinquents who entered the program and was readministered after six months. Our hope was that, if the test proved promising, we might be able to do further research in the following areas:

- (1) to investigate if the test scores correlated positively to recidivism rates, fully realizing that more comprehensive correlations would have to be done in the future if this test is to have a credible reliability and validity for Ottawa juveniles;
- (2) to develop a more predicative intake format, which would help us to assign delinquents to volunteers or professionals;
- (3) to begin to provide volunteers with a "climate" of knowledge through which they would better understand the specific nature of their task—i.e., that delinquents very frequently suffer from a lack of rewarding relationships with significant groups such as families, and that volunteers need to become involved in such groups;
- (4) to develop, therefore, specific strategies of recruitment, training and supervision that will enable volunteers to work with families of delinquents.

A. Descriptive Assessment:

We now present a series of tables and charts in which we have tried to give ourselves a picture of the kinds of clients in our program in the City of Ottawa, and a description of the volunteers and professionals involved in this program with them.

1. Juvenile Probationers and their Families:

TABLE I
Number and Average Age of Juvenile Cases

Number:	Probation Cases	Volunteer Cases	Total
Males	49	40	89
Females	<u>10</u>	<u>15</u>	<u>25</u>
Total	<u>59</u>	<u>55</u>	<u>114</u>
Average Age:			
Males	13.6	13.9	
Females	13.7	13.7	

The number and age of the two groups is very similar so there is no reason to disqualify any of our further findings because of dissimilarity between the experimental and control groups on these grounds. Also, since the number of juveniles on probation during 1970-72 was 700, in this court, our sample represented 16 per cent of this total.

We have also tried to do a preliminary analysis on certain characteristics of the home situation of the delinquents in our program. The following data in Section A(1) was compiled and interpreted by Peter Bone, a student at the Centre of Criminology of the University of Ottawa. It should be noted that in some categories all the data was not available in the court records and, therefore, the actual figures represent something less than the total cases in the program.

TABLE II
Parents Living with Probationers

	Probation Cases		Volunteer Cases	
	Number(59)	Percent	Number(55)	Percent
Both parents at home	31	53	28	51
Only mother at home	17	29	19	35
Only father at home	6	10	6	10
Neither parent	5	8	2	4

There is no evidence from this sample, therefore, that single parent families or settings where no parent is present is a major factor by itself of delinquency. It is obvious, in any case, from studies in Family Therapy that the quality of interaction between youngsters and the adult world is at least as important as the quantity of this interaction.

TABLE III
Age of the Parents of Probationers

Age	Mothers of Probationers (89)	Fathers of Probationers (100)
20 - 29	2%	0
30 - 39	38%	35%
40 - 49	47%	39%
50 and over	13%	26%
Mean Age	42	43

There is no evidence that this sample is exceptional in comparison with the general population.

It is interesting to note that approximately 71 per cent of the mothers are housewives or on welfare, and thus don't go out to work on a full-time basis. Thus, the widely held assumption that the working mother contributes significantly to delinquency cannot be substantiated by this sample. What we do not know, unfortunately, is what percentage of these women do go out to work part-time, the nature of their work, what their hours are vis-à-vis school hours, and how long they had been working before the delinquency occurred. These questions are proper subjects for more detailed research.

Of the working mothers, it was rather surprising to find the greatest percentage (approximately 14 per cent) could be described as skilled workers. A very small percentage (about 6 per cent) were known to be in receipt of welfare assistance.

TABLE IV
Occupation of Parents of Probationers

	Probation Cases		Volunteer Cases	
	Number(37)	Percent	Number(30)	Percent
Fathers:				
Blue Collar Unskilled	9	24	7	23
Blue Collar Skilled	15	41	7	23
White Collar Unskilled	0	0	0	0
White Collar Skilled	9	24	14	47
Professional	3	8	0	0
Welfare Recipient	1	3	2	7
	Number(45)	Percent	Number(45)	Percent
Mothers:				
Blue Collar Unskilled	2	4	7	16
Blue Collar Skilled	0	0	0	0
White Collar Unskilled	2	4	1	2
White Collar Skilled	6	14	7	16
Professional	0	0	0	0
Welfare Recipient	3	7	3	6
Housewife	31	69	27	60
Student	1	2	0	0

Again, it is surprising to find that, contrary to generally held public opinion, the fathers of these delinquents were predominantly working in skilled occupations; 67 per cent as compared to 24 per cent in unskilled occupations, with the breakdown between white collar and blue collar skilled occupations being 34 per cent (includes professional men) and 33 per cent, respectively. The very small percentage of fathers in receipt of welfare assistance (approximately 4 per cent) is remarkable in view of the prolonged high unemployment that has existed throughout the period covered by this project.

In summary, our figures would seem to indicate that the majority of the 114 delinquents studied in our program come from homes where the mother does not work full time, where both parents, when working, hold down skilled jobs, and where physical environmental conditions are average to above average.

TABLE V
Average Number of Siblings of the Probationer

	Probation Cases (53)	Volunteer Cases (51)
Average number of siblings at home	3.4	2.8
Average number of siblings living out of the home	1.0	1.0
Total Number of children in the family	5.4	4.8

According to the 1966 census, the average number of children per Ottawa family was 1.8. The average family from which this sample is drawn comprises approximately 5 children.

TABLE VI
Ethnic Origin of Parents of Probationers

	Probation Cases		Volunteer Cases	
	Number(41)	Percent	Number(40)	Percent
Father:				
English	18	44	18	45
French	19	46	13	33
Other	4	10	9	22
	Number(41)	Percent	Number(37)	Percent
Mother:				
English	19	46	20	54
French	19	46	10	27
Other	3	8	7	19

The incidence of French percentage (nearly 4 in 10) would indicate the need for our program to have a greater focus on recruiting French-speaking volunteers.

