**TEST ITEM FILE for *Juvenile Justice in America, 8e* (Bartollas/Miller)**

**Chapter 1 Juvenile Justice: An Overview**

1.1 Multiple Choice Questions

1) The premise of *parens patriae* at the *Cook County Juvenile Court* was that itallowed the juvenile courts to \_\_\_\_\_\_\_\_.

A) treat youthful offenders

B) punish the families of youthful offenders

C) isolate youthful offenders from society

D) punish youthful offenders

Answer: A

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Objective: Retrace the journey of juvenile justice in the United States

Level: Intermediate

2) In colonial times, youths were punished by \_\_\_\_\_\_\_\_.

A) sheriffs

B) watchmen

C) magistrates

D) their families

Answer: D

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Objective: Retrace the journey of juvenile justice in the United States

Level: Intermediate

3) In Europe during the middle ages, who assumed control over children and their welfare before it was turned over to the Chancery Court?

A) constables

B) shire reeves

C) the landowners

D) circuit judges

Answer: C

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Objective: Retrace the journey of juvenile justice in the United States

Level: Basic

4) *Parens patriae* focused on the \_\_\_\_\_\_\_\_ as the one who protected his or her subjects.

A) self

B) sovereign

C) god

D) family

Answer: B

Page Ref: 4

Objective: Retrace the journey of juvenile justice in the United States

Level: Basic

5) In the late 1700s and early 1800s, the \_\_\_\_\_\_\_\_ was believed to be the primary source of youths' problems.

A) school

B) peer group

C) family

D) community

Answer: C

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Objective: Summarize the history of juvenile confinement

Level: Basic

6) Early Houses of Refuge were run using a \_\_\_\_\_\_\_\_.

A) family model

B) deterrence model

C) rehabilitation model

D) punishment and penitence model

Answer: A

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Objective: Summarize the history of juvenile confinement

Level: Intermediate

7) The penal system of the colonies was modeled after the \_\_\_\_\_\_\_\_ system.

A) German

B) Spanish

C) Norwegian

D) English

Answer: D

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Objective: Summarize the history of juvenile confinement

Level: Basic

8) Which of the following services did John Augustus instigate?

A) truth in sentencing

B) arranging for employment for youths on probation

C) placing children on probation in houses of refuge

D) domestic violence round up

Answer: B

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Objective: Summarize the history of juvenile confinement

Level: Intermediate

9) The liberal agenda of the 1960s and 1970s emphasized the \_\_\_\_\_\_\_\_.

A) increased focus on punishment

B) support of long-term confinement of juveniles

C) diversion of minor offenders from the juvenile justice system

D) increased use of training school

Answer: D

Page Ref: 13

Objective: Summarize the historical themes that guided the development of juvenile justice in the United States.

Level: Intermediate

10) Studies on hidden delinquency and middle-class law breaking has taught that nearly all juveniles \_\_\_\_\_\_\_\_.

A) are unhappy

B) get caught

C) break the law

D) are followers

Answer: C

Page Ref: 14

Objective: Summarize the historical themes that guided the development of juvenile justice in the United States.

Level: Intermediate

11) Which of the following would proponents of the "get tough" philosophy support?

A) ensuring increased long-term confinement for juveniles

B) providing juveniles with all the procedural safeguards given to adults

C) keeping status offenders out of the juvenile justice system

D) urging the use of community resources in working with juvenile offenders

Answer: A

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Objective: Summarize the historical themes that guided the development of juvenile justice in the United States.

Level: Intermediate

12) Early in the history of this nation, the poor newcomers were viewed as \_\_\_\_\_\_\_\_.

A) allies

B) honest

C) criminals

D) religious

Answer: C

Page Ref: 14

Objective: Summarize the historical themes that guided the development of juvenile justice in the United States.

Level: Intermediate

13) Which of the following is a required function of the juvenile court?

