This book is dedicated to our daughters, Kristin Polatty, Nicole Schmalleger, Cherie Nantz, and Michelle Lallos
PART 1  The Nature and Extent of Delinquency

CHAPTER 1  Adolescence and Delinquency  2
CHAPTER 2  Measurement and Nature of Delinquency  26

PART 2  The Causes of Delinquency

CHAPTER 3  Individual Causes of Delinquency  48
CHAPTER 4  Social Theories of Delinquency  76
CHAPTER 5  Social Interactionist Theories of Delinquency  112
CHAPTER 6  Delinquency across the Life Course  136

PART 3  The Environmental Influences on and the Prevention of Delinquency

CHAPTER 7  Gender and Delinquency  158
CHAPTER 8  Families and Delinquency  180
CHAPTER 9  Schools and Delinquency  212
CHAPTER 10  Gangs and Delinquency  242
CHAPTER 11  Drugs and Delinquency  272
CHAPTER 12  Prevention of Delinquency  296

PART 4  The Juvenile Justice System

CHAPTER 13  An Overview of Juvenile Justice in America  316
CHAPTER 14  Police and the Juvenile  346
CHAPTER 15  Juvenile Court  372
CHAPTER 16  Juvenile Corrections  410
PART 1  The Nature andExtent of Delinquency

CHAPTER 1 Adolescence and Delinquency  2

Introduction  3
Understanding Adolescence  3
Juvenile Delinquency  4
The Changing Treatment of Adolescents  5
Youth Culture  6
Youth at Risk  7
High-Risk Behaviors and Adolescence  8
Delinquency and the Law  10

Juvenile Law 1-1 Definitions of Delinquent Behavior  10
Status Offenders and Status Offenses  11
Explanations for Status Offense Behavior  11
Crossover Youth  13

Handling of Juvenile Delinquents throughout History  14
The Colonial Period (1636–1823)  14
The Houses of Refuge Era (1824–1898)  15
The Juvenile Courts Era (1899–1966)  15
The Juvenile Rights Era (1967–1975)  16
The Reform Agenda Era (Late 1970s)  17
The Social Control and Juvenile Crime Era (1980s)  17
A New Understanding of Juvenile Behavior  19
The Social Context of Delinquency  19
Evidence-Based Practices and Juvenile Justice  20
Delinquency and Social Policy  20
Chapter Summary  21
Group Exercises  23
Notes  23

CHAPTER 2 Measurement and Nature of Delinquency  26

Introduction  27
Major Data Sources in Delinquency  28
Uniform Crime Reports  28
Crime by Age Groups  30
Juvenile Court Statistics  32
Self-Report Studies  33
Validity and Reliability of Self-Report Studies  33
Findings of Self-Report Studies  34
Victimization Studies  35
Cohort Studies  37
CHAPTER 5 Social Interactionist Theories of Delinquency 112

Introduction 113
Labeling Theory 113
  Frank Tannenbaum: Dramatization of Evil 114
  Edwin Lemert: Primary and Secondary Deviation 114
  Howard Becker: Deviant Careers 115
  Juvenile Justice Process and Labeling 116
  New Developments in Labeling Theory 116
  Evaluation of Labeling Theory 117
Symbolic Interactionist Theory 119
  Role Taking and Delinquency 119
  Interactionist Perspectives on Gender, Race, and Delinquency 120
  Evaluation of Symbolic Interactionist Theory 120
Conflict Theory 121
  Dimensions of Conflict Criminology 122
Exhibit 5–1 Peacemaking and Criminology 122
  Evaluation of Conflict Theory 126
Restorative Justice and Peacemaking 126
  Community Conferencing and Sentencing Circles 127
  Evaluation of Restorative Justice 127
PART 3  The Environmental Influences on and the Prevention of Delinquency

CHAPTER 7 Gender and Delinquency  158
Introduction 159
Gender and Delinquency  159
The Gender Ratio in Offending 161
Social Context of Delinquency: Gender Roles and Delinquency 162
The Female Delinquent 163
Exhibit 7-1 Differences between Girls’ and Boys’ Delinquency 164
Explanations of Female Delinquency 165
Biological and Constitutional Explanations 165
Psychological Explanations 165
Sociological Explanations 166
Evaluation of Explanations of Female Delinquency 168
Feminist Theory of Delinquency 168
CHAPTER 10 Gangs and Delinquency 242