TABLE VII
Marital Status of Parent(s) living at home with the Probationer

	Probation Cases		Volunteer Cases	
	Number(59)	Percent	Number(53)	Percent
Fathers:				
Married and living with spouse	30	51	28	53
Living common-law	1	2	2	4
Separated but living at home	2	3	2	4
Divorced	2	3	2	4
Separated and not present in home	15	25	7	13
Deceased	4	7	11	20
Widowed	5	9	1	2
	Number(59)	Percent	Number(55)	Percent
Mothers:				
Married and living with spouse	30	51	30	54
Living common-law	3	5	0	0
Separated but living at home	11	19	10	18
Divorced	2	3	2	4
Single	0	0	1	2
Separated and not present in home	4	7	3	5
Deceased	5	8	2	4
Widowed	4	7	7	13

Taking both groups together, just over half of the parents (51 per cent approximately) were married at the time their child was placed on probation, and were living with their spouse. There is no evidence in this sample that the one-parent home, per se, contributes significantly to delinquency. Approximately one-third of the homes in both groups were fatherless and approximately one-eighth of the homes were motherless, due to separation, divorce, or death of one parent. In the majority of the cases of the one-parent family the responsible adult was mother, another not unexpected finding.

2. Description of the Volunteer and the Professional Probation Officer:

Volunteers began to supervise probationers on May 11, 1970. From then until March 31, 1972, we have had 47 volunteers in the program. Eight of these were married couples who carried only one case as a team; therefore, the total "volunteer units" was 39. We have had 17 persons cease working within the project (including one couple) so that at present we have 30 volunteers (23 volunteer units) active in our program.

From May 11, 1970, until the present, we have had 15 probation officers involved in the program. At present, there are 10 probation officers at this court. Nine of the probation officers carry control cases and 8 supervise volunteers. Klaas J. Meyer, Supervising Probation Officer and Project Director, does not carry any cases nor does he directly supervise volunteers.

TABLE VIII

Description of Volunteers and Probation Officers in the Program

	Probation Officers (15)	Volunteers (47)
Age:		
20 - 29	4	15
30 - 39	7	16
40 - 49	1	12
50 and over	3	4
Mean Age	36	36
Marital Status:		
Married	13	36
Single	2	7
Separated	0	1
Divorced	0	3
Number of Children:		
Mean	1	2
Education:		
High School	2	18
College or a Bachelor's Degree	9	24
Post-Graduate Study	4	5
Salary Range:		
0 - \$4,999 (includes 9 housewives among the volunteers)	0	22
\$5,000 - \$8,999	1	8
\$9,000 - \$12,999	12	10
\$13,000 - \$19,999	2	6
\$20,000 and over	0	1
Sex:		
Male	13	28
Female	2	19

B. Evaluative Assessment of the Program:

1. Contacts with Probationers by Volunteers and Professionals:

This section deals with the number of contacts made by the probation officers and the volunteers with their clients, and their collateral contacts with people in the client's environment. The amount of time spent on these contacts was also recorded. Where a juvenile was seen with his family, it was counted as a personal contact with him at his home. It is obviously essential to know how much more time volunteers can spend on their clients than probation officers.

Table 9 below shows the total contacts made, and hours expended by the personnel. However, because of the different number of probation officers and volunteers, the varying terms of probation of the juvenile offenders, and the different number of cases in the probation and volunteer sections, the raw figures are deceptive. They can be made more meaningful if stated in terms of the output per probation officer or volunteer per client per month. This was done by counting the total months all of the juveniles have been in the program for each of the two personnel categories, and then dividing this figure into the corresponding raw data. The result is shown as the Mean Per Month.

The total number of months that the 114 juvenile offenders have been on probation to probation officers and volunteers between May 11, 1970, and March 31, 1972, are approximately:—

Probation Officers	347 months (59 cases)
Volunteer Probation Officers	334 months (55 cases)

TABLE IX
Number, Type and Duration of Contacts

	Probation Officers		Volunteers	
	No.	Mean per month	No.	Mean per month
Number of Personal Contacts with Client:				
1. At Client's home	229	0.7	753	2.3
2. At Volunteer's home or at Probation Officer's office	372	1.1	504	1.5
3. In the Community	10	0.0	432	1.3
4. By Phone	200	0.6	1,252	3.7
5. Total	811	2.4	2,941	8.8
Number of Collateral Contacts:				
1. With the client's family	139	0.4	698	2.1
2. With the client's school	87	0.3	224	0.7
3. Other	71	0.2	249	0.7
4. Total	297	0.9	1,171	3.5
Duration of contacts in Hours:				
1. Personal contacts with client	410	1.2	3,663	11.0
2. Collateral contacts	110	0.3	829	2.5
3. Total	520	1.5	4,492	13.5

Thus, for example, the 347 months mentioned above means that the 59 juveniles who were placed on probation to probation officers at various times between May, 1970, and March, 1972, have spent 347 cumulative months on probation. Dividing this figure into the probation officer data, we arrived at the mean per month, which represents the contacts or hours spent per probation officer per client per month.

We can see, therefore, that volunteers saw their clients approximately three to four times as often as probation officers were able to, made about four times as many collateral contacts, and spent over eight times as much time on their clients.

2. Time Spent by Professional Personnel on the Volunteer Program:

This section presents the input in hours by the probation staff on this program. By means of this, one can compute the efficiency of the program by comparing the hours input with the hours returned to the agency by the volunteers.

