

## ABSTRACT

### RELATIONSHIP OF INTERACTION OF SELECTED PERSONALITY CHARACTERISTICS OF SCHOOL PRINCIPAL AND CUSTODIAN WITH SOCIOLOGICAL VARIABLES TO SCHOOL VANDALISM

By

Charles F. Cardinell

The purpose of this study was to determine if the authoritarian attitudes manifested by principals and custodians in schools of a Midwestern Industrial City might contribute more to the extent of school vandalism than the prevailing socio-economic conditions of the school community. The few studies on school vandalism have not concerned themselves with the behavioral characteristics of personnel, nor the sociological environment as possibly influencing the extent of school vandalism. Recent sociological writings have called for more study into the differing patterns of deviant behavior and differing conditions which may generate the patterns.

This study reviewed and examined the historical and dollar trends of school vandalism. It reviewed the extensive literature dealing with the extent of vandalism and the several social sciences

were reviewed dealing with sociological and psychological explanations of delinquency.

### The Population

The population for this study was forty-three of the fifty elementary schools in a Midwestern Industrial City of about 170,000 population in 1960 Census. The seven non-participating schools in the city were distributed randomly in terms of size, location, and sociological characteristics.

### Collection of the Data

School vandalism was rated by existing indicators in the records of the school district. Questionnaires about personal background, attitudes and evaluations of vandalism to the local school were developed for principals and custodians. They both completed Rokeach Dogmatism Scale and Eidell Pupil Control Ideology Scale. Custodians also completed an abbreviated Organizational Climate Description Questionnaire by Pritchard. Principals supplied data about their school's education program, staffing, and sociological characteristics. United States Census, School District and Municipal records were studied and analyzed for each school. The emphasis was on selection of data that had strong predictive effect and the type of data readily available for convenient replication.

### Analysis of Data

The degree of association between extent of vandalism and the eighty-four other variables investigated was determined by a stepwise deletion of variables from a least squares (multiple regression) equation. Twenty-three items were studied to yield the best items predictive of vandalism. The guiding questions of this study were proved or disproved by using the interactive analysis determined above and by simple correlations between the items studied.

### Findings

The five highest ranked variables predicting vandalism in this study were:

#### Rank

- |     |  |
|-----|--|
| 1.5 | Custodians who under-rate vandalism  |
| 1.5 | Percentage population Negro  |
| 3   | Percentage families on A. D. C.  |
| 4   | Percentage families participating in P. T. A.<br>as estimated by principal |
| 5   | Low amount of services by remedial reading<br>specialist                   |

This study did not find that a highly authoritarian attitude of principals or custodians greatly influenced the extent of vandalism, although these scores had mild interactive effect with other variables of the study.

It was found that school vandalism had strong correlation with auto thefts and burglary while having no significant relation to bicycle theft or park vandalism. Low amount of remedial reading services had a strong interactive effect with other variables to rank as fifth strongest predictor of vandalism. Other special services had little relationship with vandalism.

Schools located in predominantly Negro census tracts and having a larger proportion of Negro pupils had higher rates of vandalism.

Pupil transiency correlated weakly with vandalism, but it interacted with other variables to give it mild strength as a predictor. A relationship did exist, and must be accounted for in any causal theory of school vandalism.

Increased adult use of building in after-school hours for enrichment, educational and recreational activities correlated strongly with vandalism and interacted strongly with other variables. However, real question existed as to the antecedent order present between increased vandalism and the institution of the community school program, a fairly recent development in the schools of this city.

Size, age of building, condition of surrounding housing and other physical characteristics of the school correlated in the right



direction, but their strength did not justify the hypothesis that they influenced vandalism. Current enrollment, however, did have strength as a predictive indicator when interacting with other variables of the study.

### Implications

1. There is some indication that there is a possible relationship between teacher morale and increased vandalism.

2. There is need for study of how teachers' attitudes and behavior influence the extent of vandalism.

3. There is strong indication that lack of remedial reading services is associated with increased vandalism. A well-controlled study to ascertain all ramifications of this is needed.

4. Reliable instruments are needed to discover the school behavior of those manifesting authoritarian attitudes as measured on attitude scales.

5. A study is needed for a more thorough study of the personality characteristics a modern principal in disadvantaged urban centers needs to exert leadership and limit vandalism.

6. A need was indicated for in-service education of custodians to help them with human relations skills and an understanding of the social forces acting to cause much of the vandalism to their schools.

7. A carefully designed longitudinal study of a medium sized industrial city that is newly introducing the Community School Program is essential to clarify the relationship found in this study that apparently associates higher vandalism with the twelve schools having such programs.

8. Need is indicated for further study of relationship between socioeconomic status and school vandalism.

9. Similarly, characteristics of the vandal himself and his ecology should be studied.

10. There is further need for careful study of relationships of success in schools and self-concept of those who vandalize as indicated by clues given by negative relationship of amount of remedial reading service and vandalism.

RELATIONSHIP OF INTERACTION OF SELECTED PERSONALITY  
CHARACTERISTICS OF SCHOOL PRINCIPAL AND CUSTODIAN  
WITH SOCIOLOGICAL VARIABLES TO SCHOOL VANDALISM

By

Charles F. Cardinell

A THESIS

Submitted to  
Michigan State University  
in partial fulfillment of the requirements  
for the degree of

DOCTOR OF PHILOSOPHY

Department of Administration and Higher Education

1969

## ACKNOWLEDGMENTS

In a brief note of acknowledgment it is extremely difficult to express gratitude to all who have given so generously of their time and have provided the writer with encouragement and leadership. The writer expresses appreciation to Dr. Floyd G. Parker, Major Advisor, for his continuing interest, enthusiasm, and guidance through the preparation of this thesis and the course of the Doctoral Program. Dr. Clyde M. Campbell, Dr. Dale Alam, and Dr. James B. McKee contributed their advice and leadership in the development of this dissertation. Sincere appreciation goes to Dr. Lawrence Lezotte for his help in this work.

The contributions and sacrifices by one's own family underlie the completion of any project such as this. My wife, Geraldine, and sons, David and Scott, have given up many personal pleasures and companionship to see the completion of this, giving their encouragement and understanding. To them, a sincere thank-you.

Charles F. Cardinell

## TABLE OF CONTENTS

	Page
LIST OF TABLES . . . . .	v
 Chapter	
I. INTRODUCTION TO THE PROBLEM . . . . .	1
Assumptions . . . . .	9
Statement and Explanation of the Guiding Questions . . . . .	10
Definition of Terms . . . . .	12
Organization of the Study . . . . .	14
Summary . . . . .	15
 II. A REVIEW OF RELATED RESEARCH AND LITERATURE . . . . .	 16
Historical Trends . . . . .	16
Descriptive Reports . . . . .	20
Preventative Measures . . . . .	25
Architectural Design as a Preventative Measure . . . . .	27
Interaction with Pupils as a Preventative Measure . . . . .	28
Legal Deterrents . . . . .	32
Causal Explanations . . . . .	34
Summary . . . . .	55
 III. THE RESEARCH DESIGN METHODOLOGY . . . . .	 56
Introduction . . . . .	56
The Research Design . . . . .	57
The Research Population of Schools . . . . .	59
The Extent of Vandalism Rating . . . . .	59

Chapter	Page
Collection of Data . . . . .	61
Description of Instruments . . . . .	64
IV. ANALYSIS OF DATA AND FINDINGS . . . . .	68
Introduction . . . . .	68
Predictive Items Yielded by Regression . . . . .	68
Description of Predictive Items . . . . .	69
Examination of the Guiding Questions . . . . .	85
Appropriateness of Instruments . . . . .	94
V. SUMMARY, CONCLUSION, AND IMPLICATIONS . . . . .	97
Introduction . . . . .	97
Role of the Principal . . . . .	97
Role of the Custodian . . . . .	102
Role of the Environment . . . . .	106
Role of the Educational Program . . . . .	108
Summary . . . . .	110
BIBLIOGRAPHY . . . . .	117
Appendix	
A. DESCRIPTION OF INFORMATION ENTERED IN MULTIPLE REGRESSION EQUATIONS . . . . .	126
B. DESCRIPTION OF O. C. D. Q. SUBTESTS . . . . .	132
C. 1960 CENSUS DATA AND INTERPRETATIONS OF THE MIDWESTERN INDUSTRIAL CITY . . . . .	134
D. SCHOOLS RANKED HIGH TO LOW BY VARIOUS ITEMS OF STUDY . . . . .	135
E. PRINCIPAL' S VANDALISM STUDY QUESTION- NAIRE . . . . .	138
F. CUSTODIAN' S VANDALISM STUDY QUESTION- NAIRE . . . . .	150

## LIST OF TABLES

Table	Page
1. Delinquents' Judgment of Boys Who Commit Various Deviant Acts . . . . .	44
2. Rankings of Acts of Vandalism by Self-Admissions of Boys Ages 15-18 . . . . .	49
3. Percentages of Youth Vandalizing Property as Reported in Seven Sociological Studies . . . . .	51
4. Predictive Value of 23 of 85 Variables to Predict Vandalism in Study of 43 Schools . . . . .	70
5. Analysis of Variance for Overall Regression . . . . .	71
6. Correlation of Principal's Responses to Rokeach and Eidell Instruments with Four Behavior Dimensions of O.C.D.Q. . . . .	86
7. Correlation of School Vandalism with Community Crime Rates . . . . .	88
8. Correlation of School Vandalism with Extra Special Education Services . . . . .	89
9. Correlation of School Vandalism with Increased Adult Use of Building . . . . .	92
10. Correlation of School Vandalism with School Physical Characteristics . . . . .	93
11. Highest Predictive Items of Study Related to Behavior of School Personnel . . . . .	98

Table		Page
12.	Correlations Between Custodians' Rating of Pupil Pride in School with Environmental Variables . . . . .	105
13.	Highest Predictive Items of Study Environmental in Nature . . . . .	106
14.	Simple Correlations Between Six Sociological Variables of the 23 Best Predictors of School Vandalism . . . . .	107



## CHAPTER I

### INTRODUCTION TO THE PROBLEM

School vandalism has increased markedly in the past years. It has caused great public outcry. It has evoked the sanctions of agents of criminal justice. It has created despair in school administrators and teachers alike. This study will attend itself to trying to illuminate some of the possible causes of this deviant act in our society.

Vandalism is commonly defined as the wanton and willful destruction of property. The criterion for labelling a given act as vandalism is when the act is contrary to the values held as all-important to the society in which it is committed. Society defines vandalism as an act as malicious, irrational, or unrestrained in terms of the prevailing societal norms.<sup>1</sup>

The act termed "vandalism" is essentially a deviant act in the society. It is a violation of rules that act to insure the general

---

<sup>1</sup>Nathan Goldman, A Socio-Psychological Study of School Vandalism (Syracuse, New York: Syracuse University Research Institute, 1959), p. 1.

WE

67

21

12

0

2

0

.

welfare of society. Vandalism then not only threatens the power group of the society, but it is seen by it as a challenge to the legitimacy of the basic institutions of the society. Delinquent acts (as vandalism is classed), in contrast to other violations of social rules, constitute an actual threat to the legitimacy and security of the basic institutions in the judgment of officials representing the agencies of criminal justice.

The delinquent act, then, using vandalism as a specific type of such, is defined by two essential elements: It is behavior that violates basic norms of the society, and, when officially known evokes a judgment by agents of criminal justice that such norms have been violated.<sup>1</sup>

Vandalism is but one deviant behavior in our society. Burns and Sternhold that we need to develop the capacity to distinguish among different types of delinquencies and to experiment with specific preventative systems. They hold that there is an unfortunate tendency to think only in terms of "delinquency," as if it were all of a kind. Even when evidence points out differing patterns of deviant behavior and differing conditions which may generate the patterns does this thinking continue.