Introduction 243

Youth Gangs in the United States 243

Gangs and Play Activity: The 1920s through the 1940s 244

West Side Story Era: The 1950s 244

Development of the Modern Gang: The 1960s 244

Exhibit 10-1 Origins of the Gangster Disciples 245
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Expansion, Violence, and Criminal Operations: The 1970s and Early 1980s</td>
<td>246</td>
</tr>
<tr>
<td></td>
<td>Development of Emerging Gangs: The Late 1980s and 1990s</td>
<td>247</td>
</tr>
<tr>
<td></td>
<td>The Present</td>
<td>247</td>
</tr>
<tr>
<td></td>
<td>Nature and Extent of Gang Activity</td>
<td>248</td>
</tr>
<tr>
<td></td>
<td>Definitions of Gangs</td>
<td>248</td>
</tr>
<tr>
<td></td>
<td>Profiles of Gang Members</td>
<td>248</td>
</tr>
<tr>
<td></td>
<td><strong>Exhibit 10–2</strong> Interview with Sam Dillon</td>
<td>248</td>
</tr>
<tr>
<td></td>
<td><strong>Exhibit 10–3</strong> Gang Scholars</td>
<td>249</td>
</tr>
<tr>
<td></td>
<td>- Gangs in Schools</td>
<td>252</td>
</tr>
<tr>
<td></td>
<td>- Gangs, Schools, and Drugs</td>
<td>253</td>
</tr>
<tr>
<td></td>
<td>- Urban Street Gangs</td>
<td>253</td>
</tr>
<tr>
<td></td>
<td><strong>Exhibit 10–4</strong> Jeff Fort and the Rise of the Blackstone Rangers</td>
<td>255</td>
</tr>
<tr>
<td></td>
<td>- Law-Violating Behaviors and Gang Activities</td>
<td>257</td>
</tr>
<tr>
<td></td>
<td><strong>Exhibit 10–5</strong> Keeping Gangs Off the Streets</td>
<td>258</td>
</tr>
<tr>
<td></td>
<td>- Gangs in Small Communities</td>
<td>258</td>
</tr>
<tr>
<td></td>
<td>- Racial and Ethnic Gangs</td>
<td>260</td>
</tr>
<tr>
<td></td>
<td>- Female Delinquent Gangs</td>
<td>261</td>
</tr>
<tr>
<td></td>
<td>- Theories of Gang Formation</td>
<td>262</td>
</tr>
<tr>
<td></td>
<td>- Delinquency and Social Policy</td>
<td>265</td>
</tr>
<tr>
<td></td>
<td><strong>EXHIBIT 10–6</strong> Father Greg Boyle, S. J.—A Man with a Vision</td>
<td>266</td>
</tr>
<tr>
<td></td>
<td>Chapter Summary</td>
<td>267</td>
</tr>
<tr>
<td></td>
<td>Group Exercises</td>
<td>268</td>
</tr>
<tr>
<td></td>
<td>Notes</td>
<td>268</td>
</tr>
</tbody>
</table>