Two comments can be made about the figures given below in Table X. First, the time spent on program assessment was included in the general administrative hours because we felt that research is an essential part of any work in this field. Secondly, since item 2(b) will be significant later, it should be explained that, of the 15 probation officers who have been employed at the court at one time or another between May, 1970, and March, 1972, only the Supervising Probation Officer and one other probation officer have not directly supervised volunteers.

From Table X, it is possible to compute the net gain to our agency from our use of volunteers. The first question we wanted answered was how much additional time, if any, volunteers would cost the professional staff, given our program design. We can see from Table IX that the average hours per month each control case was seen by professionals was 1.5. On the other hand, the average amount of time spent supervising one volunteer per month was also 1.5 hours (490 hours total divided by the 334 man-months the volunteers actually worked). Thus, there was no significant time cost to the professional staff in their supervision of about three volunteers each, given the rest of our project design.

We can also compute an "amplification factor" showing the volunteer output per professional input. In our case, volunteers returned a total of 4,492 hours of work for 490 hours of supervision time, or a return of 9 hours for every 1 hour invested. We use here the figure of 490 hours from Table X because this is the time necessary for the ongoing administration of any program similar to ours; other items are either non-recurrent, or optional for other programs.

TABLE X

Hours Spent by Staff on the Program

1. By the Director and Assistant Director (March 1, 1970 – March 31, 1972):

(a)	in non-recurrent work specifically related to this project, such as creating the project design, etc.	706
	the project design, etc.	706
(b)	in administration of the project (including research)	1,451
	TOTAL HOURS	2,157

2. By the probation officers (May 11, 1970 – March 31, 1972):

(a)	in participating in administration (Training courses, etc.)	58
(b)	in supervising volunteers	490
	TOTAL HOURS	548

It is also generally accepted that volunteers may, in the long run, save money for the community as a whole. Although our program did not directly assess this fact, it is generally estimated that institutional treatment costs at least 10 times as much as community treatment, e.g., probation. Volunteers over the last two years gave approximately 4,500 hours of service to the Ottawa community, for free. Eventually, they will probably need to get some local funding as they grow, since some of the things children need do cost money. However, it now costs each taxpayer in Ottawa and Ontario at least \$10.50 per day to keep a child in one of the larger training schools, and up to \$22.00 per day in the smaller training schools. This is an average cost of \$3,800, respectively for one child for one year (based on the 1968 Annual Report of the Department of Correctional Services). It would seem fairly obvious that simply in economic terms local communities could benefit greatly from an improved probation service, especially since it is universally agreed that institutionalization has not been proven effective for the great majority of delinquents and criminals.

C. Experimental Assessment:

The data collected on the Family Information Test (F.I.T.) were analyzed for us by the Centre of Criminology of the University of Ottawa. These data were also compared to prior court dispositions of each juvenile. The following is the Centre of Criminology's evaluation of the meaningfulness of these data.

The outstanding finding from the data is the lack of any effect in general apart from those two effects which could be reasonably anticipated before the commencement of the project; that is,

- (1) persons with previous convictions by juvenile court prior to the incident which led to their being placed on probation are more likely to commit further incidents whilst on probation than those persons without prior convictions;
- (2) the type of crime committed by males while on probation differs from those committed by females while on probation.

The two important conclusions, which may be tentatively drawn from the data, are:—

- (1) the clients of probation officers behave, in general, in the same manner as the clients of Volunteer Probation Officers;
- (2) the F.I.T. score, and the change in the F.I.T. score during probation, does not appear to convey information either about further court dispositions during probation or about the type of supervision given by the Probation Officer or the Volunteer.

The following tables present a synopsis of the data. The total number of cases for which full data were available was for 56 Probation Officer cases and 54 Volunteer Cases.

TABLE XI

Type of Supervision Related to Subsequent Offences

	Probation Cases	Volunteer Cases
No subsequent offences.	41	37
Subsequent offences	15	17

There is no indication of any significant difference here between the type of supervision given and subsequent offences.

We also compared the four variables of: type of supervision, subsequent offences, sex of the probationer and prior offences.

TABLE XII

	Probation Cases		Volunteer Cases		
	Male	Female	Male	Female	
No subsequent offences	6	2	6	1	Prior offences
Subsequent offences	8	0	5	1	
No subsequent offences	28	5	22	8	No Prior offences
Subsequent offences	6	1	6	5	

From this table, it is clear that prior offences relate to a greater chance of further offences while on probation.

The experimental use of the F.I.T. score was aimed at finding out if it correlated with the offence records and could be used as a means of predicting the difficulty of an individual case. It was measured at the beginning and close of the probation period for each juvenile. The average F.I.T. score at the beginning of probation and the average decrease in the F.I.T. score during probation are given for each of the sixteen groups in Table No. XIII.

Although there is a slight indication that the F.I.T. score is higher for persons with prior interventions, in view of the variability of the data the indication is of little value. Therefore, it is our conclusion that the F.I.T. score does not distinguish between those juveniles who need little intervention and those who need intensive intervention.

From our experience, we would make the following recommendations:—

1. That further research be done, either on the F.I.T. or another instrument, which could provide quantitative information regarding the kind of supervision needed by juveniles when they are placed on probation.
2. That the information that such an instrument provides be in such terms that it is actually usable by probation officers or volunteers in their work.
3. That the proper institution to do this work would be the Centre of Criminology of the University of Ottawa, and that a closer relationship might be established with them in order that information exchange take place between the academic community and workers in the field.

It should be remembered that we envisaged the Family Information Test to be simply an additional aid in assigning cases over and above other data at the Court. That this test proved unsatisfactory in its present form does not obviate our need to find at least some objective norms which relate both to the assignment of cases as well as to judging the progress made by individual probationers. Our work to date has made probation officers and volunteers more aware of this need, and we hope that more research will follow as the program begins to mature.