---

<sup>1</sup>Richard A. Cloward and Lloyd E. Ohlin, Delinquency and Opportunity (Glencoe, Illinois: Free Press, 1963), pp. 150-152.

They state that ". . . we know relatively little about the patterns and types of delinquencies in different types of cities, and even less about the factors leading to the development of the different patterns and types in diverse communities."<sup>1</sup>

Vandalism to schools is generally committed by children and youth of school age. Such acts, while of great concern in themselves, are symptomatic of larger problems within the schools themselves. The motivation of children's behavior must be considered. It is the child's cognition and feelings about what is going on about him which structures and is structured by his perception of himself and the world in which he lives. This individualized perception of himself and reality develops as the individual is forced to erect defenses against feelings of anger, rage, hostility, inferiority, or neglect. In viewing the process of socialization as it affects character and personality of the growing child, it would be well not to be as concerned with the actual skill and competency with which the child learns to control, for example, his hostilities, but in which context of relationships these were learned.<sup>2</sup>

---

<sup>1</sup>Virginia M. Burns and Leonard W. Stern, "Prevention of Juvenile Delinquency," in President's Commission on Law Enforcement and Administration of Justice, Taskforce on Juvenile Delinquency, Juvenile Delinquency and Youth Crime (Washington: U. S. Government Printing Office, 1967), p. 359.

<sup>2</sup>Eli M. Bower, "Vandalism: An Outgrowth of Hostility, Aggression and Frustration," Federal Probation, XVII (March, 1954), p. 13.

Schafer and Polk continued that

. . . children, in self-defense, to continued failure, react against the school--perhaps rebelling against its demands. . . . Unwilling to accept the schools' humiliating evaluation of them, they begin to flaunt its standards and to reject its long-range goals in favor of conduct more immediately gratifying. That conduct at first may not be seriously delinquent, but it represents a push toward more destructive and criminal patterns of behavior.<sup>1</sup>

Vandalism might be an indicator that the schools may be operating to produce anxieties in students. Obviously, it indicates the school is not preparing its students for responsible citizenship. This suggests that curriculum, interpersonal relations between students and staff, and/or the relations between the school and community need examination.<sup>2</sup>

As well, there is concern that part of the hostility and resentment toward the authority figures in school may be a result of the structure of society in the inner-city. The President's Taskforce held that the loose organization and female focus that characterizes many inner-city families has been related to the development of what has been called, in their terms, "premature autonomy"

---

<sup>1</sup>Walter E. Schafer and Kenneth Polk, "Delinquency and the Schools," in President's Commission on Law Enforcement and Administration of Justice, Taskforce on Juvenile Delinquency, Juvenile Delinquency and Youth Crime (Washington: U. S. Government Printing Office, 1967), p. 228.

<sup>2</sup>Goldman, A Study of Vandalism, p. 111.

and to consequent resentment of authority figures such as policemen and teachers (and in turn, probably principals and custodians?).<sup>1</sup>

This evidence leads one to hypothesize that there are things in their commission or omission by school staff that cause children to vandalize their schools. In this vein, Goldman found "schools with high damage characterized by inadequate administration and leadership and with poor communication among the various members of the school staff."<sup>2</sup> Also, he found relatively poor interpersonal relations between custodians and students.

Specifically, coming out of interviews with students in the secondary schools investigated were repeated reports by students of high damage schools that they felt the principal was authoritarian in nature. They reported little or no voice in determination of school policy. Further, it was found that in high damage schools unfavorable relations existed between students and the school custodian. Specific complaints by students were that the custodian spied on them and reported them to the principal for acts of damage.<sup>3</sup>

---

<sup>1</sup> President's Commission on Law Enforcement and Administration of Justice, Taskforce on Juvenile Delinquency, Juvenile Delinquency and Youth Crime, p. 45.

<sup>2</sup> Goldman, A Study of Vandalism, p. 111.

<sup>3</sup> Ibid., pp. 107-108.

This study will probe to determine if the underlying causes of school vandalism are indeed more likely to be internal--for example as the result of manifestation of authoritarian attitudes of school principal and custodian--rather than external--a result of conditions in society itself.

This will necessitate a sociological interpretation of the problem as well as the interpretation characteristic of public school administrators. Indeed, the educationists' outlook must be carefully scrutinized from the sociological viewpoint to ascertain its validity in the societal context. The way in which one chooses to classify the complex social events which are considered to be delinquent acts depends on what it is that one is interested in doing about these acts.

As a school administrator striving to provide stewardship, one wants to find ways to halt the rising toll of school vandalism. On the other hand, a researcher is committed to developing explanations of delinquency that will establish causal connections or correlations between elements of the whole.<sup>1</sup>

In developing a study of deviant behavior, Cloward and Ohlin maintained that a theory is constructed to explain deviant

---

<sup>1</sup>Cloward, Delinquency and Opportunity, p. 8.

beta

ENSW

field

in re

above

echo

40 p

down

show

non

anti

---



behavior. They listed five essential questions that a theory must answer to establish its validity. They are:

- 1) What is the precise nature of the delinquent adaptation which is to be explained?
- 2) How is this mode of adaptation distributed in the social structure? How is it located?
- 3) To what problems of adjustment might this pattern be a response?
- 4) Why is a particular mode of delinquency selected rather than others?
- 5) What determines the relative stability or instability of a particular delinquent pattern?<sup>1</sup>

Using this as a structure for this study of vandalism to public school buildings and the possibility of vandalism being partly in reaction to certain attitudes and actions by school personnel, the above points are answered preliminarily as follows:

First: The delinquent adaptation is the vandalizing of school buildings.

Secondly: While the literature suggests that between 30 and 40 per cent of male youth vandalize, and middle status youth perhaps doing a greater share of the vandalism, the study will attempt to show that a higher amount of vandalism may be distributed in locations where significant school authorities manifest authoritarian attitudes.

---

<sup>1</sup>Ibid., pp. 32-33.

Thirdly: The literature suggests that both socio-economic status and authoritarian school demands for conformity present problems of adjustment for youth. This study will attempt to demonstrate the authoritarian nature of school authority figures may indeed be the independent variable to increased amounts of school vandalism.

Fourthly: Vandalism to schools is chosen by children because they are symbols of their problems of adjustment. They present institutional characteristics and/or personality characteristics of their adjustment problems. Further, the schools are in immediate proximity to children and they are relatively unguarded and vulnerable to attack at those times when children are not in school.

Lastly: The study will attempt to show how stability of this particular delinquency pattern is found in varying socio-economic areas of the city.

Hopefully, this study will provide data leading to the understanding and positive control of vandalism. Besides that of conservation and stewardship of public property, this study should yield information helpful in selection of administrators and custodians. A better understanding of why children are alienated from their school may also result.

### Assumptions

For the purpose of this study it is assumed that:

1. The various instruments used are reliable and valid.
2. The use of 1960 Census tract data is still effective in indicating demographic distributions of various socio-economic conditions. An interview with the Director of Research for the United Community Agencies of the Midwestern Industrial City being studied revealed that, from his research and that of other social agencies, there had been little spatial mobility within the city since 1960 by various ethnic and socio-economic groups. He stated that use of the 1960 Census tract data as indicators was warranted.
3. At the time the instruments are administered, the attitudes of the participating persons are accurately measured.
4. It is valuable to know if there are significant relationships between school vandalism and the attitudes of principals and custodians.
5. It is valuable to know if there are significant relationships between school vandalism and outside sociological phenomena.

If these assumptions are accepted, then it is reasonable to assume that analysis can yield possible combinations of predictive items that can be used in assessing the possibility of higher than

25

72

12

CO

12

12

C

2

2

5

6

6

1

usual rates of school vandalism. The following guiding questions were framed using these assumptions.

Statement and Explanation of the  
Guiding Questions

The guiding questions were framed to serve as a guide to this survey. The seven questions listed below are described more completely in Chapter III. The specific statistical techniques, the instruments and the tests used to analyze the data are also explained in Chapter III.

- I. In conjunction with other socio-economic forces operating, will vandalism be higher in schools with principals and custodians who hold authoritarian attitudes?

This question asks what relationships exist between the commission of vandalism in a school and the attitudes of principals and custodians on one hand and the prevailing social environment?

This question is based on the assumption that authoritarian attitudes on the part of principal and custodian may have different effects on the commission of vandalism in schools of varying socio-economic neighborhoods. Research supports this assumption to an extent. It is hoped that this survey of one city may yield some distinct patterns of interaction that might be capitalized upon by the administration of those schools.

- II. Will school vandalism be similar in overall rates to adult crime in the same area?

This question asks does perhaps the prevailing rates of adult crime have a greater causal effect on vandalism than anything the schools might do?

- III. Will enriched educational program and increased special child services in Low SES schools tend to decrease the extent of vandalism?

This question seeks to determine if compensatory programs for various learning problems influence the extent of vandalism.

- IV. Does race enter into the extent of vandalism?

- V. Will vandalism be greater in schools with higher pupil transiency?

- VI. Will increased adult use of building in after-school hours for enrichment, educational, and recreational activities tend to decrease vandalism?

This question seeks to determine what influence a Community School Program might exert on vandalism to a school. Does

positive adult involvement in school activities tend to diminish vandalism?

VII. Do size, age of building and other physical characteristics have an influence on the extent of vandalism?

This question seeks to determine if vandalism might be inspired by an old building situated on a small site in the midst of crowded, substandard housing and similar characteristics of the basic physical character of the building.

#### Definition of Terms

1. Community School Program is used to describe a dynamic extension of school activities from in-school related activities to a broad-ranging community involvement. Organized school activities can assume the form of purely educational, avocationally enriching, or purely recreational, depending on the needs of the patrons of the school. Such a program was conceived, developed, and promulgated by the C. S. Mott Foundation, Flint, Michigan.<sup>1</sup>

---

<sup>1</sup>Associated Educational Services, ed., Role of the School in Community Education (Midland, Michigan: The Pendell Co., in Press, 1969).

2. Community School Director is the educator employed and specially trained to implement the above program philosophy. He generally specialized in recreation and community leadership. He generally works from Noon to late evening. He frequently teaches some physical education classes to older school children during part of the afternoon. He works closely with all segments of the community to develop a program appropriate to their interests and needs.
3. SES or socio-economic-status is used in this study to categorize the relative affluence of various neighborhoods studied. Using the median family income on the 1960 Census as the dividing point, references are made to Low SES and High SES.
4. Midwestern Industrial City refers to the city in which the study took place. A coined name was necessary to protect the confidentiality of the replies to the various instruments and of the interviews held with a variety of school and public officials. A description of certain sociological characteristics of this city appears in Appendix C.



## Organization of the Study

This thesis consists of five chapters.

### Chapter I Introduction

Introduction to and statement of the problem, assumptions, statement and explanation of the guiding questions, the purpose of the investigation and definition of terms.

### Chapter II Review of Related Research and Literature

Historical and philosophical background of the problem of school vandalism, sociological explanations of delinquent behavior, psychological foundations for pupil reaction against the schools.

### Chapter III The Research Procedure

The research design, description of the instruments and the description of the analysis procedures.

### Chapter IV Analysis of Data and Findings

Correlation analysis, statistical tests and tests of the guiding questions.

Chapter V  
Summary, Conclusions  
and Implications

Major findings, synopsis of the problem, conclusions, and implications.