**CHAPTER 11 Drugs and Delinquency** 272

<table>
<thead>
<tr>
<th>Subsection</th>
<th>Title</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>The Attraction of Illegal Drugs</td>
<td>273</td>
</tr>
<tr>
<td></td>
<td><strong>Exhibit 11–1</strong> Substance Abuse among Adults</td>
<td>274</td>
</tr>
<tr>
<td></td>
<td>Types of Drugs</td>
<td>276</td>
</tr>
<tr>
<td></td>
<td><strong>Exhibit 11–2</strong> Drugs: What’s in a Name?</td>
<td>277</td>
</tr>
<tr>
<td></td>
<td>- Alcohol and Tobacco</td>
<td>277</td>
</tr>
<tr>
<td></td>
<td>- Marijuana</td>
<td>278</td>
</tr>
<tr>
<td></td>
<td><strong>Exhibit 11–3</strong> Synthetic Marijuana</td>
<td>279</td>
</tr>
<tr>
<td></td>
<td>- Cocaine</td>
<td>279</td>
</tr>
<tr>
<td></td>
<td>- Methamphetamine</td>
<td>280</td>
</tr>
<tr>
<td></td>
<td><strong>Exhibit 11–4</strong> A Risky Process</td>
<td>280</td>
</tr>
<tr>
<td></td>
<td>- Inhalants</td>
<td>281</td>
</tr>
<tr>
<td></td>
<td>- Sedatives</td>
<td>281</td>
</tr>
<tr>
<td></td>
<td>- Amphetamines</td>
<td>282</td>
</tr>
<tr>
<td></td>
<td>- Hallucinogens</td>
<td>282</td>
</tr>
<tr>
<td></td>
<td><strong>Exhibit 11–5</strong> Club Drugs</td>
<td>282</td>
</tr>
<tr>
<td></td>
<td>- Anabolic Steroids</td>
<td>283</td>
</tr>
<tr>
<td></td>
<td>- Heroin</td>
<td>283</td>
</tr>
<tr>
<td></td>
<td>Drug Use and Delinquency</td>
<td>284</td>
</tr>
<tr>
<td></td>
<td>- Drug-Trafficking Juveniles</td>
<td>285</td>
</tr>
<tr>
<td></td>
<td><strong>Exhibit 11–6</strong> Explanations for the Onset of Drug Abuse</td>
<td>287</td>
</tr>
<tr>
<td></td>
<td>Delinquency and Social Policy: Solutions to the Drug Problem</td>
<td>288</td>
</tr>
<tr>
<td></td>
<td>- Prevention Programs</td>
<td>288</td>
</tr>
<tr>
<td>Treatment Interventions</td>
<td>288</td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td>Strict Enforcement</td>
<td>289</td>
<td></td>
</tr>
<tr>
<td>Harm Reduction</td>
<td>289</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exhibit 11-7 Evidence-Based Practice</th>
<th>290</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Summary</td>
<td>291</td>
</tr>
<tr>
<td>Group exercises</td>
<td>292</td>
</tr>
<tr>
<td>Notes</td>
<td>292</td>
</tr>
</tbody>
</table>

**CHAPTER 12 Prevention of Delinquency** 296

<table>
<thead>
<tr>
<th>Introduction</th>
<th>297</th>
</tr>
</thead>
<tbody>
<tr>
<td>A History of Delinquency Prevention Efforts</td>
<td>297</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exhibit 12-1 The Chicago Area Project</th>
<th>299</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promising Delinquency Prevention Programs</td>
<td>299</td>
</tr>
<tr>
<td>Alternative Prevention Efforts</td>
<td>303</td>
</tr>
<tr>
<td>Positive Youth Development</td>
<td>303</td>
</tr>
<tr>
<td>People Who Believe in Kids</td>
<td>304</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exhibit 12-2 Men and Women with a Vision</th>
<th>304</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Have a Dream Foundation</td>
<td>305</td>
</tr>
<tr>
<td>Wilderness Programs</td>
<td>305</td>
</tr>
<tr>
<td>Environmental and Institutional Prevention Programs</td>
<td>305</td>
</tr>
<tr>
<td>Adolescent Girls</td>
<td>305</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exhibit 12-3</th>
<th>306</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Family</td>
<td>306</td>
</tr>
<tr>
<td>Violence Prevention Programs</td>
<td>307</td>
</tr>
<tr>
<td>Training Schools as a Form of Prevention</td>
<td>308</td>
</tr>
<tr>
<td>Hillcrest Training School</td>
<td>308</td>
</tr>
<tr>
<td>Hennepin County Home School</td>
<td>309</td>
</tr>
<tr>
<td>Hogan Street Regional Youth Center</td>
<td>309</td>
</tr>
<tr>
<td>What Makes These Model Facilities?</td>
<td>310</td>
</tr>
<tr>
<td>The Importance of Early Intervention</td>
<td>310</td>
</tr>
<tr>
<td>Chapter Summary</td>
<td>312</td>
</tr>
<tr>
<td>Group Exercises</td>
<td>313</td>
</tr>
<tr>
<td>Notes</td>
<td>313</td>
</tr>
</tbody>
</table>

**PART 4 The Juvenile Justice System**

**CHAPTER 13 An Overview of Juvenile Justice in America** 316

<table>
<thead>
<tr>
<th>Introduction</th>
<th>317</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of the Juvenile Justice System</td>
<td>317</td>
</tr>
<tr>
<td>Origins of the Juvenile Court</td>
<td>317</td>
</tr>
<tr>
<td>Emergence of Community-Based Corrections</td>
<td>318</td>
</tr>
<tr>
<td>Development of Juvenile Institutions</td>
<td>319</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exhibit 13-1 Risk Assessment and Juvenile Detention</th>
<th>320</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twenty-First Century Changes</td>
<td>320</td>
</tr>
<tr>
<td>Diversion from the Juvenile Justice System</td>
<td>321</td>
</tr>
<tr>
<td>Youth Courts</td>
<td>322</td>
</tr>
<tr>
<td>Juvenile Drug-Court Movement</td>
<td>322</td>
</tr>
<tr>
<td>Diversion: Pros and Cons</td>
<td>323</td>
</tr>
</tbody>
</table>
Juvenile Justice System Today 324
  Structure and Functions 324
  Stages in the Juvenile Justice Process 325
  Comparison of the Juvenile and Adult Justice Systems 326