VII. CONCLUDING REMARKS: THE PAST AND THE FUTURE

Even after finishing two years of intensive work in a project such as this, we are still relative newcomers to this field. However, there are certain ideas that we feel are very important and which need to be emphasized.

First, it is impossible not to notice the lack of information in Canada about volunteer programs. We had to rely almost exclusively on United States sources of information in the initial stages of setting up our program. There is a paramount need, therefore, for a Canadian Information Centre of Volunteers in Corrections. Such a Centre could provide not only information and consultative services for individual programs, but might also take a more active and directive role in coordinating provincial or national policies. For example, a centrally directed research effort might be a responsibility of such a Centre.

TABLE XIII

	Probation Officer Cases		V.P.O. Cases		
	Males	Females	Males	Females	
No Intervention	6 initial 11.35 decrease 1.38	2 initial 7.7 decrease 0.4	6 initial 11.75 decrease 1.7 (on 5 persons)	1 initial 9.2 decrease 1.1	Prior Intervention
Intervention	8 initial 11.84 (on 7 persons) decrease 9.93 (on 4 persons)	0	5 initial 10.82 decrease 0.18	1 initial 9.7 decrease 1.6	
No Intervention	28 initial 10.02 decrease 1.65 (on 26 persons)	5 initial 10.2 decrease 1.1	22 initial 9.82 decrease 0.67 (on 18 persons)	8 initial 9.5 decrease 1.18	No prior Intervention
Intervention	6 initial 11.02 decrease 1.72 (both on 5 persons)	1 initial 10.7 no final score observed	6 initial 10.67 decrease 2.55	5 initial 7.64 decrease 2.28	

Secondly, volunteer programs have a great deal to gain from a close alliance with professional personnel in the community. Although we might be accused of some bias in this regard, we feel that the Probation Service also needs to be greatly expanded if they are to be able to give the best service to their clients and to volunteers. Professional probation officers can provide an invaluable service to volunteers, one that is not available anywhere else. Universities can give access to theoretical knowledge. Other professions can contribute their own expertise. But only in professional probation officers is there the fund of practical knowledge that can only be obtained from long-term, continuous work with delinquents and criminals in a particular community. The use of volunteers, therefore, does not mean that there will be a decreased need for professionals; if anything, *there will be a greater demand for them*. Professionals will retain specialized caseloads and activities that will demand at least as much time as they now spend. Also, some professionals will have to be trained to work especially with volunteers.

Thirdly, it is apparent to us that the introduction of volunteers into the correctional process has far-reaching consequences, both for corrections as a whole and for probation in particular. Volunteers might have originally been used because of a lack of funds for professionals, but their use has theoretical implications far beyond this. The growth of modern professionalism has resulted in the production of an over-specialized group of people who no longer are able to communicate effectively to each other, even within the same discipline. But even more important, professional groups have become alienated from the local communities in which they exist and for whom they provide their services.

In our own case, as professional probation officers, we realize that we cannot work to our full potential without a much closer relationship with the local community. The causes of crime and delinquency lie in the community. No community can hope to solve its problems by delegating almost total responsibility for the solution to a small group of professionals who must work in relative isolation and with inadequate resources. It is probably even more accurate to say that professionalism, by its over-specialization and division of labour, is a symptom of the breakdown in communications and lack of true community that affects all of modern society. Even if we were to suppose that unlimited funds and personnel were placed at the disposal of corrections, it is unlikely that the causes of crime and delinquency would be eradicated. What is needed above all this is a reconciliation of professionals with the community from which they grew and for whom their skills exist. The use of volunteers in corrections is one step in this process of reforming a true community.

Fourthly, what have we found out about volunteers through our own experience in our program? It would seem to us that we have shown that:

- (1) through a relatively random assignment of cases, volunteers and professionals do not show a significant difference in the rates of recidivism of their clients; we may have had different results if we had assigned juveniles with disturbed personalities, or those from multi-problem families, to volunteers, but this was deemed too risky a procedure, especially for new volunteers;
- (2) volunteers can be integrated into a juvenile probation structure with a minimum amount of resistance by the local probation staff, if the staff is involved in the initial stages of planning and in the training and supervision of volunteers;
- (3) volunteers can spend a great deal more time with their clients, some even occasionally spending 80 to 100 hours a month. This does not necessarily reflect a concomitant quality of work, but it would seem to indicate that for certain types of clients who need a great deal of time that volunteers are the primary resource rather than probation officers;
- (4) middle-class volunteers do not have any apparent difficulty in working with lower-class clients of the Ottawa region, which may be due to the nature of the Ottawa population;
- (5) by a random assignment of cases, volunteers do not do a significantly better job than probation officers in terms of recidivism rates; this is consistent with almost all reported research on community programs in North America; what we now feel must be done is to find out whether accurate methods of matching volunteers and professional probation officers with specific probationers would not significantly increase the success rates of *both* groups;
- (6) the Family Information Test as presently constructed does not give us an adequate prediction of those probationers who would be best matched with volunteers or professionals; however, it seems to be such a promising approach that more work should be done on validating it, preferably by the Centre of Criminology of the University of Ottawa since this kind of research falls more within the competence of a university than probation staff.