Summary

This study examines the problem of school vandalism and its possible causes in attitudes of key school personnel and general social conditions. This chapter contains a description of the problem, assumptions, seven guiding questions and their explanations followed by the definition of terms and the organization of the thesis. The next chapter presents a review of the literature as it relates to the problem.

## CHAPTER II

### A REVIEW OF RELATED RESEARCH AND LITERATURE

#### Historical Trends

Historically, vandalism has always been with us. In the United States during the 1930's the problem was not felt acutely. However, during the Second World War, vandalism began to mount and national attention was directed toward it. Vandalism abated after the Second World War, the incidence dropping. The advent of the Korean War heralded an increase in vandalism, which has increased steadily.<sup>1</sup>

Chicago, an example of one large city school system, had its cost for window damage triple from 1955 to 1968. It was reported in 1955 Chicago paid \$366,000 for window repair.<sup>2</sup> In

---

<sup>1</sup> Joseph P. Murphy, "The Answer to Vandalism May Be Found in the Home," Federal Probation, XVII (March, 1954), p. 8.

<sup>2</sup> B. E. Michelson, "Vandalism in Our Schools," Educational Digest, XXII (September, 1956), p. 13.

1968, it was reported that the cost approached the one million dollar mark.<sup>1</sup>

The cost of vandalism extends into other sectors of the community. The National Association of Home Builders stated that in the 1950's "pranks" raised the cost of a house from \$60 to \$300, and in some instances as high as \$1000.<sup>2</sup> Robert C. Moses told of the appalling forms of vandalism in the public buildings, museums, libraries, and schools of New York City.<sup>3</sup>

Schools find that they must devote precious dollars to repair vandalism. In a 1965 publication, schools in Shorewood, Washington, were cited as spending 30 cents per child for vandalism; Dallas, 22 cents; Atlanta, 16 cents per child.<sup>4</sup> In 1964, Detroit was forced to spend an even higher amount, 50 cents per child, to repair the results of vandalism.<sup>5</sup>

---

<sup>1</sup>Susan S. Stevens, "Window Pane Vandals Cost Chicago a New School a Year," Flint Journal, November 24, 1968, p. 51.

<sup>2</sup>National Association of Home Builders as cited by Elizabeth W. Robinson, "Let's Build Them Better," National Association of Secondary School Principals Bulletin, XL (September, 1956), p. 119.

<sup>3</sup>Robert C. Moses, "Vandals at Work," National Association of Secondary School Principals Bulletin, XXXIV (October, 1950), pp. 97-104.

<sup>4</sup>"Can Your District Use Some of These Ideas for Curbing Vandalism?" Nations Schools, LXXV (July, 1965), p. 30.

<sup>5</sup>F. J. Moffatt, "Vandals' Rocks Can't Reach Flying School House," Nations Schools, LXXIV (July, 1964), p. 23.

The National Education Association was quoted as stating that in 1968 vandalism cost Newark \$3.34 per child, Boston \$2.30 per child, Cleveland \$2.95 per child, and Los Angeles 68 cents per child.<sup>1</sup>

Destructive rampages of youth reach alarming proportions. Chicago reported \$5,000 damage to one elementary school on the day of November 17, 1968. This school already had 1422 boarded up windows awaiting replacement at the time of the rampage. The yearly cost of window replacement for Chicago is nearly one million dollars--the cost of a new school.<sup>2</sup>

Is vandalism still escalating? A survey of about 300 school administrators across the United States revealed that over half of them felt that vandalism is currently the same as recent years. Only about one-fifth felt that vandalism was actually increasing.<sup>3</sup> A study of Dade County, Florida, in 1966 revealed that for that limited area, costs of school vandalism did not appear to be increasing proportionately. The study held that the vandalism was

---

<sup>1</sup>"Cost of Vandalism in U. S. Schools Jumps to Over \$200 Million Annually," Sunday Oregonian, May 4, 1969, p. 14.

<sup>2</sup>Stevens, "Window Vandals Cost Chicago," p. 51.

<sup>3</sup>"Vandalism, A Dirty Word . . .," Nations Schools, LXXXI (April, 1968), p. 66.

increasing at a rate similar to that of population growth of the area.<sup>1</sup>

The dramatic and tragic example of Chicago's tripling of dollar outlay for window damage costs over the last thirteen years brings attention to what is happening elsewhere in the nation. However, the actual dollar cost must be examined in light of general economic trends. When the Chicago figures are examined in light of the United States Department of Commerce Composite of Construction Costs Index for those years, a different rate of increase is seen. Using 1957-1959 as 100 on the index, the overall construction costs were found to have risen on the index to 121 for the year 1966, which is the most recent figure available. In light of this, Chicago's actual dollar cost for window repair should be approaching one and one-quarter million dollars rather than their reported one million dollars.<sup>2</sup>

Vandalism is still a topic of importance, even while there is reason to believe that the rate is possibly not accelerating and that only a relatively small percentage of youth engage in vandalism.

---

<sup>1</sup>Rodney E. Nowakowski, "Vandals and Vandalism in the Schools; An Analysis of Vandalism in Large School Systems and a Description of 93 Vandals in Dade County Schools" (unpublished Ph.D. dissertation, University of Miami, 1966), p. 7.

<sup>2</sup>United States Department of Commerce, Statistical Abstract of the United States (Washington: The Department, 1967), p. 716.

### Descriptive Reports

Both the popular press and professional education journals printed many articles over the past twenty years dealing with school vandalism. The subject was a perennial subject in American School Board Journal, School and Society, and School Management magazines. Their treatments of the reoccurring subject generally followed two patterns.

First, by using time-honored journalistic techniques, attention was gained by describing a particularly shocking case of vandalism or by citing huge expenditure of funds to repair the damage. Many articles stopped at this point.

Secondly, following up on the initial description of the problem of school vandalism on either the local area of the writer, or perhaps a number of localities where data were obtained (but never with definite information on a national scale), the writers listed the most promising means for controlling vandalism in schools at the time of writing.

Very few writers offered constructive suggestions for why vandalism occurred, or the varying patterns of vandalism either within the community or between areas of the nation.

Confusing the whole issue of vandalism was the lack of uniform statistics for descriptive and comparative purposes.

Subjectively described examples of vandalism were the norm. Comparisons of "vandalism" for different agencies and localities showed some sort of trends for those limited situations. On the whole, however, writings on the extent of vandalism had few common characteristics for comparative purposes. Even the few scientific studies on the subject lacked commonality. Further, there was no consensus of what vandalism consisted. The various studies lacked definition as to what constituted vandalism. They judged cases in each situation from different criteria, dependent upon the personalities and situations involved.

Most of the articles in the popular press consisted of descriptions of vandalism in general appearing in articles devoted to the whole subject of juvenile delinquency. The middle 1950's saw fairly frequent mention of the problem of school vandalism in the popular press.<sup>1</sup>

At this time, and never again repeated, one publication for high school youth reflected concern about the problem and carried a

---

<sup>1</sup>"Drop That Rock! Breaking of School Windows in the District of Columbia," America, CII (October 17, 1959), p. 61;

"Vandal Squad in Los Angeles," Time, LXIV (November 8, 1954), p. 90;

William C. Kvaraceus, "Where Violence Hits the Schools," U. S. News and World Reports, XXXXIV (May 30, 1958), pp. 62-68.



series of articles bringing the problem to the attention of youth. The magazine invited its readers' dialogue which was subsequently reported in the journal. The general tone was for youth to try to curb their vandalism voluntarily, realizing the consequences of such action and how it harmed society in general.<sup>1</sup>

Not too much was mentioned again until the middle 1960's, when civil unrest began to become more and more prevalent in urban centers. More and more emphasis began to be made of widespread vandalism.<sup>2</sup>

Articles in the professional educational journals during the past twenty years described school vandalism in manners varying from subjective descriptions to dollar descriptions; to statistical data for individual districts to some obscure statistic nationally. Some of the best samples of articles from professional journals were summarized in the first three pages of this chapter.

---

<sup>1</sup>H. G. Spaulding, "Vandalism!" Scholastic, LXI (January 7, 1953), p. 17T;

"Vandalism, Million-Dollar Problem--Pro and Con Discussion," Scholastic, LXII (February 4, 1953), pp. 7-9.

<sup>2</sup>William C. Kvaraceus, "What About High School Hoodlumism?" National Parent Teacher, LIII (January, 1959), p. 4;

"Schools and Summer," Time, XC (August 25, 1967), p. 17;

Stevens, "Window Pane Vandals Cost Chicago."

Generally the tone of the articles was shocked indignation, using some statistic or another ingeniously to paint a lurid, attention-getting picture of the situation. Writers of these descriptive articles, while being some of American Education's more respected writers of the era, contented themselves, however, largely with treating the symptoms of the problem as it appeared in the schools rather than the cause. There appeared little in the literature dealing with the causal factors of school vandalism.<sup>1</sup>

---

<sup>1</sup>William Bachrach, "Vandalism, A Big Business in the Public Schools," American School Board Journal, CXX (September, 1949), pp. 33, 96;

W. W. Brickman, "Causes and Cures of Juvenile Delinquency, Educational Literature Review," School and Society, LXXV (July 28, 1952), pp. 405-411;

W. W. Brickman, "Juvenile Delinquency and Crime in 1967," School and Society, IVC (November 9, 1968), p. 390;

W. W. Brickman, "Rising Rate of Juvenile Delinquency," School and Society, LXXXIV (October 27, 1956), p. 148;

B. Dauw, "High Cost of Vandalism," Safety Education, XXIV (March, 1956), pp. 2-7;

J. F. Delaney, "Hidden Treasure," American School Board Journal, CXXII (March, 1951), pp. 25-27+;

Fandt, Edward L., "A Study of the Practices of New Jersey Boards of Education in Protecting School Property Against Losses Due to Vandalism and Malicious Mischief" (unpublished Ed.D. dissertation, Rutgers University, 1961), 99 pp.;

"Five Answers to Window Breakage," Educational Executives Overview, IV (May, 1963), pp. 36-39;

One of the most frequently cited articles about juvenile vandalism had a bearing on the general problem of school vandalism. Robert C. Moses, a civil administrator for the City of New York, described the wide extent of vandalism in an urban center, with school vandalism being only a part of the whole picture.<sup>1</sup>

---

S. L. Gingery, "School Vandalism Is Not Decreasing," School Management, XVI (November, 1946), p. 5;

William C. Kvaraceus, Juvenile Delinquency, What Research Says to the Teacher, No. 15 (Washington: National Education Association, 1964), 32 pp. ;

Kvaraceus, "What About Hoodlumism?" pp. 4-7;

Michelson, "Vandalism in Our Schools," p. 13;

Moffatt, "Vandals' Rocks Can't Reach," p. 22;

Murphy, "Answer to Vandalism," p. 8;

Nowakowski, "Vandals and Vandalism";

Sylvester O'Grince, "Public School Vandalism: How Baltimore Fights It," American School and University, XL (July, 1968), pp. 30-32;

T. Probst, "How to Cut Down Vandalism," Nations Schools, LXVIII (September, 1961), pp. 64-68;

Donald C. Smith, "Vandalism in Selected Southern California School Districts: Nature, Extent, and Preventative Measures" (unpublished Ed.D. dissertation, University of Southern California, 1966), 368 pp. ;

E. Wade Underwood, (Untitled), Today's Education, N. E. A. Journal, LVII (December, 1968), p. 29.

<sup>1</sup>Moses, "Vandals at Work," pp. 97-104.