A) obtain taped confessions from juveniles

B) prepare juveniles for their return to the community

C) supervise juveniles who have been released from training schools

D) deal with child neglect

Answer: D

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Objective: Present the structure and procedures of juvenile justice agencies in this nation

Level: Intermediate

14) The processing of juveniles by the juvenile justice system usually begins when \_\_\_\_\_\_\_\_.

A) an intake official of the court decides to hold a youth in detention

B) police refer a youth to the juvenile court

C) a judge decides that a youth should be held and tried for a crime

D) the youth is moved to residential placement

Answer: B

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Objective: Present the structure and procedures of juvenile justice agencies in this nation

Level: Intermediate

15) Which of the following is a responsibility of an agency other than corrections?

A) using residential programs to prepare youths for release

B) caring for youthful offenders sentenced by the courts

C) making sentencing decisions

D) supervising offenders released to probation by the courts

Answer: C

Page Ref: 17

Objective: Present the structure and procedures of juvenile justice agencies in this nation

Level: Intermediate

16) Which of the following terms is synonymous with an indictment?

A) disposition

B) custody

C) respondent

D) petition

Answer: D

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Objective: Present the structure and procedures of juvenile justice agencies in this nation

Level: Basic

17) Which of the following concepts is in line with the justice model?

A) Juveniles should not be rewarded with procedural safeguards.

B) Community service should not be a substitute for confinement.

C) Juveniles must be punished in proportion to the seriousness of the offense.

D) The basic mission of juvenile justice is to rehabilitate youthful offenders.

Answer: C

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Objective: Examine the various philosophies and strategies for correcting juveniles

Level: Intermediate

18) Which of the following correctional models emphasizes punishment as the remedy for juvenile misbehavior?

A) due process

B) least restrictive

C) rehabilitation

D) crime control

Answer: D

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Objective: Examine the various philosophies and strategies for correcting juveniles

Level: Basic

19) Which of the following is an objective of the balanced and restorative justice model?

A) Juvenile offenders should receive therapy rather than be institutionalized.

B) Indeterminate sentencing should be implemented for increased effectiveness.

C) Decision-making alternatives to formal court or other adversarial processes should be provided.

D) Procedural safeguards should be granted to juveniles who have broken the law.

Answer: C

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Objective: Examine the various philosophies and strategies for correcting juveniles

Level: Intermediate

20) Which of the following is most concerned that juvenile offenders receive therapy rather than institutionalization?

A) treatment model

B) justice model

C) crime control model

D) balanced and restorative model

Answer: A

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Objective: Examine the various philosophies and strategies for correcting juveniles

Level: Basic

1.2 True/False Questions

1) Juvenile justice in the United States began with the formation of the juvenile court in 1899.

Answer: FALSE

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Objective: Retrace the journey of juvenile justice in the United States

Level: Intermediate

2) The Illinois court was set up to operate on a formal basis.

Answer: FALSE

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Objective: Retrace the journey of juvenile justice in the United States

Level: Basic

3) The *parens patriae* philosophy permitted the Cook County Juvenile Court to take charge of juveniles (children) in need.

Answer: TRUE

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Objective: Retrace the journey of juvenile justice in the United States

Level: Basic

4) Houses of refuge were started in the mid 1700s.

Answer: FALSE

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Objective: Summarize the history of juvenile confinement

Level: Basic

5) John Augustus is considered the father of probation.

Answer: TRUE

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Objective: Summarize the history of juvenile confinement

Level: Basic

6) Juvenile aftercare is as old as the juvenile institution.

Answer: TRUE

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Objective: Summarize the history of juvenile confinement

Level: Basic

7) The liberal agenda of the 1960s and the 1970s emphasized the increased use of training schools for status offenders.

Answer: FALSE

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Objective: Summarize the historical themes that guided the development of juvenile justice in the United States.

Level: Intermediate

8) The Reagan administration's crime control policy for juveniles emphasized a significant use of rehabilitation.