In conclusion, it must be remembered that this small demonstration project did not aim at solving any of the great issues facing corrections today. Since we were relatively few, we felt that our main contribution would be to create a model of volunteer usage in Canadian Juvenile Courts that might help other courts to introduce volunteer programs with a minimum of problems. We began this by starting all volunteers with a role that was similar to a probation officer; this allowed their easy integration into the existing court structure. We also felt that starting with only one volunteer role would allow us to grow more naturally and harmoniously, adding new volunteer functions as needed, as opposed to starting with a complex program. Our growth will naturally be slower and less spectacular than in other cities. But, where larger programs have a lot of advantages, we hope that we can contribute "time"—time to develop certain approaches fully and consistently; time perhaps to focus on specific issues or items of research; time to experiment in a small way with new approaches, where larger projects cannot. It has occurred to us that not all volunteer programs need to be duplicates of each other. Each city or town has its own unique situation and resources. In the long run, perhaps a coordinated program by a National Volunteer Centre will be able to "blend" different volunteer programs into an harmonious system so that we can each learn from the other.

APPENDIX I

FUTURE TRENDS AND ISSUES IN VOLUNTEER USAGE IN CORRECTIONS

There are two main areas we will discuss here that might be of interest to those courts who are in the early stages of forming a volunteer program. First, we will briefly mention some of the major trends that have already been reported in volunteer programs, and which seem to be fairly well accepted. Secondly, there are certain issues that need to be developed, but on which there is no substantial progress yet.

Regarding important trends and issues that are already developing in North America, a few of the more important ones are:

(1) The differential use of volunteers according to the needs of probationers:

There are practically an infinite number of ways volunteers might work in courts, and almost no area is closed to them. Volunteers are now working in: group sessions with probationers and/or their families; actively programs—camping, etc.; tutors and volunteer "assistants" who work with a probation officer, rather than being the probation officer as in our program. Any court starting a volunteer program, therefore, can feel free to consider in what areas volunteers might perform services that are not already adequately provided, and need not worry about whether or not a volunteer could do the job. The problem is rather how to find the right volunteer and how to train him well.

(2) Recruitment from specific groups in society:

Here recognition is given to the fact that volunteers as well as clients have special talents and needs. Those groups which have been profitably used in other programs are:

- (a) **Older volunteers.** These people are probably the greatest unused resource available to a community. There is an immense wealth of experience and training in this group and, although they are being used to some degree, they are still virtually an untouched resource.
- (b) **Young Volunteers.** In this group there is enthusiasm and energy, though little life experience. One idea might be to have them work with older volunteers in team approach. In any case, it is worthwhile to remember that one of the problems with the nuclear families today is a loss of contact with older members of the family and the community, something that is not true in societies with a strong kinship or tribal structure. Besides helping individual probationers, the volunteer movement might also be thought of as an attempt by a community to create extended families, a kinship system. Delinquents, for example, are characteristically alienated from close relationships with adults who can supply their basic needs. The result is that they are "old before their time" and have lost a significant portion of their childhood and youth. In the long run, we feel that, while individual volunteers will always work with individual probationers, the role of the local volunteer group as a whole must be to find ways to unite people of all ages into a true community of persons who share common goals and who work together toward these goals.
- (c) **Use of Minority Groups.** Many programs feel that only volunteers from specific ethnic, cultural or economic groups can effectively work with other members of that group. Working with alienated groups in a community is undoubtedly a difficult and complicated process, because of the suspicion and hostility between such groups and the (supposedly unalienated) majority. A great deal of time and thought should go into any such program, obviously including initial advice from members of such groups regarding what roles volunteers should take. A sure way to fail in such an undertaking is to go around solving problems people ought to have rather than finding out from them what they really need.
- (d) **Use of Offenders.** The use of both ex-offenders and current offenders is being tried in some programs. The rationale behind this varies from the (very debatable) view that "only helpers with the same problems as the clients can be useful", to one which realizes that people with problems are often helped best by participating in the very process of rehabilitation. This latter point has been called the "helper therapy principle". There are already some interesting studies that have given tentative support for this

principle. At this time, though, this approach is still a very complicated one, but it seems difficult to avoid the fact that, unless one involves "clients" substantially in the process of help, then no true community program can really be said to exist. We feel that "clients" need less to be helped than to have an effective voice in helping to determine the shape of their environment; they need to stop having things happen *to them* and to have things happen *because of them*. This view is part of what is being called a systems or ecological approach; it is much too complicated to be developed here, but it is the rationale for the use of the client in the helping process on "equal" terms with all of the other persons or groups in this same process.

- (e) **Use of Parents of Offenders.** Many parents could benefit from being exposed to short-term, behavioural training to help them deal with the specific problems of their children. To try to change "delinquents" without significantly changing their families is rarely successful; such an approach invariably has to use and defend policies and actions that remove the person from his environment or home. Therefore, it would be worthwhile to try an approach where groups of parents of juvenile offenders might be brought together on a short-term basis, and work with volunteers who have had special training in this kind of work.
- (f) **Preventive Work.** Volunteers can be used in various capacities here; for example, in work with juveniles who might otherwise appear in court and be adjudged "delinquent". A screening process at the intake level, or earlier, might divert a large number of children from the criminal justice process who could more easily be dealt with in a less formal way, and thus also avoid the label of "delinquent".

There is a second realm of issues that are important, but which have barely been systematically studied in Canadian programs. A few of the major ones are:

- (1) **Leadership.** We agree with a statement once made in a National Information Centre report (Boulder, Colorado) that "the critical bottleneck currently is a lack of operational leadership of individual programs". The question of leadership involves at least two critical areas: local leadership, and a more centralized leadership on the provincial and national level.

For effective local leadership to develop, certain factors and issues will have to be resolved; for example:

- (a) the recruitment and training of persons who are both talented and experienced in leadership activities;
- (b) the establishing of a close cooperation with a local university; in our case, the Centre of Criminology of the University of Ottawa has already provided us with certain help in this area, but centres of criminology or similar institutions might also develop training courses, both for professionals and volunteers, which deal with creative management of volunteer programs;
- (c) the resolution of the question of who is to exercise the leadership of the local volunteer program—professionals or volunteers, or some combination of the two.
- (d) how much control should be delegated to other bodies on a provincial or national level, without risking the loss of a substantial amount of local autonomy, individuality and decision-making.