Exhibit 13-2 Similarities and Differences between the Juvenile and Adult Justice Systems 327

Basic Correctional Models 327
  Rehabilitation (Treatment) Model 327
  The Justice Model 328
  The Crime Control Model 329
  Balanced and Restorative Model 329
  Comparison of the Four Models 330

Treatment in Juvenile Justice 331
  Individual-Level Treatment Programs 331

Exhibit 13-3 Definition of Thinking Errors 332
  Group Programs 333
  Drug and Alcohol Abuse Interventions 334
  What Works for Whom and in What Context 335

Graduated Sanctions in Juvenile Justice 335
  Core Principles of a System of Graduated Sanctions 335

Race and Juvenile Justice 336
  Disproportionate Minority Confinement/Contact 337
  Wrongful Convictions 339

Trends for the Future 339

Chapter Summary 341

Group Exercises 342

Notes 343

CHAPTER 14 Police and the Juvenile 346

Introduction 347
  The History of Police–Juvenile Relations 347
    Police Attitudes toward Youth Crime 350
    Juveniles' Attitudes toward the Police 350
  The Processing of Juvenile Offenders 352
    Factors Influencing Police Discretion 352
    Informal and Formal Dispositions 354
    Informal and Formal Dispositions 355
    Informal Options: On the Streets 355
    Informal Options: At the Station (Station House Adjustment) 356
    Combined Informal and Formal Processing 356
    Formal Processing: At the Station 357
  The Legal Rights of Juveniles 357
    Search and Seizure 358
    Interrogation Practices 359

Exhibit 14-1 Decisions Police Officers Make 359
  Fingerprinting 361
  Pretrial Identification Practices 361
  The Police and the Prevention of Juvenile Offenses 362
    Community-Based Interventions 362
CHAPTER 15 Juvenile Court 372

Introduction 373
Juvenile Court 374
  Creation of the Juvenile Court 374
  Changes in Legal Norms 376

Juvenile Law 15–1 Kent v. United States 377
Juvenile Law 15–2 In re Gault 378
Juvenile Law 15–3 In re Winship 379
Juvenile Law 15–4 Application of the Due Process Clause of the Fourteenth Amendment to Juveniles 379

Juvenile Law 15–5 Breed v. Jones 380
Juvenile Courts Today 381
  The Judge 381
  The Referee 382
  The Defense Attorney 383
  The Prosecutor 383
  The Probation Officer 383
  Nonjudicial Support Personnel 384

Pretrial Procedures 384
  Detention Hearing 384
  Intake Process 386
  Transfer Procedure 387

Juvenile Law 15–6 Informal Sanctions 387
  Reverse Waiver and Blended Sentencing 391
  Waiver to Criminal Court 393
  Evaluation of Waiver 394

Juvenile Trial Proceedings 394
  Adjudicatory Hearing 394
  Disposition Hearing 396

Exhibit 15–1 Legal Rights of Juveniles 397
  Judicial Alternatives 398
  Right to Appeal 400
  Juvenile Sentencing Structures 400

Exhibit 15–2 Recommendations of the Federal Advisory Committee on Juvenile Justice 401
  Delinquency across the Life Course: The Impact of Transfer on Juveniles 403
  Delinquency and Social Policy: Excellence in Juvenile Courts 403