Answer: FALSE

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Objective: Summarize the historical themes that guided the development of juvenile justice in the United States.

Level: Intermediate

9) The "get tough" strategy for juvenile offenders is part of the least restrictive philosophy.

Answer: FALSE

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Objective: Summarize the historical themes that guided the development of juvenile justice in the United States.

Level: Intermediate

10) A disposition hearing is basically a sentencing.

Answer: TRUE

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Objective: Present the structure and procedures of juvenile justice agencies in this nation

Level: Basic

11) An adjudicatory hearing is a trial that can result in a conviction.

Answer: TRUE

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Objective: Present the structure and procedures of juvenile justice agencies in this nation

Level: Basic

12) A petitioner in a juvenile court case is the prosecutor.

Answer: FALSE

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Objective: Present the structure and procedures of juvenile justice agencies in this nation

Level: Basic

13) The treatment model is based on the belief that the basic mission of juvenile justice is to rehabilitate youthful offenders.

Answer: TRUE

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Objective: Examine the various philosophies and strategies for correcting juveniles

Level: Intermediate

14) Those promoting the crime control approach wanted to give juveniles better protection through procedural safeguards.

Answer: FALSE

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Objective: Examine the various philosophies and strategies for correcting juveniles

Level: Intermediate

15) In the balanced and restorative justice model, *competency* refers to the rehabilitation of offenders.

Answer: TRUE

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Objective: Examine the various philosophies and strategies for correcting juveniles

Level: Intermediate

1.3 Short Answer Questions

1) The emerging \_\_\_\_\_\_\_\_ school contended that people were pushed into crime by forces beyond their control.

Answer: positivist

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Objective: Retrace the journey of juvenile justice in the United States

Level: Difficult

2) The concept that gives the courts a legal basis for intervening in the lives of children is *parens* \_\_\_\_\_\_\_\_.

Answer: patriae

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Objective: Retrace the journey of juvenile justice in the United States

Level: Basic

3) The first juvenile institutions were called *Houses of* \_\_\_\_\_\_\_\_.

Answer: Refuge

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Objective: Summarize the history of juvenile confinement

Level: Basic

4) \_\_\_\_\_\_\_\_ schools are also called reformatories or industrial schools.

Answer: Training

Page Ref: 10

Objective: Summarize the history of juvenile confinement

Level: Intermediate

5) Ever since the colonial period, society has gradually taken authority away from the \_\_\_\_\_\_\_\_ and given it to the state for correcting the behavior of children.

Answer: family

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Objective: Summarize the historical themes that guided the development of juvenile justice in the United States.

Level: Difficult

6) The \_\_\_\_\_\_\_\_ agenda emphasized the reduced use of training schools.

Answer: liberal

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Objective: Summarize the historical themes that guided the development of juvenile justice in the United States.

Level: Intermediate

7) The "get \_\_\_\_\_\_\_\_" approach argues that juveniles should be punished rather than treated.

Answer: tough

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Objective: Present the structure and procedures of juvenile justice agencies in this nation

Level: Basic

8) Most juvenile court codes now require two types of hearings: the adjudicatory and \_\_\_\_\_\_\_\_ hearings.

Answer: disposition

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Objective: Present the structure and procedures of juvenile justice agencies in this nation

Level: Difficult

9) The justice model requires that punishment offenders receive must be \_\_\_\_\_\_\_\_ to the seriousness of the offense.

Answer: proportionate

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Objective: Examine the various philosophies and strategies for correcting juveniles

Level: Difficult

10) The crime control model supports the view that \_\_\_\_\_\_\_\_ can be helpful in teaching a youth to be responsible, diligent, and honest.

Answer: punishment

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Objective: Examine the various philosophies and strategies for correcting juveniles

Level: Difficult

1.4 Matching Questions

Match each term with its description.