For an effective provincial or national leadership to develop in conjunction with local leadership, other issues come into play; for example, assuming some kind of National Centre for Volunteers in Courts:

- (a) should it see its role as one of "control" or one of information and coordination based on voluntary cooperation by local programs? The former pre-supposes a strong "centralized government" approach, while the latter allows for more local autonomy. It would seem at this time that local communities have much more to gain by keeping most of the decision-making power in their own hands, since they can then respond to their unique local situations. Since provincial and national institutions are necessarily conservative and must worry about their public image, they should be limited correspondingly to stimulating local creativity, providing information and other resources that are not available on the local level, and being a spokesman for the volunteer movement as a whole on a provincial or national level.

(b) Should such a centre be in the complete control of professionals? To do so would obviously destroy its ability to be a fresh source of ideas and creativeness, and perhaps simply expose the volunteer movement to the problems that already beset corrections today. However, to completely divorce itself from the professional personnel would be to deny itself unnecessarily of the knowledge and experience already possessed by professionals.

- (2) **A consistent theory of volunteerism is yet to be developed.** A more systematic approach is needed, rather than one that simply "adds" volunteers to local court or probation structures, which themselves do not even possess a systematic and unified approach to crime. Without this, volunteer programs will be formed simply on vague intentions to "do good to others" will be subject to a hit-or-miss approach toward individual clients; will be unable to assess their work since they have no clear position to assess; and will be absorbed and dominated by professionals. One issue can serve to illustrate the problem. How can a volunteer movement, which presumes the communal causation (and continuing reinforcement) of crime and delinquency, form a systematic unity with those professionals who work on the so-called "medical model", i.e., a lone "professional helper" treating an individual "client" who is suffering from an "illness" that requires a professional "treatment" or "therapy" in order to "cure" him? Such an issue is not as easily resolved as most programs presume.
- (3) **Closely allied to this is the need to re-define the role of the professional.** If volunteers can perform so many of the tasks that were originally thought to be the essence of professionalism, then the professional is headed for a rather severe "identity crisis". Unless the spectre of a purely competitive relationship between volunteers and professionals is eliminated, there will be a divorce or separation of the two bodies even before there is a real marriage.

One possible idea, consistent with a systems approach to corrections (which we favor), is that professionals (in all disciplines) will increasingly work as "communication experts" (teachers, supervisors and coordinators of volunteers) rather than trying to be the only agents of "cure" in the community (therapists, helpers, doctors, counsellors, etc.) The disadvantages of a community giving almost total responsibility and power to a small class of elite professionals has been mentioned earlier. Another way of stating this would be to say that the professional must define himself less by his "possession" of a certain fund of knowledge (an individualistic viewpoint), than by his ability to transmit his knowledge to others (an "ecological" approach). The professional can become the leader of a team of volunteers and para-professionals, who in turn help to acquire the knowledge and power to be effective members of their communities and to live a satisfying, human life.

APPENDIX II

RELATIONSHIP BETWEEN V.P.O. AND PROBATIONERS

The relationship between the V.P.O. and probationer should reflect the philosophy of the Juvenile Court. In dealing with the juvenile, the aim of the court is not only to consider the particular offence for which the juvenile is brought to court, but also to take into account the total environment of the juvenile. The court and its officers seek to take a parental attitude towards the child as well as to express the care and concern of the whole community. Volunteers are, therefore, one way in which the community's care and concern can be expressed in a concrete and personal way, as well as make more of the total community resources available to the probationer.

The first step of the volunteer will be to establish rapport with the probationer. Different groups of volunteers have different advantages here. If the volunteer is a college student, his nearness in age to the offender will be an advantage. Older volunteers have the advantage of a probably greater knowledge of community resources which might be valuable to a probationer, as well as their greater living experience. In all cases, though, the voluntary, gratuitous and concerned attitude of the V.P.O.'s should allow them to establish a quick rapport with the offender.

The relationship between the V.P.O. and the probationer, like all relationships, is one that cannot be defined exactly. It will have elements of uniqueness in each case, reflecting the different personalities of the people involved. It will also be an evolving one. In the beginning, the volunteer will be more receptive and passive in order to establish a basis for friendship; in later stages there will be more spontaneity and activity between the V.P.O. and the probationer, one in which the volunteer will do things *with* the probationer rather than *for* him.

As the V.P.O. gains experience in his work and demonstrates a proven ability in his role, he will be able to initiate changes in the probation conditions of the child. His closeness to the case will allow him to inform the court of particular changes in probation that might benefit the individual child. He then will be able to utilize his own initiative and talents while at the same time adhering to the policies of the court.

In our program one special problem often arises with the volunteer. While his main role is to be a friend and helper to the probationer, the volunteer is also an authority figure who is responsible to the court to report violations of the probation order through his supervising probation officer. This is the problem of "confidentiality". We feel that while these functions are often difficult to reconcile, they are not incompatible. The juvenile cannot respect and establish a friendship with an older person who does not have values of his own; in fact, his rehabilitation demands that he is in a relationship with adults whose values are well-defined, open to discussion and fairly applied. A volunteer whom the juvenile can manipulate and play off against the court will not acquire the trust and respect necessary to a healthy relationship.

