Juvenile Justice - Policies Programs and Practices 5th edition Taylor Solutions Manual

SKU: 9781259920592-SOLUTIONS

Chapter 2: History of the Juvenile Justice System

Chapter Objectives

After completing this chapter, you should be able to accomplish the following:

1. Describe how juvenile offenders were treated by the law throughout history.
2. Identify the early institutions of juvenile justice.
3. Explain the forces behind the creation of the juvenile justice system in the United States.
4. Outline the three major historical periods in juvenile justice.
5. Identify assumptions of the traditional model of juvenile justice.
6. Identify assumptions of the due process model of juvenile justice.
7. Identify assumptions of the punitive model of juvenile justice.
8. Describe how changing assumptions affect the juvenile justice system.

Chapter Outline

I. The Changing Shape of the Juvenile Justice System

II. Historical Treatment of Juveniles
- A. Juvenile Justice Under the English Common Law
- B. Juvenile Justice in Colonial America
- C. Children During the Industrial Revolution

III. Early American Juvenile Institutions
- A. Houses of Refuge
- B. The Development of *Parens Patriae* and Reform Schools

IV. Early Juvenile Justice in the United States
- A. Juvenile Justice During the Victorian Era

V. The Traditional Model of Juvenile Justice (1900s–1960s)

VI. The Due Process Model of Juvenile Justice (1960s–1980s)

VII. The Punitive Model of Juvenile Justice (1980s–Present)

VIII. The Shifting Assumptions of Juvenile Justice in the United States

© 2020 by McGraw-Hill Education. This is proprietary material solely for authorized instructor use. Not authorized for sale or distribution in any manner. This document may not be copied, scanned, duplicated, forwarded, distributed, or posted on a website, in whole or part.

Juvenile Justice - Policies Programs and Practices 5th edition Taylor Solutions Manual

IX. Cyclical Changes in Juvenile Justice: History Repeating Itself
A. The Cycles of Change

Chapter Summary

Before the 20th century, juveniles were essentially chattel, or property, in the eyes of society and the courts around the world. Juveniles could be bought, sold, and treated like any other property, with the owner being the person in total control of the child.

A system of orphanages, workhouses, training schools, and apprenticeships developed in England in the 1600s to deal with unwanted, abandoned, and orphaned children. These institutions and their operation are perhaps best described in many of the writings of Charles Dickens, especially *Oliver Twist*.

The concept of rehabilitation has its roots in 16th- and 17th-century Puritan America. The Puritans believed that through hard work and intense prayer a person became closer to God. These ideas were reflected in early American penal institutions as well as in the earliest juvenile institutions.

The first American penal institution to address juvenile issues specifically was the Walnut Street Jail in Philadelphia, Pennsylvania. The facility was the first real attempt to segregate and classify offenders based on such characteristics as age and gender.

Houses of refuge were created in New York, Pennsylvania, and Massachusetts and were designed to take in all children who were neglected, abused, or delinquent.

The idea that the state could incarcerate juveniles based on their status as delinquent, dependent, or neglected was fundamental to the houses of refuge. The concepts of *parens patriae* and *in loco parentis* served as the legal foundation for such interventions. Following the legal acceptance of *parens patriae* in the *Ex Parte Crouse* case, a multitude of new facilities designed specifically for juveniles began to spring up around the nation.

The child savers were a group of progressive reformers who, in the late 1800s and early 1900s, were responsible for the creation of the juvenile justice system in the United States. The members of this group primarily consisted of prominent women. Activists such as Jane Addams and Julia Lathrop convinced key politicians of the utility for a separate system of juvenile justice.

The first official separate juvenile court was established in Cook County, Illinois, in 1899. The Illinois Juvenile Court Act of 1899 specifically outlined the types of cases the court had jurisdiction over and separated the juvenile justice system from the adult criminal justice system.

© 2020 by McGraw-Hill Education. This is proprietary material solely for authorized instructor use. Not authorized for sale or distribution in any manner. This document may not be copied, scanned, duplicated, forwarded, distributed, or posted on a website, in whole or part.

Juvenile Justice - Policies Programs and Practices 5th edition Taylor Solutions Manual

Following passage of this act, similar legislation was enacted in states across the nation so that by the mid-1920s, juvenile courts were operational in almost every state.

Teaching Tips

1. Now that you are in chapter two, remind students of what the syllabus covered one more time.

2. Have the students write down each key term in the chapter and define it. Get them into the habit of defining key terms and key people in their notes. I know that these terms are defined in the text and that they can simply read them. I try to make my students use more of their senses. Writing down the key terms will help some of your students with remembering definitions.

3. The text refers to Anthony Platt and a book he wrote entitled *The Child Savers*, 1969.You might want to expand on this section. His book is an important work in the history of juvenile justice, and it challenges many of the assumptions there are about helping juveniles.

© 2020 by McGraw-Hill Education. This is proprietary material solely for authorized instructor use. Not authorized for sale or distribution in any manner. This document may not be copied, scanned, duplicated, forwarded, distributed, or posted on a website, in whole or part.

Juvenile Justice - Policies Programs and Practices 5th edition Taylor Solutions Manual