Also in the descriptive literature was mention of vandalism in Great Britain. Their literature had the same limitations as those inherent in the American. Concern for the general problem of delinquency is found, but with too little specificity. The extent is more frequently illustrated by numbers of arrests made.<sup>1</sup> The plea is made in Great Britain for a uniform system of maintain statistics on delinquency.<sup>2</sup> An American book, studying the problem of delinquency world-wide, made a claim in 1964 that vandalism was "increasing" abroad.<sup>3</sup>

### Preventative Measures

Articles appearing in professional journals for school superintendents and school business officials concentrated on describing ways to reduce vandalism in schools by various security means. These consisted of patrolling the buildings and electronic alarm systems to detect and frighten away illegal entries. These

---

<sup>1</sup>Hermann Mannheim, "The Problem of Vandalism in Great Britain," Federal Probation, XVII (March, 1954), pp. 14-15;

"Delinquency and Discipline," Education (Great Britain), CIXX (June, 1962), pp. 1081-1082.

<sup>2</sup>J. McNally, "Delinquency and the Schools," Educational Research (Great Britain), VII (June, 1965), pp. 212-214.

<sup>3</sup>Walter A. Lunden, Statistics of Juvenile Delinquency (New York: C. Thomas, 1964), p. 288.

articles were written in a subjective manner and had no statistical data for study or comparison.<sup>1</sup>

---

<sup>1</sup>Bachrach, "Vandalism, A Big Business," p. 33;

J. W. Colmey and T. Valentine, "Deterrants to Vandalism," American School Board Journal, CXXXXII (May, 1961), p. 11;

Richard R. Curren, (Untitled), Today's Education, N. E. A. Journal, LVI (December, 1968), p. 30;

Dauw, "High Cost of Vandalism," pp. 6-7;

"Detection Alarms That Thwart Theft," American School Board Journal, CIL (December, 1964), pp. 36-38;

"Electronics: New Hope for Vandalism Control," Nations Schools, XL (April, 1968), pp. 62, 64-65;

Fandt, "New Jersey Practices," Chapter 3, passim;

O. F. Furno and M. Karas, "Can You Reduce Your District's Vandalism Costs?" School Management, IX (May, 1965), p. 114+;

A. L. Hart, "Safety, Security and Beauty Through Outdoor Lighting," American School and University, XL (July, 1968), pp. 54-56;

Paul H. Hoerlein, (Untitled), Today's Education, N. E. A. Journal, LVII (December, 1960), pp. 31-32;

"How to Keep Vandals Off Guard; Portable Audio-Detection Units," School Management, IX (August, 1965), pp. 70-71;

Robert C. Lloyd, (Untitled), Today's Education, N. E. A. Journal, LVII (December, 1968), p. 31;

"Maintaining Plant Security," Educational Executives' Overview, III (September, 1962), pp. 42-43;

Moffatt, "Vandals' Rocks Can't Reach," p. 22;

The few statistical studies available described security measures employed in schools, but made no comparative analysis of relative effectiveness, cost, or extent to which the various means were employed. There was no common statistical treatment of the data.<sup>1</sup>

### Architectural Design as a Preventative Measure

Architects recognized vandalism to school buildings as something they could not control. Accordingly, they modified designs to minimize damage by vandals. Some examples of their

---

Nations Schools, "Can Your District Use Some of These Ideas for Curbing Vandalism?" pp. 31-32;

Probst, "How to Cut Vandalism," pp. 64-68;

"Security Systems for Maximum Protection," American School and University, XXXVIII (August, 1966), pp. 23-25;

Spalding, "Vandalism," p. 17T;

Stevens, "Window Pane Vandals Cost Chicago," p. 51;

K. F. Stoessner, "How One District Licked Vandalism," Education Digest, XXXI (September, 1965), pp. 10-11;

Time, "Vandal Squad," p. 90;

Underwood, (Untitled), p. 29.

<sup>1</sup>Fandt, "New Jersey Practices," Chapter III, passim;

Smith, "Vandalism in Southern California," Chapter IV;

Nations Schools, "Vandalism, A Dirty Word," p. 67.

recommendations were to build schools with fewer exposed windows and glass brick; hollow court floor plans with windows facing only the interior court; glazing windows with plastic materials strong enough to resist even gun shots; decreasing size of window lights to smaller, cheaper-to-replace sizes; use of mark and scratch resistant glazed tile for wall surfaces in halls and lavatories. Equipment and furnishings whose design made them stronger and with fewer parts exposed for pilferage were recommended.<sup>1</sup>

#### Interaction with Pupils as a Preventative Measure

Comparatively fewer sources were found in the literature recommending positive measures for curbing vandalism which involved children and the educative process. Some school districts

---

<sup>1</sup>Lloyd, (Untitled), p. 31;

D. C. Kelly, "Solving the Window Breakage Problem in Schools," American School Board Journal, CXLVI (January, 1963), pp. 37-38;

"Lowering the Toll of Vandalism," American School and University, XXXVII (August, 1966), pp. 26-27;

R. E. Rawlings, "Solutions to Million Dollar Glass Problems," American School Board Journal, CIL (December, 1964), pp. 40-41;

J. S. Sharp, "Proper Design Limits Toll of Vandalism," American School Board Journal, CIL (December, 1964), pp. 22-23.

reported using assembly programs, essay writing, mathematics problems based on vandalism costs and school clubs to make children more aware of the problem. City-wide programs were reported for both the New York and Chicago schools to educate children. Over the long run, however, these remained relatively ineffective.<sup>1</sup>

Many school systems felt a positive influence toward curbing vandalism was exerted by the presence in the school of a Police School Counsellor. This was a plain-clothes police officer stationed in a building, working with youth informally on a preventative basis. This is one of the most recent developments, yet one of the most highly controversial. The concern is centered more on preservation

---

<sup>1</sup>Bachrach, "Vandalism, A Big Business," p. 33;

W. H. Bristow and A. H. Lazes, "Vandalism Is Minimized by a Continuous Program of Constructive Citizenship," Nations Schools, LII (April, 1954), pp. 43-46;

Delaney, "Hidden Treasure," pp. 26-27;

Fox and Lazes, "Spare That Window," p. 289;

Jessie R. Harper, (Untitled), Today's Education, N. E. A. Journal, LVII (December, 1968), p. 32;

"How Schools Combat Vandalism," Nations Schools, LXXI (April, 1968), pp. 58-61;

"Vandalism: How One School District Fights It and Wins," School Management, X (April, 1966), pp. 101-105;

"Youth Battles Vandalism," Scholastic, LXIV (February, 1954), p. 12 TAC.



of civil rights of pupils than on relative effectiveness as a deterrent to delinquency and vandalism.<sup>1</sup>

Because of student unrest and violence, many schools are adding a new position to their staffs--the security guard. These guards are both specially trained laymen and commissioned police officers. They are generally placed in secondary schools during school hours and immediately afterwards. The security guards are armed in some cases where they are commissioned police officers.

These guards' activities generally cannot be considered preventative as are the Police School Counsellors described in Flint, Tucson, and Minneapolis. They are in the school for protection of personnel and maintenance of order. The comments of Superintendents of New York and Los Angeles indicate that the officers are in the schools in a suppressive role rather than having a preventative and constructive relationship with pupils.

---

<sup>1</sup>Nations Schools, "How Schools Combat Vandalism," p. 59;

Donald W. Robinson, "Police in the Schools," Phi Delta Kappan, XXXVIII (February, 1967), pp. 278-280;

George H. Shepherd and Jesse James, "Police: Do They Belong in the Schools?" American Education, III (September, 1967), pp. 2-4;

Joseph Stocker, "Cops in the Schoolhouse: How They Help --and Hurt," School Management, XII (May, 1968), pp. 46-50.

New York and Chicago are each devoting over a million dollars of their resources annually to keeping security guards in their buildings. The reports available do not mention their effect on school vandalism.<sup>1</sup>

In 1969, a small system in rural Idaho claimed to have turned the tide of rising vandalism costs by a different manner of interacting with children in school. The school board publicly announced that it was budgeting \$500 for window damage and would let the student body have whatever was left at the end of the year for a gift to the school. In this town of 3000, the resulting cost of window repairs dropped from \$2,000 to \$30 in one school year.

The high school student body president was quoted as saying that "This project has helped bring the faculty and students closer together."

Whether or not this partnership idea could be applied to other situations must be determined.<sup>2</sup>

Another school system was reported to have felt that vandalism was curbed after a community school program of wide participation in school-sponsored activities after school hours was

---

<sup>1</sup>"The Security Guard--Solution to Disorder?" Education U.S.A., March 24, 1969, p. 163.

<sup>2</sup>"What Do You Do About Vandals?" Flint Journal, February 9, 1969, p. 56.

initiated for school patrons. These activities were of educational, enrichment, and recreational nature. They were open to patrons of all ages. This source offered no statistics by which to analyze the validity of the claim.<sup>1</sup>

In all of these articles relating to curbing vandalism by positive means, the key point was involvement of students in the school in a dialogue and participation in activities designed to make the student aware of the extent of the problem of vandalism. Unfortunately, both the literature about security measures by outside agencies, be it patrols or electronic apparatus guarding the buildings, and constructive educational programs within the school setting lack statistical data for analysis. The reader cannot weigh the relative merits.

### Legal Deterrents

Another treatment of school vandalism in the literature described a reaction to the problem by lawmakers--the enacting of "parent responsibility" laws. Such laws make parents liable for costs of their children's vandalism. Apparently such laws were hoped to act as deterrents to juvenile vandalism. While some vague

---

<sup>1</sup>"Workshop: Putting an End to Vandalism, Turn Schools into Neighborhood Centers," School Management, XI (February, 1967), p. 25.

statistics supported the arguments, nothing was said about the success of authorities in apprehending the vandals responsible, or collecting the legally supported claims. A more recent study of laws of the fifty states relating to parent responsibilities for children's vandalism followed the same general arguments and built-in weaknesses.<sup>1</sup>

The dramatic and tragic example of Chicago's tripling of window damage costs over the past thirteen years illustrates what is happening to American schools. Educators, architects, and lawmakers are all concerned about curbing vandalism. The literature cited described how security and patrol measures kept pace with modern technology, particularly electronics, but not with the destructive acts of vandals. The literature cited how architects have risen to the challenge as best they could, but have themselves also been unable to find a manner by which to curb vandalism. Lawmakers, in their area of expertise, have appropriated more money for police protection and, in the case of juvenile vandalism, enacted

---

<sup>1</sup>J. W. Colmey and T. W. Valentine, "Stop Vandalism With Parent Responsibility Laws," American School Board Journal, CXLI (July, 1960), pp. 9-11;

"Parent Responsibility Laws Aren't Very Helpful," Nations Schools, XL (April, 1968), p. 61;

"To Reduce Vandalism and Juvenile Delinquency in City Parks," American City, LXVII (May, 1952), p. 155.

legislation calling for parents to make restitution for their children's vandalism.

The costs still have risen despite the advances in security, detection, apprehension, architecture and legislation. This leads one to hypothesize that there is something of an internal nature of the schools that stimulates and maintains the motivation of children and youth to vandalize their schools. Accordingly, the literature was further examined to determine a possible explanation of why vandalism takes place.

### Causal Explanations

Much of the thoughtful literature written by practitioners of the several social sciences contend in essence that much of the vandalism to schools is committed by youth as a striking back against some injustice of the school or the society for which it represents. Mentioned are three major sources of so-called injustice to children --Educational, Administrative, and Societal.