We are also aware that other programs clearly separate the concept of authority (and the court and probation structures) from the concept of friendship (and the volunteer organization). We feel that this is not necessary, and may even be detrimental. Is not one of the very problems in our society the fact that the justice process is perceived as threatening to the ordinary citizen? Have not the police, judges, probation officers, etc., been put in a position by the community where they are seen as oppressors, enforcers of majority rule? We believe, perhaps idealistically, that the virtue of justice has an essential relationship with friendship. Therefore, if community volunteers simply take all the "friendship" roles to themselves, and leave courts and probation officers the role of "law-enforcer", we feel that such a system inadvertently accepts the widespread view, especially among young people, that the law is inimical to and radically separate from true community life.

APPENDIX III

THE VOLUNTEER TRAINING PROGRAM

A. Training Session No. 1 (3 hours)

1. Welcome and introduction: a short description of the volunteer program.
2. Information on the Juvenile Court, with particular emphasis on its philosophy and practical operation.
3. Coffee Break.
4. The concept of "failure" — how dysfunctional behaviour originates and is perpetuated by a person being subjected to continual failure experiences. Much delinquent behaviour can be seen as a result of this rather than models which categorize him as "bad", "irresponsible", or "wilful". Role play is then used to simulate a first interview between a probationer and a volunteer in order to illustrate some of the typical behaviours of a person who is geared to "failure", e.g., anger or silence.
5. An outline of Dr. William Glasser's Reality Therapy is handed out for discussion at the next session.

B. Training Session No. 2 (3 hours)

1. Prior to this session, important themes that arose in the last session with that particular group of volunteers were noted and are used in this session. The same will hold true for all subsequent sessions; we hope to provide a continuity in the sessions by this means.
2. A discussion of William Glasser's Reality Therapy, and how it is consistent with a community volunteer approach to the problem of delinquency.
3. Coffee Break.
4. Some practical principles of communicating with adolescents, especially those raised in deprived environments. The principles used are based on those of Robert R. Carkhuff, especially in his *Helping and Human Relations*.
5. At the end of the meeting, each volunteer is given a case study of a delinquent for discussion in the next session — the "case of Paul B".

C. Training Session No. 3 (3 hours)

Discussion of the case of Paul B. including: possible causes for his behaviour; methods of helping him, especially regarding how the volunteer would change his approach throughout the development of the case; the use of community resources.

D. Training Session No. 4. (3 hours)

1. Some principles of working with families of delinquents: practical ways in which to mobilize the family to work together on their problems.
2. The rest of the session is an open one, in which volunteers can ask questions regarding any points they would like elaborated. They are also asked to evaluate the individual training sessions.

APPENDIX IV

FORMS

1. Volunteer Registration Form.
2. Volunteer Evaluation Sheet.
3. Consent Forms.
4. Release of Information Form.
5. Letter re character reference, and reply form.
6. Monthly Report Sheet.
7. Family Information Test.
8. Individual Case Sheet.

**OTTAWA JUVENILE COURT PROJECT
VOLUNTEER REGISTRATION FORM**

NAME:
Surname
First
Initial

HOME ADDRESS: Home Phone:.....
Business Phone:.....

EMPLOYER
 Business Address

AGE: RELIGION PLACE OF BIRTH

OCCUPATION ETHNIC ORIGIN.....

MARITAL STATUS: Single.....Married.....Divorced.....Separated.....Remarried.....Widower.....

CHILDREN IN YOUR FAMILY: Girls Ages
 (Please list ages) Boys Ages

EDUCATION: Last Completed Grade in School

College:	Years	Degree	Major Areas
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INCOME RANGE: 0-\$5000..... \$5000-\$9000..... \$9000-\$13,000..... \$13,000-20,000..... over \$20,000..... (Check one).....

OCCUPATION OF YOUR SPOUSE.....

WHAT INTERESTS OR HOBBIES CAN YOU SHARE WITH A PROBATIONER?

WHAT EXPERIENCE HAVE YOU HAD WITH VOLUNTEER ACTIVITIES, e.g., SCOUT MOVEMENT, YOUTH CLUBS, ETC.?

HOW MUCH TIME PER WEEK (ON AN AVERAGE) DO YOU THINK YOU WILL BE ABLE TO SPEND IN THIS WORK?

DO YOU RECALL HOW YOU HAPPENED TO HEAR ABOUT THIS PROGRAM?
 If it was a friend or acquaintance, we would appreciate their names.

VOLUNTEER EVALUATION SHEET

NAME:

INITIAL INTERVIEW:

Date Acceptable

Not Acceptable

By: Questionable

Reasons:

INDIVIDUAL ORIENTATION INTERVIEWS:

ATTENDANCE AT GROUP SESSIONS:

FINAL ASSESSMENT INTERVIEW

Date Accepted

By: Not Accepted

Deferred

CONSENT FORMS

VOLUNTEER

In my capacity as a volunteer probation officer in Provincial Court (Family Division), Ottawa, I agree to undertake the tasks assigned to me within the Volunteer Program, entirely at my own risk. I also will accept full responsibility for any harm that might come to me while performing these tasks.

Witness

Volunteer-Probation Officer

Date

PARENT(S)

I consent to the referral of my child to a volunteer probation officer.

I will contact the Program Director or Program Co-Ordinator if I am not satisfied with the service provided by the volunteer probation officer so other steps can be taken to meet my child's needs.

Witness

Parent

Date.

RELEASE OF INFORMATION

NAME:

ADDRESS:

I hereby authorize the above-named person to release to the Project Director or Co-Ordinator of the Ottawa Juvenile Court Project any information required pertinent to my application to become an active member of this organization.

Signed

Address:
.....

Date:

Provincial Court (Family Division)
1145 Bronson Place,
Volunteer Probation Project
Ottawa 1, Ontario.

Date:

Sir:

Re:.....

The above-named has made application to this department to become a volunteer Probation Officer and has given your name as a character reference.