A) a trial that can result in a conviction

B) a sentencing hearing

C) parole

D) a sentence to confinement

1) Adjudicatory hearing

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Objective: Present the structure and procedures of juvenile justice agencies in this nation

Level: Intermediate

2) Aftercare

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Objective: Present the structure and procedures of juvenile justice agencies in this nation

Level: Intermediate

3) Commitment

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Objective: Present the structure and procedures of juvenile justice agencies in this nation

Level: Intermediate

4) Dispositional hearing

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Objective: Present the structure and procedures of juvenile justice agencies in this nation

Level: Intermediate

Answers: 1) A 2) C 3) D 4) B

Match each term with its description.

A) a defendant

B) a prosecutor

C) a defense attorney

D) a probation officer

5) Juvenile court officer

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Objective: Present the structure and procedures of juvenile justice agencies in this nation

Level: Intermediate

6) Petitioner

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Objective: Present the structure and procedures of juvenile justice agencies in this nation

Level: Intermediate

7) Respondent

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Objective: Present the structure and procedures of juvenile justice agencies in this nation

Level: Intermediate

8) Minor

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Objective: Present the structure and procedures of juvenile justice agencies in this nation

Level: Intermediate

Answers: 5) D 6) B 7) C 8) A

Match each term with its description.

A) emphasizes punishment as the remedy for crime

B) accountability, competency, and community protection

C) advocates for "just deserts"

D) Parens patriae, is the philosophical basis

9) Treatment Model

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Objective: Examine the various philosophies and strategies for correcting juveniles

Level: Intermediate

10) Justice Model

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Objective: Examine the various philosophies and strategies for correcting juveniles

Level: Intermediate

11) Crime Control Model

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Objective: Examine the various philosophies and strategies for correcting juveniles

Level: Intermediate

12) Balanced and Restorative Justice Model

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Objective: Examine the various philosophies and strategies for correcting juveniles

Level: Intermediate

Answers: 9) D 10) C 11) A 12) B

1.5 Essay Questions

1) What was the main difference between houses of refuge and reformatories?

Answer: The new Reformatories were essentially a continuation of the house of refuge.

• In houses of refuge:

(i) discipline was severe when the rules were disobeyed

(ii) treatment of the youths paralleled the routine nature of the facility's physical plant

(iii) the youths were dressed in institutional clothing and given identical haircuts

(iv) troublemakers were punished; placing offenders on a diet of bread and water or depriving them of meals altogether

(v) milder forms of discipline were coupled with solitary confinement if a severe punishment was deemed necessary

(vi) corporal punishment was used alone or in combination with other corrections

(vii) the worst offenders were shipped off to sea

In the nineteenth century Hutchins Hapgood the New York House of Refuge as a "school for crime."

• Reformatories, also called training schools or industrial schools, were:

(i) developed in the mid-nineteenth century

(ii) stressed a longer period of schooling compared to houses of refuge

(iii) more exploitative, as manufacturers often inflicted cruelty and violence on juveniles during working hours

(iv) punished the youths who slacked off on their work in the reformatory shops with the cat-o'nine-tails

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Objective: Summarize the history of juvenile confinement

Level: Intermediate

2) Describe the differences in the appropriate application of the get tough and go soft approaches to sentencing.

Answer:

• Get tough approach:

(i) was triggered by the failure of the reform agenda of the 1970s to address violent youth crime and repeat offenders

(ii) is associated with the Reagan administration's crime control policy for juveniles

(iii) focuses on preventive detention, transfer of violent and repeat juvenile offenders to the adult court, mandatory and determinate sentences for serious and repeat juvenile offenders, increased long-term confinement for juveniles, and enforcement of the death penalty for juveniles who commit "brutal and senseless" murders

(iv) led to a number of federal juvenile justice initiatives in the 1990s that went beyond those implemented in the 1980s such as: establishing curfews; passing parental responsibility laws; increasing efforts to combat street gangs; moving toward graduated sanctions; creating juvenile boot camps; maintaining and strengthening current laws restricting juveniles' use of guns; opening juvenile proceedings and records; transferring juveniles to criminal or adult courts; and expanding sentencing authority over juveniles