### Educational Injustice

This may be considered one source fostered by school personnel. Because delinquent behavior is bred in an atmosphere of rejection and insecurity, one of the most effective ways in which the school can combat delinquency is to make sure that it wholeheartedly

accepts all children at their academic functioning level. In this way the children will not experience such stark frustration from the continued academic failure so many face every day in schools.<sup>1</sup>

In one documented study of school vandals, Nowakowski<sup>2</sup> found, as one of the few distinguishing characteristics of the vandal as contrasted to the non-vandal, that the vandal was not highly esteemed by his teachers.

In another study of twenty-one studies on delinquency, one factor became apparent. The generalization was that the better a child's performance in school, the less likely he was to become a delinquent.<sup>3</sup>

### Administrative Injustice

Vandalism could be thought of as a reaction to the administrative climate and practices of the school. Several writers contend that an administrative injustice can be enough of an irritant to cause children to vandalize their schools. Similarly, vandalism to

---

<sup>1</sup>Leo F. Cain, "Delinquency and the School," School Life, XXXV (February, 1953), p. 65.

<sup>2</sup>Nowakowski, "Vandals and Vandalism," pp. 8-9.

<sup>3</sup>Barbara Wooten, "Social Science and Social Pathology," as cited in Travis Hirschi and Hannan C. Selvin, Delinquency Research (New York: The Free Press, 1967), p. 23.

schools bears a relationship to the effectiveness of discipline and authority present in the school.

J. G. Fox and A. H. Lazes, who studied vandalism intensively in the New York Schools and headed up a city-wide campaign for the control of vandalism, held that in their experience it was a form of striking back for some real or imagined grievance. In the school setting, a school that stressed a positive approach to discipline usually had less vandalism than a school that stressed a punitive approach.<sup>1</sup>

Schools, in the Syracuse study by Goldman, with high vandalism had two administrative characteristics associated. The study reported that the principal was more often than not weak in his administration. Discipline tended to be lax and inconsistent. Where the principal was reported to be authoritarian, with inadequate communication with his staff and students, both the teachers and students reported that they were insecure in the roles they had to play. In such schools with purely formal and unilateral communication policy that was arbitrarily determined by the principal, feelings of dissatisfaction were expressed by teachers and students. These schools were characterized by high vandalism.<sup>2</sup>

---

<sup>1</sup>J. G. Fox and A. H. Lazes, "Children, Spare That Window," Clearing House, XXIX (January, 1955), p. 288.

<sup>2</sup>Goldman, A Study of Vandalism, p. 107.

Echoing the reports of students in the Goldman study in Syracuse were written comments by students in low damage schools of another community. The students reported that the school and the staff made them feel good and treated them well.<sup>1</sup>

Also paralleling the Goldman findings was that of Michelson, who held that "Vandalism in the public schools does bear a relationship to the effectiveness of discipline and authority found in these . . . schools."<sup>2</sup>

Further bearing this out was a study of pupils of grades 6, 9, and 11 attending schools of democratic and authoritarian administrations. Attitudes and feelings of pupils of democratic schools were proved different from attitudes and feelings of pupils of authoritarian schools, the democratic pupils expressing the more favorable attitude toward their school.<sup>3</sup>

Additional data on the development of hostility which has a bearing on the cause of vandalism has been demonstrated experimentally by Kurt A. Lewin, Ronald Lippitt, and R. K. White, and

---

<sup>1</sup>"Youth Replies to Vandalism--Pro and Con Discussion," Scholastic, LXII (April 15, 1953), pp. 7-9.

<sup>2</sup>Michelson, "Vandalism in Our Schools," p. 15.

<sup>3</sup>Honor E. Maynard, "A Study of Pupil Human Relations Within the School as Influenced by the Principal's Pattern of Behavior" (unpublished Ed.D. dissertation, University of Florida, 1955), p. 156.



by T. W. Adorno, E. Frenkel-Brunswik, D. J. Levinson, and R. N. Sanford. In the Lewin, Lippitt, and White study, three groups of children working on the same problem were subjected to experimental "social climates." In the first group, all work, policies, and discipline were determined by the adult leader. In the second group, there was complete freedom for the group and each individual in the group to do as they wished. In the third group, all policies were determined by group discussion in which the leader assumed his place as a probably more experienced but equal member of the group.

Data were collected via motion pictures and by sound recordings. Upon analysis, it was found that hostility and overt aggression were 30 times more pronounced in the first group operating under the authoritarian control of the adult. None of this aggression was directed against the group leader. On days of transition to a less rigid social climate (i.e., group 1 children to group 2 or 3 climates), outbursts of aggression increased.<sup>1</sup>

Adorno et al. lend further credence to the hypothesis that authoritarian relationships develop increased hostility; that

---

<sup>1</sup>Kurt A. Lewin, R. Lippitt, and R. K. White, "Patterns of Experimentally Created Social Climates," Journal of Social Psychology, X (March, 1939), pp. 273 ff.

individuals with authoritarian personalities need to exploit others to maintain their own personality integration.<sup>1</sup>

As attractive as the hypothesis is that authoritarian principals may have a direct bearing on the amount of vandalism committed to their schools, two studies did not mention this as a causal factor. In a review of 37 sources treating juvenile delinquency, Brickman did not mention either vandalism or the effect of authoritarian school attitudes on juvenile delinquency.<sup>2</sup>

More recently, a study of some 300 school administrators in the continental United States indicated that school administration had little effect on vandalism. When asked, "To what extent is the school itself (because of its program, its administration, or its policies) responsible for the current vandalism?" nearly 75 per cent replied that the school was responsible very little or only to a minor degree.<sup>3</sup>

Defacement of the school was shown both in the Goldman study and that of Clem to be a reaction to actions by the school

---

<sup>1</sup>T. W. Adorno, E. Grenkel-Brunswik, D. J. Levinson, and R. N. Sanford, The Authoritarian Personality (New York: Harper and Brothers, 1950).

<sup>2</sup>Brickman, "Causes and Cures of Delinquency," passim.

<sup>3</sup>"Vandalism; School Administrators Opinion Poll Findings," Nations Schools, LXVI (December, 1960), p. 55.

custodian. Students made a game of defacing walls as quickly as the harassed and openly hostile custodian removed the graffiti.<sup>1</sup>

From a sociologist's viewpoint, there is reason to believe that while young people frequently act out, it is because they want in. While some behavior is anti-social or even self-destructive, it is to some extent a way of letting society know the concerns of youth. We need to recognize the right of young people to have a say about, and an impact upon, the institutions of society--those institutions established to train, educate, serve, and control youth as well as those institutions responsible for the broader affairs of society.<sup>2</sup>

### Societal Injustice

Vandalism is considered by some as an outgrowth of hostility and frustration toward society by youth. The very definition of vandalism is based on societal values of what is good to society and what is not. Youth react against their society for one reason or another when they vandalize school property.

Cloward and Ohlin generalized by stating that

Deviance ordinarily represents a search for solutions of adjustment. As we noted, deviance may be understood as an

---

<sup>1</sup>O. M. Clem, "Public Opinion of Pupils as a Force in Administration," School Activities, XXII (October, 1950), p. 45.

<sup>2</sup>Burns and Stern, "Prevention of Delinquency," p. 357.

effort to resolve difficulties that sometimes result from conformity. In this sense, deviance is not purposeless, although it may be random and disorganized.<sup>1</sup>

In his descriptive statement, Lippman concurred with Cloward and Ohlin, stating that vandalism often occurs in situations in which the culture imposes too many restrictions or penalties when laws of aggression are violated. He gave examples of different cultures where this took place.<sup>2</sup>

All too many times it is attempted to view the problems of deviance and vandalism in extreme statements of absolutes. Behavior of delinquents is not in fact 100 per cent deviant in nature. Cloward and Ohlin hold that most of the behavior of delinquents conforms to conventional expectations; their violations of official norms are selective, confined to certain areas of activity and interest.<sup>3</sup>

As serious as vandalism is to society, particularly the schools, vandalism is not a widely engaged-in activity of American youth. It will be shown that only a small percentage of youth do vandalize. Studies to be cited show that some socio-economic

---

<sup>1</sup> Cloward and Ohlin, Delinquency and Opportunity, p. 38.

<sup>2</sup> Hyman S. Lippman, "Vandalism As an Outlet for Aggression," Federal Probation, XVII (March, 1954), pp. 5-6.

<sup>3</sup> Cloward and Ohlin, Delinquency and Opportunity, pp. 19-20.

groups vandalize more than others, and that there is a difference across racial lines in the proportions of children who vandalize.

Vandalism and destruction of property concerns the adult American public because this is contrary to one of the most dearly held norms of the society. Yet respect for property apparently is valued by youth as well, as was indicated by two studies of self-admitted deviant acts by youth of two diverse subcultures. Short, Tennyson, and Howard gathered from detached social workers working intimately in the field with sixteen "delinquent gangs" in Chicago the following data about the deviant acts they had engaged in. Of the total respondents, only 46.3 per cent of the youth reported in engaging in vandalism as compared to 90.6 per cent who reported hanging around on the street, 86.5 per cent drinking, 74.7 per cent loitering, and 74.1 per cent who reported sexual intercourse.<sup>1</sup>

David R. Heise reported a study of 753 college undergraduate students. He surveyed both their deviant behavior and their condemnations of types of deviant acts. In ranking a list of 29 types of deviant acts, the group listed "destruction of property" as the second most condemned behavior. School vandalism was ranked fifth in the list. Destruction of school and library books came tenth,

---

<sup>1</sup>James F. Short, Jr., Ray A. Tennyson, and Kenneth I. Howard, "Behavior Dimensions of Gang Delinquency," American Sociological Review, XXVIII (July, 1963), p. 411.

and defacement of toilets was ranked fifteenth, or midpoint, in the list.

When queried about engaging in the above sanctioned behavior, only 15 per cent reported vandalizing schools, 29 per cent reported destroying property, 30 per cent reported destroying books, and 36 per cent reported defacing toilets.

Heise analyzed the personalities of the respondents and found that students characterized as "wild ones" tended to destroy property and vandalize schools among their other wild behavior. Students who were classified as "indirect aggressors," who acted more covertly and deviously, also tended to destroy property and vandalize schools frequently. Students who displayed "rebellious" characteristics tended to destroy books, vandalize schools, and deface toilets frequently in their reported deviant behavior.<sup>1</sup>

In another study of delinquents, in this case institutionalized delinquents, Matza asked the delinquents their judgments on the desirability of having for friends boys who engaged in vandalism, auto theft, and stealing bicycles. The delinquents were given four choices of responses: "approve," "indifferent," "mild

---

<sup>1</sup>David R. Heise, "Norms and Individual Patterns of Student Deviancy," Social Problems, XVI (Summer, 1968), pp. 79-82.

disapproval," and "indignation." The responses are summarized in Table 1.<sup>1</sup>

TABLE 1  
DELINQUENTS' JUDGMENT OF BOYS  
WHO COMMIT VARIOUS DEVIANT ACTS

Act	Approve	Indifferent	Mild Disapproval	Indignation
Vandalism	1%	58%	30%	11%
Auto Theft	2	46	22	30
Bike Theft	4	60	22	14

These 3 studies of such diverse subcultures in American society lead to speculation if vandalism is indeed such a major deviant behavior in the United States. Perhaps it is not as severe a problem sociologically as others we face. What would happen if a larger percentage of youth engaged in vandalism and destruction of property? These 3 studies prompted speculation also that while they represented youth roughly ages 14-22 years, what is the percentage of younger age groups who vandalize?

---

<sup>1</sup>David Matza, Delinquency and Drift (New York: John Wiley and Sons, Inc., 1964), p. 49.