Chapter Summary 405
CHAPTER 16  **Juvenile Corrections**  410

Introduction  411
Juvenile Probation  411
   The Function of Probation Services  412
**Exhibit 16-1** Questions Facing Probation Officers  414
   Risk Control and Crime Reduction  415
**Exhibit 16-2** Community Service Sanctions  416
   Juvenile Probation Programs  416
   The Rights of Probationers  417
   The Effectiveness of Probation  418
Community-Based Sanctions  418
   House Arrest and Electronic Monitoring  419
**Exhibit 16-3** Technocorrections in Juvenile Justice  419
   Day-Treatment Programs  420
   Associated Marine Institute  420
   Residential Facilities or Group Homes  421
   Improving the Effectiveness of Community-Based Programs  422
**Exhibit 16-4** Project CRAFT  423
Juvenile Confinement  424
   Types of Institutional Placements  424
**Exhibit 16-5** Good News in Juvenile Corrections  425
   The Short-Term Confinement of Juveniles  425
   The Long-Term Confinement of Juveniles  427
   Facilities for Females  432
Rights of Institutionalized Youths  433
   Right to Treatment  434
   Right to Access to the Courts  434
   Right to Be Free from Cruel and Unusual Punishment  434
Juvenile Aftercare  435
   Operation of Aftercare Services  435
   Risk Control and Crime Reduction  436
Juveniles in Adult Prison  437
   Residential Life for Youths in Training Schools  439
**Exhibit 16-6** Sexual Victimization in Juvenile Facilities  439
   Recommendations for Juvenile Facility Management  440
Chapter Summary  441
Group Exercises  443
Notes  443

Glossary  449
Name Index  000
Subject Index  000
What’s New in This Edition

The tenth edition has a number of features that set it apart from previous editions:

• The chapters include more summary statements, line art, and tables to illustrate the content and make the information more accessible.

• Chapter 4 is now a combination of former chapter 3, Social Structure, and chapter 4, Social Process.

• Chapter 6, Delinquency across the Life Course, is a new chapter.

• Chapter 11, Delinquency and Drugs, no longer contains materials on juvenile offending, but which instead focuses on drugs and delinquency.

• Chapter 12, Prevention of Delinquency, is now a new chapter.

• Chapter 16, Juvenile Corrections, is a combination of community-based and institutional corrections.

• A number of chapters focus on evidence-based findings, and include evidence of best practices in prevention programs. Evidence-based findings form the core of another contemporary and exciting research initiative intended to understand and reduce delinquency in America.

• The tenth edition has been substantially updated, and every effort has been made to include the most recent studies and statistics of relevance to the study of juvenile delinquency. Updates have been made to juvenile court statistics, data on the co-occurrence of substance abuse behaviors in youth, juvenile offense data, statistics from the Monitoring the Future study, and statistical updates from the Federal Bureau of Investigation, the Bureau of Justice Statistics, and the Office of Juvenile Justice and Delinquency Prevention.

• A number of new exhibit boxes throughout the text highlight the changing nature of delinquency in America and the juvenile justice system’s response. Two chapters now include exhibits on the use of technology that is designed to reduce the risk faced by youthful offenders in community-based corrections and juvenile institutions.

• Throughout the manuscript, there are “What Would You Do” that propose situations and provide students with critical thinking opportunities.

• Throughout the manuscript, skills that are needed to work effectively with juvenile delinquents are identified.

Chapter-Specific Changes

• Chapter 1 has materials on prevention and delinquency across the life course removed and instead are placed in chapters reserved for these topics. This is true for the remainder of the chapters.

• Chapter 2 has updated and added new figures, including violent and property crimes over the past couple decades.

• Chapter 3 includes a reorganized section and new research on the rationality of delinquency. It also includes a new exhibit on delinquency and mental disturbance.

• Chapter 4 now includes the combined chapters on the Social Theory of Delinquency, as well as several sections containing new research on these topics.
• Chapter 6 is now a new chapter on Delinquency across the Life Course which includes new materials as well as that contained in previous editions.
• Chapter 7 contains new research on gender and delinquency.
• Chapter 9 contains expanded material on various aspects of bullying as well as handling delinquency in the school system.
• Chapter 10 updates the tables on gangs.
• Chapter 11 now focuses entirely on drugs and includes more information on the use of marijuana, as well as updating tables and figures on delinquency and drugs.
• Chapter 12 is a new chapter on delinquency prevention, incorporating materials in past editions as well as new materials written for this edition.
• Chapter 13 contains new sections and a figure on disproportionate minority confinement/contact (DMC).
• Chapter 15 contains new sections on the historical context of the U.S. Supreme Court and juvenile legal decisions as well as an expanded coverage of juvenile transfers to adult court.
• Chapter 16 combines the former chapters on community corrections and institutional corrections.