• Go soft approach:

(i) first became popular in the 1960s when professionals and students became aware of the extent of youth crime, the negative impact of delinquency labels, and the criminogenic and violent nature of juvenile institutions

(ii) urges a least-restrictive philosophy, implying 'do not do any more than necessary with youthful offenders'

(iii) entails keeping status offenders out of the juvenile justice system

(iv) provides juveniles with all the procedural safeguards given to adults

(v) supports use of community resources in working with juvenile offenders

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Objective: Present the structure and procedures of juvenile justice agencies in this nation

Level: Intermediate

3) Name the four basic correctional models in the juvenile justice system and briefly describe their philosophical bases.

Answer: Treatment model: the state must step in and exercise guardianship over a child found under adverse social or individual conditions

Justice model: both juvenile and adult offenders are volitional and responsible human beings and, consequently, deserve to be punished if they violate the law. The punishment they receive must be proportionate to the seriousness of the offense. Fogel's model proposed:

• end of the indeterminate sentence and parole

• the initiation of uniform sentencing, and

• the establishment of correctional programming based solely on the compliance of inmates

Crime control model: punishment deters crime

Balanced and restorative justice model: refers to system-level decision making by administrators to "ensure that resources are allocated equally among efforts to ensure accountability to crime victims, to increase competency in offenders, and to enhance community safety." The three goals are *accountability*, *competency*, and *community protection.*

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Objective: Examine the various philosophies and strategies for correcting juveniles

Level: Intermediate

1.6 Critical Thinking Questions

1) You are a juvenile probation officer with a 16 year-old female client whose initial crime was a joy-ride vehicle theft. While on probation your client commits an aggravated assault. The judge asks you to work with the prosecutor to come up with an appropriate disposition to recommend for the offender. You are a supporter of the least-restrictive approach and the prosecutor is an advocate of the get-tough approach. The prosecutor adamantly pushes for incarceration. Would you be likely to agree with her recommendation? Why or why not?

Answer: Yes.

• The least-restrictive approach is not completely anti-incarceration. This approach is somewhere in-between get-tough and go-soft approaches. An important factor in deciding the disposition of an offender is the seriousness of the crime.

• Normally, an advocate of the least-restrictive approach would ask the court to do no more than necessary with youthful offenders, but juveniles who commit serious crimes or continue to break the law are presumed to deserve punishment rather than treatment because they possess free will and know what they are doing.

• Their delinquencies are viewed as purposeful activity resulting from rational decisions in which the pros and cons are weighed and the acts that promise the greatest potential gains are performed.

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Objective: Summarize the historical themes that guided the development of juvenile justice in the United States.

Level: Difficult

2) Suppose there were an opening for a judge in your town. The city council asks you to serve on the committee who will interview the candidates and then recommend a judge that would be a good fit for your community. They tell you they want someone who believes in rehabilitating offenders and not too quick to incarcerate. These are your four candidates:

John Smith, an advocate of the treatment model

Harold Reed, and advocate of the justice model

Jim Jones, an advocate for the crime control model

Thomas Wu, an advocate for the balanced and restorative justice model

Which of these candidates would likely be the best fit for what the city council is looking for? Why?

Answer: John Smith, an advocate of the treatment model

• In the treatment model, the state is represented by the juvenile court and deals with children differently than it does with adults, by substituting a more informal and flexible procedure.

• In the treatment model, a fatherly and benevolent juvenile judge would gently, and in a friendly manner, probe the roots of the child's difficulties in the court room.

• The mental, physical, and social needs of the child are the focus of the treatment model, and many rehabilitation efforts are implemented before the juvenile is processed into the

system.

• The treatment model encountered considerable criticism in the late twentieth century, but it is experiencing a resurgence of research and interest in the early twenty-first century.

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Objective: Examine the various philosophies and strategies for correcting juveniles

Level: Difficult