Investigating a younger age group, Dentler and Monroe compared the vandalism reported by non-urban seventh and eighth grade children with their admitted theft patterns. They reported that of 529 children who admitted no thefts, 87 per cent of them reported that they had never engaged in vandalism. Of 304 children who admitted to some theft, 56 per cent reported that they, too, had never engaged in vandalism. Of the 79 children admitting to a high amount of theft, only 38 per cent could report that they had never engaged in vandalism.<sup>1</sup>

Another study cut across status group levels in seeking to find answers to delinquency. In the study matched groups of delinquent and non-delinquent youth were queried as to their deviant behavior. Their answers were factored by their social status assigned by parent's occupations.

All status groups reported committing similar deviant acts, but the middle status group, comprising 55 per cent of the total sample, exceeded the other groups in:

- |   |                                  |
|---|----------------------------------|
| 1) General traffic offenses                       | (63% of <u>total</u> violations) |
| 2) Theft and forgery                              | (90% of <u>total</u> violations) |
| 3) Defying people other than<br>their own parents | (83% of <u>total</u> violations) |

---

<sup>1</sup>Robert A. Dentler and Lawrence J. Monroe, "Social Correlates of Early Adolescent Theft," American Sociological Review, XXVI (October, 1961), p. 739.



4) Property violations of all types including:

breaking and entering (67% of total violations)

destroying property (70% of total violations)

arson (84% of total violations)

5) Armed robbery (87% of total violations)<sup>1</sup>

Arithmetically, this would yield only about 49% of the total sample that committed acts of destroying property, the closest category to the study of school vandalism. This percentage closely compared to the studies previously cited.

A study in which juvenile offenses were studied from the perspective of census tract locations to show both ethnic and socio-economic characteristics of offenses was conducted in Indianapolis, Indiana. In 1958-1960, the juvenile court referrals were studied by Chilton. In sorting the specific offenses for census tracts grouped by median family income, he found that children from higher income tracts found their way to court less often than those from lower income census tracts. However, the children from higher income tracts were found in court more often than their total numbers would warrant for such offenses as traffic violations, liquor violations,

---

<sup>1</sup> LaMar T. Empey and Maynard L. Erickson, "Hidden Delinquency and Social Status," Social Forces, XLIV (June, 1966), p. 551.

curfew violations, incorrigibility, car theft and vandalism. An interesting pattern emerged here as corroborated by other studies. The offenses involving property damage, but no permanent gain to the offender, such as car theft, trespassing, and vandalism, were committed more frequently than would be expected from children of high income tracts.<sup>1</sup>

Conversely, children from low income tracts were less frequently charged for these same offenses than would be expected by their total numbers referred to court. Vandalism for the whole study amounted for only 0.8 per cent of the total offenses referred to the juvenile court during the period studied.

Extremes for commission of vandalism by census tract study were 0.70 per cent for children in lowest median family income census tracts and 1.07 per cent for the children in the highest median income census tracts.

When the data were analyzed from the perspective of race, census tracts with less than 0.5 per cent Negro had children over-represented in juvenile court for offenses against property, such as auto theft, traffic offenses, burglary, trespass, and vandalism.

---

<sup>1</sup>Roland J. Chilton, "Middle-Class Delinquency and Specific Offense Analysis," in Middle-Class Juvenile Delinquency, ed. by Edmund W. Vaz (New York: Harper and Row, 1967), pp. 91-101.

They outranked Negroes by both total numbers and in proportions brought to court.

Children of predominantly Negro census tracts were under-represented in court for these same offenses. They were over-represented in court for such offenses as loitering, robbery, larceny, and carrying concealed weapons. Conversely, the children living in predominantly white census tracts were under-represented in court for these same offenses.

Only 0.57 per cent of total Negroes in the study were charged for vandalism, as compared to 0.92 per cent of total white offenders. This percentage of actual arrests for vandalism is surprisingly small (0.8 per cent) when compared to the admissions of vandalism by both delinquent and non-delinquent children in other studies. This study probably is of greater value in pointing up that specific offense patterns vary from race to race and income group to income group.

Another study conducted in one high school of a middle class suburban community related that vandalism was admitted by 71.1 per cent of boys and 28.9 per cent of girls ages 15 to 18.

When the components of "vandalism" were analyzed, in the rankings of 35 specific offenses, the following were found:

TABLE 2  
RANKINGS OF ACTS OF VANDALISM  
BY SELF-ADMISSIONS OF BOYS AGES 15-18

Rank	Offense	% Boys Admitting
9	Purposely damaged or destroyed public or private property	47.4%
14	Painted and chalked trimming on statues or buildings	39.2
16	Broken street lights or windows in a public building	36.0
29	Set fires in buildings or on grounds where they were not intended	11.2
31	Entered a commercial or public building and wrecked-up things	6.0

Source: Nancy Barton Wise, "Juvenile Delinquency Among Middle-class Girls," in Middle-Class Juvenile Delinquency, ed. by Edmund W. Vaz (New York: Harper and Row, 1967), pp. 183-185.

Vaz reported a study of 1639 white high school boys grades 9 through 13 in four middle-class Canadian communities. The boys reported that by age 19, 52.0 per cent had destroyed or damaged public property of any kind, and that 7.5 per cent had broken into or tried breaking into a building with the intention of stealing.<sup>1</sup>

---

<sup>1</sup>Edmund W. Vaz, "Juvenile Delinquency in Middle-Class Youth Culture," in Middle-Class Juvenile Delinquency, ed. by Edmund W. Vaz (New York: Harper and Row, 1967), p. 137.

From these studies summarized in Table 3, which can hardly be considered conclusive but can indicate a possible generality, it appeared that only a relatively small number of children, even those labelled "delinquent," actually engage in vandalism. If the reports of the older respondents to these studies can be considered accurate and accumulative, it would tend to show that vandalism is not apparently an activity of only pre-adolescent children, but a behavior engaged in sporadically or episodically through life.

Cloward and Ohlin believe that each individual fills a position in both legitimate and illegitimate opportunity structures.<sup>1</sup> This is in contrast to the Anomie theories such as those of Merton,<sup>2</sup> that view the individual in terms of only the legitimate opportunity structure.

The cultural-transmission and differential association tradition,<sup>3</sup> on the other hand, assumes that access to illegitimate means is variable, but it does not recognize the significance of comparable differentials in access to legitimate means.

---

<sup>1</sup>Cloward and Ohlin, Delinquency and Opportunity, pp. 150-152.

<sup>2</sup>R. K. Merton, Social Theory and Social Structure (Glen-coe, Illinois: Free Press, 1957), pp. 145-146.

<sup>3</sup>E. H. Sutherland, Principles of Criminology (Philadelphia: Lippincott, 1947), pp. 7-8.

TABLE 3

PERCENTAGES OF YOUTH VANDALIZING PROPERTY AS REPORTED  
IN SEVEN SOCIOLOGICAL STUDIES

Percentage of Youth Vandalizing	Study Identified	Source of Information
0.8%	Chilton	Court referrals for two years in Indianapolis, Indiana
15.0	Heise	Self-admissions of college undergraduate students
26.1	Dentler and Monroe	Self-admissions of seventh and eighth grade pupils
46.3	Short, Tennyson and Howard	Self-admissions of members of sixteen delinquent gangs
49.0	Empey and Erickson	Self-admissions of matched samples of delinquents and non-delinquents
52.0	Vaz	Self-admissions of boys of four Canadian high schools
71.1	Wise	Self-admissions of boys in junior and senior years of a middle-class high school

Palmore and Hammond build on Cloward and Ohlin's generalizations and assert that lower socio-economic strata generally, and Negroes and boys especially, face more barriers to legitimate goals.<sup>1</sup> Their situation is more anomic. Similarly, school failure can be conceived of as another barrier to legitimate opportunity. Whether school failure stems from low intelligence or lack of motivation or deprived cultural background, it appeared clear to Palmore and Hammond that a youth failing or dropping out of school found more obstacles to the legitimate goals of our society than other youths.

They summarize by stating that (1) a deviant family background increases Negro, but not white, delinquency. (2) A deviant neighborhood increases male, but not female, delinquency. (3) Either kind of deviant influence increases delinquency more among those failing in school than among those succeeding. Taken together, these findings illustrate an implication of Cloward and Ohlin's theoretical work in which illegitimate as well as legitimate opportunity structures are related to delinquency.<sup>2</sup>

---

<sup>1</sup>Erdmon B. Palmore and Phillip E. Hammond, "Factors in Juvenile Delinquency," American Sociological Review, XXIX (December, 1964), p. 852.

<sup>2</sup>Ibid., p. 851.

Several writers have attempted to clarify the causes for crime and delinquency. While their writings express some, but not all, aspects of opportunities in legitimate and illegitimate structures, they do show strong relationships.

One of the major studies in the literature by the demographer Schmid stated that urban crime areas, including areas where criminals reside and where crimes are committed, are generally characterized by all or most of the following factors: low social cohesion, weak family life, low socio-economic status, physical deterioration, high rate of population mobility, and personal demoralization as reflected by attempted and completed suicide, drunkenness, and narcotics violation.<sup>1</sup>

Chilton from his findings suggested that delinquency appeared to be related to transiency, poor housing, and economic indices, this supporting the assumption of almost all sociological theories of delinquency, that delinquency in urban areas is predominantly a lower-class male phenomenon.<sup>2</sup>

Polk, in the context of his study of San Diego, found that a measure of ethnic status correlated more strongly with delinquency

---

<sup>1</sup> Calvin F. Schmid, "Urban Crime Areas: Part II," American Sociological Review, XXV (October, 1960), p. 676.

<sup>2</sup> Roland J. Chilton, "Continuity in Delinquency Area Research," American Sociological Review, XXIX (February, 1964), pp. 82-83.



areas than did indices of occupation of parents and general educational attainment of the area.<sup>1</sup>

Willie et al., in studying 6629 juveniles referred to juvenile court in Washington, D. C., for the period July, 1959, through March, 1962, made the following findings as they related to all 115 census tracts of the city. (1) Socio-economic status is related to juvenile delinquency; the lower the SES, the higher delinquency. (2) The higher proportion of broken homes, the greater the delinquency. (3) Any association between race and delinquency may be explained by differences in the socio-economic status and family composition of white and non-white populations.<sup>2</sup>

Society contributes another injustice to youth by having a lack of socially acceptable constructive activity to make young people feel worthwhile today, according to Goodman.<sup>3</sup> He held that this underlies much of the problem of juvenile delinquency. As youth are powerless, vandalism is spite, and as youth are humiliated, it becomes a vengeance.

---

<sup>1</sup>Kenneth Polk, "Juvenile Delinquency and Social Areas," Social Problems, V (October, 1957), pp. 214-217.

<sup>2</sup>Charles V. Willie et al., "Race and Delinquency," Phylon, XXVI (March, 1965), pp. 240-246.

<sup>3</sup>Paul Goodman, as cited in Senior Scholastic, XC (May 12, 1967), p. 22.

### Summary

This chapter reviewed and examined the historical and dollar trends of school vandalism. It reviewed the extensive literature dealing with the extent of vandalism in schools and measures taken to reduce its severity or curb its commission. The several social sciences were reviewed dealing with sociological and psychological explanations of delinquency in general and vandalism in particular. Studies into the self-admissions of delinquents and non-delinquents dealing with the specific types of delinquency and vandalism were reviewed. Research designs of several studies into juvenile delinquency were studied with the object of constructing an effective research design for this study. The next chapter will deal with the specific research design of the study.

## CHAPTER III

### THE RESEARCH DESIGN METHODOLOGY

#### Introduction

The purpose of this study was to determine if the authoritarian attitudes manifested by principals and custodians in schools of a Midwestern Industrial City might contribute more to the extent of school vandalism than the prevailing socio-economic conditions of the school community. The basic concern was that authoritarian attitudes of the school principal and custodian might unwittingly provoke damage to the school.

