

Contents

List of tables	ix
Preface	xi
1 Introduction	1
2 The Historical Context of Delinquency Research	11
2.1 Introduction	11
2.2 Threats to Civilization	12
2.2.1 <i>The loss of community</i>	12
2.2.2 <i>The great disappearing trick</i>	17
2.3 Mass Society and the Danger of Youth	20
2.4 Conclusions	24
3 Deviance, Socialization and the ‘Crisis’ of Adolescence	25
3.1 Introduction	25
3.2 Psychology and Deviance	26
3.2.1 <i>Models of biological determinism from Galton to Eysenck</i>	26
3.2.2 <i>Learning theory and environmental determinism</i>	27
3.2.3 <i>The psychoanalytic tradition</i>	30
3.2.4 <i>Cognitive developmental theory</i>	31
3.3 Sociology and Deviance	36
3.3.1 <i>The influence of Durkheim</i>	36
3.3.2 <i>Some modern sociological theories of deviance</i>	40
3.4 Models of Adolescence	47
3.4.1 <i>Adolescence as a test of socialization</i>	47

3.4.2	<i>Inventing the crisis of adolescence</i>	48
3.4.3	<i>Psychoanalytic approaches to adolescence</i>	50
3.4.4	<i>Role change, role strain and the problems of adolescence</i>	54
3.4.5	<i>The peer group</i>	57
3.5	Conclusions	59
4	Colliding with the Facts	61
4.1	Introduction	61
4.2	Measurement Strategies	62
4.2.1	<i>Officially defined crime</i>	62
4.2.2	<i>Victim surveys</i>	64
4.2.3	<i>Experimental measures</i>	64
4.2.4	<i>Observer ratings</i>	67
4.2.5	<i>Self-report measures</i>	68
4.3	The Validity and Meaning of Self-reports	69
4.4	The Social Distribution of Delinquent Conduct	72
4.4.1	<i>Age</i>	73
4.4.2	<i>Gender</i>	75
4.4.3	<i>Ethnicity</i>	75
4.4.4	<i>Social class</i>	75
4.4.5	<i>Area of residence</i>	77
4.5	Some Implications for Theory	78
4.6	The Psychological Distribution	78
4.6.1	<i>Individual differences</i>	78
4.6.2	<i>Individual differences – theoretical implications</i>	92
4.7	Explaining Inter-individual and Age-related Differences: Unrealized Promises	93
4.7.1	<i>Neurotic extraverts</i>	93
4.7.2	<i>Intelligence</i>	95
4.7.3	<i>Moral reasoning</i>	99
4.8	Conclusions	102
5	Social Control, Moral Behaviour and Reputation	104
5.1	Introduction	104
5.2	How People Have Reputations	105
5.2.1	<i>Social species</i>	105
5.2.2	<i>The human peculiarity</i>	106
5.2.3	<i>Mass society reconsidered</i>	108
5.3	The Significance of Reputation	111
5.3.1	<i>Impression management</i>	111

5.3.2	<i>From self-presentation to reputation management</i>	112
5.4	The Myth of the Secret Sinner	113
5.5	The Visibility of Deviance: Theoretical Consequences	120
5.5.1	<i>Pockets of anonymity</i>	122
5.5.2	<i>Residual problems of concealment</i>	124
5.6	The Requirements for Reputation	125
5.6.1	<i>Delinquency as a consequence of skill deficits</i>	125
5.7	Having Reasons to be 'Good'	132
5.7.1	<i>Self-esteem</i>	132
5.7.2	<i>Commitments and attachments</i>	133
5.8	Delinquent Action as Self-presentation	135
5.9	Conclusions	142
6	Young People and the Institutional Order	143
6.1	Introduction	143
6.2	The Young Person's Relationship to the Institutional Order	143
6.2.1	<i>Institutions in the social worlds of adolescents</i>	145
6.2.2	<i>The institutional regulation of conduct</i>	146
6.3	Delinquent Action as the Conduct of Social Relations by Extra-legal Means	148
6.3.1	<i>Attitudes and beliefs about institutional authority</i>	150
6.4	Education and Orientations to the Institutional Order	156
6.4.1	<i>The occupational culture of the school and its impact on the shape of adolescent delinquency</i>	160
6.5	Future Expectations	163
6.6	Conclusions	169
7	The Collective Character of Adolescent Conduct	172
7.1	Introduction	172
7.2	Groups in Adolescence	173
7.2.1	<i>Anonymous crowds and friendship groups</i>	175
7.2.2	<i>The quality of group structure</i>	177
7.2.3	<i>The importance of groups</i>	178
7.2.4	<i>Conduct and interaction process</i>	182
7.3	Delinquency and Group Norms: The Centrality of Delinquent Action	183
7.3.1	<i>From delinquent norms to delinquent action</i>	186
7.3.2	<i>Delinquency and intra-group processes</i>	187

7.3.3	<i>Delinquency and intergroup processes</i>	194
7.4	<i>Conclusions</i>	200
8	Summing Up: Explanation, Intervention and the Theory of Social Control	202
8.1	Introduction	202
8.2	A General Framework of Interpretation	203
8.3	Explaining Structural Differences	205
8.3.1	<i>Age</i>	205
8.3.2	<i>Gender</i>	207
8.3.3	<i>Class</i>	212
8.3.4	<i>Area of residence</i>	215
8.4	Explaining Individual Differences	217
8.5	Implications for Intervention, Prevention and Remediation	222
8.6	The Theory of Social Control	229
	References	233
	Author index	257
	Subject index	264

List of Tables

4.1	Age-related increases in self-reported delinquency	74
4.2	Sex differences in admission rates for self-reported delinquencies	76
4.3	Intercorrelations between different forms of delinquency and anti-social behaviour	89
4.4	Admission rates and factor loadings for specific self-reported delinquencies	90
4.5	Correlations between self-reported delinquency and Eysenck personality dimensions	94
5.1	Degree of group involvement for different forms of delinquency	118
5.2	Perceived personal attributes of characters varying in delinquent involvement	138
5.3	Evaluations of targets of varying levels of delinquent involvement	140
6.1	Attitude-behaviour correlations by age and sex	151
6.2	Attitudes to authority and self-reported delinquency as a function of high school year and sex	152
6.3	Preferred age to leave school for 'high' and 'low' delinquents	164
6.4	Expected occupation after leaving school for 'high' and 'low' delinquents	164
6.5	Ideal occupation after leaving school for 'high' and 'low' delinquents	166

7.1	Mean number of evenings per week spent in various contexts for 'high' and 'low' delinquents	175
7.2	Quality of interactions with family and friends for 'high' and 'low' delinquents (10-point scale)	177
7.3	Answers to the question: 'Are there things like vandalism or fighting or stealing that you would do with others but that you would never do alone?', according to gender and level of delinquency	184