Organization of the Text

Clemens Bartollas and Frank Schmalleger, who were classmates and friends at the Ohio State University during their Ph.D. studies, have joined together to coauthor this tenth edition of Bartollas’s well-known text *Juvenile Delinquency*. The authors believe that students and instructors alike will find the following features especially helpful in understanding delinquency today and in preparing society to deal with it: They have asked Michael Hunter, professor of criminology and criminal justice at the University of North Carolina at Charlotte, to join them in this edition. The text's core features remain its:

- **Strong sociological focus.** The root causes of delinquency, along with the environments in which it either flourishes or is discouraged—including family, school, peers, and community—receive major emphasis. Each chapter includes a theme of delinquency across the life course, which is one of the most promising and exciting perspectives in the study of delinquency. This theme helps students understand how delinquent behavior originates and then either continues and evolves into adult criminality or terminates.

- **Special attention to desistance, which dovetails with the examination of behavior across the life course.** Some individuals persist in antisocial behavior throughout life, whereas others make the decision to end their involvement in antisocial behavior and become law-abiding citizens. This book helps to identify what young people in given circumstances are likely to do.

- **Emphasis on the important roles that gender, race, social class, and place of residence play in the formative adolescent years.** Specifically, Chapter 7 examines gender and delinquency while race and ethnicity receive attention in Chapter 12.

- **Discussion of gangs and gang activity.** Gangs, an increasingly important aspect of juvenile offending, are given special coverage, with significant discussion of groups such as Mara Salvatrucha, or MS-13, and 18th Street, or MS-18.

- **Emphasis on prevention, delinquency across the life course, and evidence-based practices.** The book reveals what has been tried in the past as well as discloses exciting new ventures in the prevention of delinquency.

- **Substantial policy-oriented analyses.** In the midst of national soul-searching about what to do with serious and repeat juvenile offenders, nearly every chapter of this text offers evidence-based policy recommendations on prevention and suggests possible treatment interventions.
The Four Parts of the Text

This text is divided into four parts: (1) the nature and extent of delinquency, (2) the causes of delinquency, (3) the environmental influences on and the prevention of delinquency, and (4) the juvenile justice system.

- Part 1 explores how delinquent behavior affects the larger society and reports on the measurement of the nature and extent of delinquency by examining the available statistical tools.
- Part 2 looks at four types of explanations for delinquent behavior: (1) individual causes, ranging from free will to biological and psychological positivism; (2) social structural factors; (3) social process factors; and (4) social interaction theories.
- Part 3 examines the relationship between delinquency and gender; problems in the family, such as child neglect and abuse; experiences in the school; peer and gang delinquency; and drug abuse.
- Part 4 includes an overview of the juvenile justice process, including police–juvenile relations, the juvenile court, community-based corrections, juvenile institutions, and aftercare.

Special Features

This text contains a number of special features that students should find especially helpful in understanding juvenile delinquency, including its causes, consequences, deterrence, prevention, and treatment:

- **Themes and boxes.** This book builds on three exciting themes: (1) the prevention of delinquency, (2) delinquency across the life course, and (3) delinquency and social policy. Two types of boxes are also used in this text, including Juvenile Law boxes and individually titled exhibits.
- **The Life Course of Amy Watters.** This hypothetical case study appears at the end of each chapter. It is the continuing story that follows a young girl from childhood through her high school years. The problems and challenges that Amy faces as she matures are typical of many children, but eventually lead to her institutionalization and then successful release back into the community. The events of each segment in Amy’s life are tied directly to the chapter concepts, and Internet links are provided at the conclusion of each story segment for further research into the issues raised.
- **Marginal glossary terms and a comprehensive end-of-book glossary.** Key terms and their definitions are found throughout the book in the margins, and a comprehensive end-of-book glossary makes it easy for students to learn the terminology used by professionals who work with delinquents. The glossary incorporates selected terms adapted from the FBI’s *Uniform Crime Reporting Handbook*, the *Juvenile Court Statistics* report series, and the Census of Juveniles in Residential Placement. The National Center for Juvenile Justice’s *State Juvenile Justice Profiles* was also influential in determining the content of selected definitions.
Instructor Supplements

Instructor’s Manual with Test Bank. Includes content outlines for classroom discussion, teaching suggestions, and answers to selected end-of-chapter questions from the text. This also contains a Word document version of the test bank.

TestGen. This computerized test generation system gives you maximum flexibility in creating and administering tests on paper, electronically, or online. It provides state-of-the-art features for viewing and editing test bank questions, dragging a selected question into a test you are creating, and printing sleek, formatted tests in a variety of layouts. Select test items from test banks included with TestGen for quick test creation, or write your own questions from scratch. TestGen’s random generator provides the option to display different text or calculated number values each time questions are used.

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