In addition, correlates of educational program and staffing, personal characteristics of the principal and custodian, and socio-economic characteristics of the school neighborhood were sought as possible predictive indicators of higher rates of vandalism. A research plan or design was evolved, aiming at bringing into relief significant distinctions between schools ranking differently on a damage scale.

### The Research Design

The research program or design was as follows:

1. The population studied would be the public elementary schools in a Midwestern Industrial City.
2. School vandalism would be rated by existing indicators in the records of the school district.
3. Questionnaires about personal background, attitudes, and evaluations of vandalism to the local school would be developed for principals and custodians in this study.
4. United States Census Records and other records of city agencies would be studied and analyzed for each school of the city. The emphasis would be on selection of such data that had strong predictive effect in other studies and the type of data readily available to those in the field for convenient replication.
5. The data would be analyzed, considering each school as a unit. The degree of association between extent of vandalism and other characteristic or item investigated was determined by use of a stepwise deletion of variables from a least squares (multiple regression) equation developed by the Michigan State University Agricultural Experiment

Station.<sup>1</sup> Use of the Michigan State University Computing Facilities was made possible through support, in part, from the National Science Foundation and the Research Budget of the College of Education.

Use of multiple regression analysis was suggested by sociologists as the most practical manner in which to analyze the large number of variables introduced into this study.<sup>2</sup> Items investigated were recorded in such a way as to be continuous data lending themselves to this manner of analysis.

---

<sup>1</sup>Michigan State University Agricultural Experiment Station, STAT Series Description No. 8: Stepwise Deletion of Variables from a Least Squares Equation (LSDEL Routine) (East Lansing, Michigan: Michigan State Computer Laboratory, 1968), 19 + ii pp., mimeographed.

<sup>2</sup>Donald J. Bogue and Dorothy L. Harris, Comparative Population and Urban Research via Multiple Regression and Covariance Analysis (Oxford, Ohio: Scripps Foundation, 1954), pp. 1-17;

Belton M. Fleisher, "The Effect of Income on Delinquency," American Economic Review, LVI (January, 1966), pp. 118-137;

Travis Hirschi and Hannan C. Selvin, Delinquency Research (New York: The Free Press, 1967), pp. 156-159;

United States Civil Rights Commission, Racial Isolation in the Public Schools, Volume II, Appendices (Washington: United States Government Printing Office, 1967), pp. 204-206.

### The Research Population of Schools

On the basis of discussions with research consultants, experts on school buildings and school administration, it was decided to survey the elementary schools of a particular Midwestern Industrial City whose school boundaries largely coincided with city boundaries.

After discussions with school personnel of the district involved, it was decided to survey all elementary schools of the district. Forty-three of the fifty elementary schools cooperated. The remaining seven were distributed randomly among the population of schools in terms of vandalism, location, socio-economic status of community, age and size of building. The forty-three elementary schools used in the study represented all strata of the city enumerated above. See Appendix D for a list of rankings of the schools showing how the missing schools ranked on certain characteristics.

### The Extent of Vandalism Rating

One characteristic of the vandalism studies in the literature was the lack of a common denominator for assessing extent of vandalism. Goldman's<sup>1</sup> study of Syracuse Secondary Schools represented

---

<sup>1</sup>Goldman, A Study of Vandalism, pp. 15-18.

the most comprehensive survey described. It was time-consuming and prohibitive to replicate. Also, it was a method unwieldy for use in the schools on a routine basis. It, too, did not assign a replicable dollar value to vandalism costs.

Making an objective assessment of vandalism difficult almost to the point of impossibility is the varying internal accounting methods of school districts. This condition is caused partially by necessity for parcelling out costs of restoration of vandalism. For example, the case of a vandal forcing a door lock involves the restorative services of a locksmith to repair the lock; a carpenter to repair gouged door and its casing; a painter to touch up paint or varnish; and, of course, the custodian who initially cleans up and makes the room habitable.

Generally school district maintenance accounting doesn't, to begin with, make note of actual vandalism, and the involvement of several semi-autonomous crafts makes a unified accounting of the total cost exceedingly difficult. Hidden costs of school district security investigators, inspection by maintenance supervisors and principal, and most importantly, inconvenience to teaching personnel further add to the true cost of vandalism.

Because of this, the chosen indicator for this study of vandalism of a Midwestern Industrial City was made the dollar cost of

glazing repairs. This is one item that is easily found in school district maintenance records because it involves only one craft and because windows are seldom broken except maliciously. Using this figure also has statistical justification. The Syracuse study found a .53 correlation between window breakage and overall damage ranking of school which took all forms of vandalism into account.<sup>1</sup>

As this study of a Midwestern Industrial City developed, this decision was justified, as window glazing costs here were found to correlate .6495 with total number of vandalism reports by the school security investigator.

#### Collection of Data

The following investigative procedures were used. Inventories measuring authoritarian attitudes and inventories measuring ideology regarding pupil control were transmitted to both principals and custodians for self-administration. In addition, custodians were asked to fill out an abbreviated Organizational Climate Description Questionnaire to ascertain the organizational climate dimensions of the school. All of these instruments will be described in detail later and can be found in the Appendices. The instruments were:

---

<sup>1</sup>Ibid., p. 23.



1. Rokeach Dogmatism Scale measuring authoritarian attitude of the subject.<sup>1</sup>
2. Pupil Control Ideology Scale measuring the pupil control ideology of public school professional staff members.<sup>2</sup>
3. Organizational Climate Description Questionnaire measuring teachers' and principals' behavior.<sup>3</sup>

Principals and custodians completed a personal data questionnaire and some questions relating to their evaluation of vandalism to their schools; information asked for were:

- a. school
- b. name
- c. sex
- d. marital status
- e. age
- f. present position
- g. how many years this position
- h. how many years this position in this school
- j. extent of education
- k. rate vandalism to school
- l. rate feelings of pupils toward their building

---

<sup>1</sup> Milton W. Rokeach, The Open and Closed Mind (New York: Basic Books, 1960), 447 + xv pp.

<sup>2</sup> Terry L. Eidell, "The Development and Test of a Measure of the Pupil Control Ideology of Public School Professional Staff Members" (unpublished Ed.D. thesis, Pennsylvania State University, 1965), 95 + v pp.

<sup>3</sup> James L. Pritchard, "Validation of the Organizational Climate Description Questionnaire Against Perceptions of Non-Faculty School Personnel" (unpublished Ed.D. dissertation, Stanford University, 1966), 149 + x pp.

- m. indicate who causes the most vandalism
- n. rank in 1, 2, 3 order most important reasons people vandalize
- o. estimate percentage of pupils in school who vandalize their own building
- p. estimate total numbers of people using building after hours.

Principals were asked to complete an educational characteristics questionnaire of their school asking for the following information:

- a. total enrollment
- b. numbers pupils left or transferred
- c. numbers Negro pupils
- d. classroom ratio
- e. how many days per week special personnel in building
- f. percentage of total classroom teachers new to the school
- g. what percentage of these inexperienced
- h. rate vitality of P. T. A.
- j. estimate percentage of families actually participating in P. T. A.
- k. estimate community spirit of school area
- l. is there a community school program
- m. how many community school program activities
- n. how many different school sponsored activities
- o. how many non-school sponsored activities
- p. estimate percentage broken homes
- q. estimate percentage families on A. D. C.
- r. estimate percentage families on other relief
- s. is school undergoing social change

These instruments can be found in the Appendices. They were transmitted to principals at a regularly stated administrative meeting. Copies for custodians were attached. Individually pre-addressed and postage laden envelopes were prepared for custodian

and principal to return materials. After follow-up letters, a return of 86 per cent usable pairs of instruments was accomplished.

### Description of Instruments

#### Rokeach Dogmatism Scale

The Rokeach Dogmatism Scale is an instrument to measure authoritarian attitudes. This instrument has been standardized for over 15 years and has been used with a variety of social and educational groups both in the United States and abroad. It consists of questions such as, "I often have felt that strangers were looking at me critically."

The respondent was asked to mark one of the following to indicate how he felt about the statement.

- +3 I agree very much
- +2 I agree on the whole
- +1 I agree a little
- 1 I disagree a little
- 2 I disagree on the whole
- 3 I disagree very much

The higher total score, the greater the respondent's degree of authoritarianism.

#### Eidell Pupil Control Inventory Scale

This instrument was used to see how a person's authoritarian attitude manifested itself in the way he felt toward pupil

discipline. Also its relationship with total school vandalism was to be studied. While designed for use with teachers and principals it was decided to employ this with custodians, as they are involved, too, in the day-to-day operation of the school.

This twenty item instrument consisted of statements such as, "It is desirable to require pupils to sit in assigned seats during assemblies."

The respondent was asked to mark one of the following to indicate how he felt about the statement.

- SA Strongly Agree
- A Agree
- U Undecided
- D Disagree
- SD Strongly Disagree

A score was computed by using various weights for the responses. Higher scores would indicate a more custodial or authoritarian ideology toward pupil control.

#### Organizational Climate Description Questionnaire

This instrument was originally developed by Croft and Halpin<sup>1</sup> to measure the social interaction between the principal and the teachers. They essentially were thinking about the "social

---

<sup>1</sup>Andrew W. Halpin and Don B. Croft, The Organizational Climate of Schools (Washington: United States Government Printing Office, 1962), pp. 4-7.

component" of the organizational climate. Such a climate has been described as the interaction between the task achievement and need-satisfaction dimension within an organization. If this new concept does embody important dimensions of interpersonal relationships in terms of individual needs and organizational goals, its use in educational research is justified.

Pritchard was convinced that if teachers can effectively perceive essential qualities of teacher-principal social interaction using the O.C.D.Q., then the school secretaries, custodians, cooks, bus drivers and other non-faculty personnel are also in a position to "feel" the atmosphere of the school.<sup>1</sup> His study elicited the perceptions of these personnel, and compared them to non-participant observer perceptions of the same school by a project team from Stanford University. From this study he developed an instrument of sixteen items that measured the eight dimensions of Croft and Halpin's organizational climate.

Items in the test were like, "Teachers exert group pressure on non-conforming faculty members."

The respondent was asked to mark one of the following to indicate how he felt about the statement.

---

<sup>1</sup>Pritchard, Validation of the O.C.D.Q., pp. 7-8.

1. Rarely occurs
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs

A score was computed by using various weights for the responses. Particular items combined would give scores for each of the eight dimensions of the organizational climate.

Rather than analyzing the organizational climate of the particular schools, the data from the instruments in this study were to be analyzed to glean behavior characteristics in the eight dimensions of organizational climate that might have a significant relationship with school vandalism.

## CHAPTER IV

### ANALYSIS OF DATA AND FINDINGS

#### Introduction

The statistical findings regarding the determination of the best set of items to predict school vandalism are reported in this chapter. The first section of findings concerns itself with the results of the multiple regression equation that studied 23 variables in order to find the highest items predictive of school vandalism. Following this, data are presented to prove or disprove the guiding questions for this study. Then a brief statement will be made about the appropriateness of the various standardized instruments used in the collection of data for this study.

#### Predictive Items Yielded by Regression

The forty-three schools were compared on a number of characteristics. Some eighty-five separate items were studied by a multiple regression technique<sup>1</sup> to isolate those items which

---

<sup>1</sup>Michigan State University Agricultural Experiment Station, STAT Series Description No. 8.

interacted simultaneously in such a manner to provide the best predictive items for high rates of school vandalism. The first computer run was an eighty-five by eighty-five multiple regression matrix using minimum significance, .05. Nine separate equations yielded a total of twenty-three items with high partial coefficients.