Enclosed is a Release of Information form. To complete this form it may help to have some idea of the type of work he will undertake. He will be involved forming relationships with youthful offenders placed on probation. He will try to advise, befriend, and assist the offender in establishing himself as a useful member of the community.

We are grateful to every person who offers his service for this kind of work, and feel an obligation both to him and to the person with whom he may work to set high standards and to ensure a relationship that can be mutually beneficial.

For these reasons we would appreciate your completing the enclosed questionnaire and return it to us. Be assured that your information will be held in strictest confidence.

If for any reason you would prefer to phone us concerning the above applicant, I will be pleased to hear from you.

Yours sincerely,

Klaas J. Meyer, M.S.W.,
Project Director,
Volunteer Project.

MONTHLY REPORT SHEET

Return to: Mr. Klaas J. Meyer,
Supervising Probation Officer,
1145 Bronson Place,
Ottawa, Ontario. K1S 4H4

Volunteer's Name:

Client's Name:

Date Due:

1. The following summary relates to contacts made in the month of

2. Number of contacts with the client: –

– at the client's home: _____

– at the volunteer's home: _____

– elsewhere in the community: _____

– by phone: _____

– Total contacts: _____

3. Number of collateral contacts (without the client present):

– with the client's immediate family: _____

– with the client's school: _____

– others:* _____

– Total contacts: _____

* Specify here who they were:

4. Total duration of contacts (in hourly terms):

– with the client: _____

– collateral: _____

– Total Hours spent: _____

5. A short summary of what has happened during this month should be sent in with this report sheet. It should include the following areas:–

A. The kind of relationship between yourself and the client.

B. The client's family: its strengths and weaknesses.

C. The client's performance at school, or in other group settings (boys clubs, etc.)

D. Any other areas that are important in giving a picture of the client as a person, and how he functions in his environment; note also any significant changes in his performance or situation.

E. Did you learn of any significant violation of probation rules? If so, report the nature of the violations, how you found out about them, and what action you took.

PLEASE RETURN TO: Klaas J. Meyer, M.S.W.,
Project Director, Volunteer Project,
1145 Bronson Place,
Ottawa 1, Ontario.

Date:

RE:

How long have you known the applicant?

In what capacity have you known the applicant?

Do you feel he has the patience and reliability to sustain a relationship with a young person over an extended period of time?

Do you feel that he is stable in his emotions and personal relationships with other people?

Other Comments:

Do you personally recommend this man for the responsibilities described above?

.....
Signed

FAMILY INFORMATION TEST

Siblings: Do not apply to siblings deceased or living out of the home more than one year.

1. What is the full name of each of your brothers and sisters? (The middle name is the item of importance here.)
2. How old is each of your brothers and sisters?
3. What is the birthday of each of your brothers and sisters?
4. What does each one like to do in his spare time?
5. What important sicknesses or accidents has each one had?

Parents:

6. In what city did your parents meet each other?
7. How long have they been together?
8. When is their wedding anniversary? (Explain if necessary.)

Father: Apply the questions to stepfather, etc., if appropriate.

9. What is your father's first and middle name?
10. How old is he?
11. In what city was he born?
12. What is his birthday?
13. What kind of job does he do? (Get job description.)
14. Whom does he work for? (The name of the employer.)
15. On what street is his job located?
16. What does he do in his spare time?
17. What important sicknesses or accidents has he had?
18. In what city did he go to school?
19. What grade did he finish in school?

Mother: Use stepmother, etc., if appropriate.

20. What is your mother's first, middle and maiden name?
21. How old is she?
22. In what city was she born?
23. What is her birthday?
24. What kind of work does she do?
25. Whom does she work for? (The name of the employer.)
26. On what street is her job located?
27. What does she do in her spare time?
28. What important sicknesses or accidents has she had?
29. In what city did she go to school?
30. What grade did she finish in school?
31. If anyone in your home has died, what did he die of?
32. In what city (or town) were you born?

INDIVIDUAL CASE SHEET

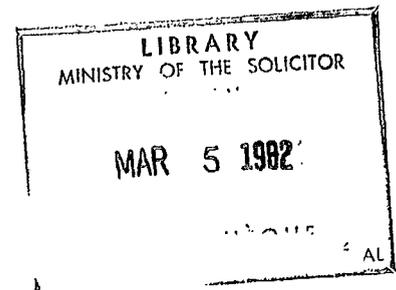
There is a sheet of Columnar paper for each client, organized to show the following information:—

A. Heading

- (1) Name of the Client.
- (2) Name of the V.P.O. (and Supervisor) or the P.O.
- (3) Offence and length of probation.
- (4) F.I.T. score.

B. Columns for:

- (5) Month — that each monthly report is sent in.
- (6) Personal Contacts in:
 - the client's home.
 - the volunteer's home (or P.O.'s office)
 - the community.
 - by phone.
 - total personal contacts.
- (7) Collateral contacts:
 - the family.
 - the school.
 - others.
 - total collateral contacts.
- (8) Duration of Contacts:
 - personal.
 - collateral.
 - total time spent.
- (9) Breaches.
- (10) Re-arrests.
- (11) Other dispositions, e.g., incarceration, final termination, etc.
- (12) Offences convicted of both prior to and after probation.



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Storage

Date Due

— HV Kiessling, Jerry J.
 — 9110
 — .08 The ottawa juvenile court
 — K4 volunteer program: March 1,
 — 1972 1970 - March 31, 1972.

DATE	ISSUED TO

HV Kiessling, Jerry J.
 9110
 .08 The Ottawa juvenile court
 K4 volunteer program: March 1,
 1972 1970 - March 31, 1972.