A twenty-three by twenty-three matrix was next run, using the highest rated items by the previous nine equations. The purpose for this second computer run was to "wring out" from the data a set of items predictive of school vandalism. Significance was set .01.

Results are summarized in Table 4 and Table 5. Table 5 summarized the statistical analysis for the four best predictive items determined. The multiple correlation coefficient for this final equation was 0.9136.

In the following reporting, correlation coefficient value of .6000 and above will be considered as "strong," .5000 to .6000 as "moderate," .4000 to .5000 as "limited," and .3000 to .4000 as "suggestive."

### Description of Predictive Items

#### 1. Custodians Who Under-rate Vandalism to School

The first highly ranked predictive item was the way in which the custodian rated the vandalism to his school. Since 74.5



TABLE 4

**PREDICTIVE VALUE OF 23 OF 85 VARIABLES  
TO PREDICT VANDALISM IN STUDY OF 43 SCHOOLS**

<b>Rank</b>	<b>Item Description</b>	<b>Source</b>
1.5	Custodians Who Under-rate Vandalism	Instrument
1.5	Per Cent of Population Negro	Census
3	Per Cent of Families on A. D. C.	Instrument
4	Per Cent of Families Participating in P. T. A. as Estimated by Principal	Instrument
5	Low Amount of Services by Remedial Reading Specialist	Instrument
6	Total Building Enrollment	Instrument
7	Presence of Community School Program	Instrument
8	Computed Per Cent of Negro Pupils	Instrument
9	Per Cent of Local School Children Who Vandalize as Estimated by Principal	Instrument
10	Presence of Community School Director	Instrument
11	Per Cent of Boy Children, Ages 10-15	Census
12	Reasons People Vandalize, as Rated by Principal	Instrument
13	Teachers' "Disengagement" on O. C. D. Q. as Rated by Custodian	Instrument
14	Computed Per Cent of Pupil Transiency	Instrument
15	Principal's High Score on Rokeach Instrument	Instrument
16	Custodian's High Score on Rokeach Instrument	Instrument
17	Principals Who Rate Pride of Students Excessively High Toward Their School	Instrument
18	Vitality of P. T. A. as Rated by Principal	Instrument
19	Per Cent of Children Living in Broken Homes	Census
20	Number of Years Principal Has Been in Building	Instrument
21	Classroom Ratio	Instrument
22	Number Vandalism Reports by Investigator	Interview
23	Principal's "Aloofness" on O. C. D. Q.	Instrument

TABLE 5

## ANALYSIS OF VARIANCE FOR OVERALL REGRESSION

	Sum of Squares	d. f.	Mean Square	F	Sig. Level
Regression (About Mean)	4930515.59790	4	1232628.89947	47.9324	0.0005
Error	997206.68109	38	25715.96529		
Total (About Mean)	5907722.27905	42			

Observations = 43       $R^2 = 0.8346$        $R = 0.9136$        $\overline{R}^2 = 0.8172$       Standard Error of Estimate       $S = 169.3619$

Variable	Beta Weight	Standard Error of Betas	Significance	Partial Correlation Coefficients
Custodians who under-rate the vandalism to their school	0.35842	0.06873	0.0005	-0.64585
Per cent of population Negro	0.55928	0.08474	0.0005	0.73079
Per cent of families on A.D.C.	0.25774	0.08354	0.0040	0.44755
Per cent of families participating in P.T.A.	0.16735	0.06727	0.0170	0.37424

per cent of all custodians rated the vandalism to their schools as "low," this item might be considered as identifying the custodian who chronically under-rates the vandalism to his school.

As an illustration of how marked this personal behavior was, the custodians' rating of school vandalism correlated with the principals' rating only .4006. When correlated with actual dollar cost of window repair (which was used as the vandalism indicator in this study), the custodian's rating correlated negatively .5584. Similarly, his rating correlated with vandalism reports by the school district investigator negatively .4568.

## 2. Per Cent of Negro Population in School Area

Sharing the first most highly ranked predictive item for school vandalism was the percentage of Negro population according to the 1960 Census; the correlation between percentage of Negro population and school vandalism was .8109.

The reader should be informed that the percentage of Negro population per school area was different from percentage of Negro enrollment for two reasons. First, is that this city has an exemplary practice of transporting children from residential areas in an attempt to equalize educational opportunity. Secondly, the percentage of Negro enrollment for each school was a more recent

figure reflecting what little spatial mobility of that ethnic group and population increase since 1959. Consequently, while the Negro population figure in some cases was the stronger variable dealing with race, it was not necessarily the most relevant of the two.

In the simple correlations between all eighty-five items in this study, these two classifications based on race correlated .7705. However, in comparing percentage of racial enrollment to the vandalism of the school, the correlation was only .6666 compared to the .8109 for the Negro population.

### 3. Percentage of Families on A.D.C.

The third most predictive item of the study was the percentage of families living within the school neighborhood estimated by the principals as receiving "A.D.C.," or Aid to Dependent Children welfare funds. Generally, but not always, such families are broken, with only one parent in the home. The A.D.C. item correlated with the 19th ranked item, "Percentage of Children Living in Broken Homes," .7574; this item correlated with percentage of Negro population .5548; it correlated with percentage of Negro enrollment .6281; and its correlation with vandalism was .6187.

#### 4. Percentage of Families Participating in P. T. A.

While this item had a very low correlation with other items (only one above .3871), it apparently was a better predictive item in conjunction with other variables than many of the others. This ranking by principals of their P. T. A. correlated with their rating of the "vitality" of the P. T. A. in the building .5437.

This variable's relationship with school vandalism puzzled the investigator and others with whom he discussed the matter. In their experiences, a more active and concerned P. T. A. would be found in communities where, all other things being equal, little vandalism would occur. Despite this item's moderate correlation with the principals' rating of the P. T. A. vitality, it was suspect.

Subsequent to computer analyzation, actual membership figures of the Midwestern Industrial City Local Unit of the National Congress of Parents and Teachers were obtained from the State headquarters. Simple correlation between actual paid membership and principals' estimation of percentage of parents participating in P. T. A. computed separately from the multiple regression equation yielded a correlation of .0100.

Admittedly, many parents take part in some or all of a local P. T. A. unit's activities and never formally join and pay membership dues. However, this cross-check of principals' estimation

an

to

pr

be

ch

5.

re

wi

int

pre

.38

so

del

in

ano

ass

rel

for

hoo

and actual fact of dues paying membership forced the investigator to suspect the validity of the principals' rating of this variable.

This phenomenon, while casting doubt on one mathematically proven predictive item, does add a dimension to the principals' behavioral characteristics. This will be discussed in the following chapter.

#### 5. Amount of Remedial Reading Services

Fifth highest predictive item was the amount of services rendered a school by a remedial reading specialist. This correlated with vandalism negatively .0065, but apparently there was great interaction with the other variables to establish this item as a good predictor. In no case did it have a simple correlation higher than .3830.

Possibly the key to understanding why this item interacts so strongly is a sociological point of view. It is commonly held that delinquency comes about as a result of anomic conditions. Difficulty in learning to read and subsequent failure in school is such an anomic condition. If schools fail to remedy this particular school associated anomie, perhaps the vandalism will increase. This relationship could be paraphrased by saying that when pupils' needs for remedial reading services are not met, there is a strong likelihood that the school will experience greater vandalism.

6. Total Building Enrollment,  
Grades 1-6

This sixth highest predictive item had a simple correlation of .3187 with vandalism. From its relatively high predictive quality, the gross numbers of pupils enrolled in a school apparently, in conjunction with other variables, tended to influence the extent of vandalism. This was in direct opposition to the Goldman Syracuse Study which suggested strongly that in the secondary schools studied in that city, such a relation did not exist.<sup>1</sup>

7. Presence of a  
Community School Program

Schools with a Community School Program were indicated as the seventh highest predictor. The correlation of this item and the rate of vandalism was .6616.

8. Percentage of Negroes  
Enrolled in School

This eighth predictive item was discussed partially earlier when discussing the second item, Percentage Negro Population. This figure could be considered redundant when there is an active program of transporting Negro children to schools of greater

---

<sup>1</sup>Goldman, A Study of Vandalism, p. 20.



majority race enrollment. As mentioned, it is a more up-to-date figure reflecting population growth and some spatial mobility. It will be seen later that in one instance it is a stronger variable than Negro population.

9. Percentage of Local School  
Children Who Vandalize

Principals were asked to estimate how many of the children in their school actually vandalized the school; their replies correlated only .2112 with actual vandalism.

While the principal's estimation of how many children vandalized his school had little direct correlation with other predictive items, it apparently had a high interaction in conjunction with them.

Custodians were asked the same question; the correlation between their responses with the principal's was .0463. Principals' mean estimate was 1.3 per cent while the custodians' mean was 2.7 per cent children vandalizing.

10. Presence of a Community  
School Director

This item was largely redundant because a community school program is built around the services and leadership of a Community School Director, who is a trained person in education, recreation, and human relations. Its high ranking as a predictor

of vandalism emphasizes the need for ascertaining the antecedents of this relationship.

11. Percentage of Boy Children,  
Ages 10-15 Years

This item was derived from the 1960 Census. It was assumed for this study that this age span is the "prime time" for boys committing school vandalism, particularly the less sophisticated form of window breakage. Independently, it had low correlations with other items introduced simultaneously into the study. For example, it correlated with vandalism .3817. Apparently, it interacted strongly enough with the other items to account for its relatively high predictiveness.

12. Reasons People Vandalize as  
Rated by Principal

This item was actually the principal's second choice as to why people vandalized schools. They indicated on this item that people vandalized the school for two major reasons: 1) for "kicks and pleasure," and 2) "nothing else to do."

Study of responses of principals' first choices of why people vandalized schools (which correlated -.1840 with the second choice response) was that 44 per cent of the principals felt that people vandalized first for "kicks and pleasure"; about 21 per cent

felt that schools were vandalized for profit of the looters; another 21 per cent feeling that the vandals had nothing else to do. All of these responses, as was the case with the more highly predictive second choice response by the principals, were indicative of anomic conditions in the neighborhood.

However, both these items correlated very weakly with median family income, percentage of workers employed as operatives, etc., percentage of Negro population, percentage of adults over age 25 who have completed less than 5 years of school, and other data from the Census normally considered as indicators of anomie.

13. Teachers' "Disengagement" on  
O.C.D.Q. as Rated by the  
Building Custodian

This was one subtest on the abbreviated Organizational Climate Description Questionnaire, measuring the dimension of teachers' behavior termed "disengagement" by the authors of the questionnaire. They described disengagement as indicating that the teachers do not work well together; that they pull in different directions with respect to the task; they gripe and bicker among themselves.<sup>1</sup>

---

<sup>1</sup>Halpin and Croft, Organizational Climate, p. 40.

While teacher performance was not basically one of the areas of this study, it does reflect on the behavior of the administrator as perceived by the custodian who rated the school climate by the eight dimensions of Croft and Halpin's instrument.

This item correlated with vandalism only .0747; again, assuming that this item had a strong interaction with other items to account for its predictive strength.

14. Computed Percentage of  
Pupil Transiency

While this item also had low simple correlations with most items, it was a good indicator of interactive effect in conjunction with other variables. It correlated with vandalism only .1593; a directional indicator only of anomic social conditions.

15. Principal's High Score  
on Rokeach Instrument  
16. Custodian's High Score  
on Rokeach Instrument

These scores resulted from self-administered instruments to ascertain the extent of authoritarian attitudes people held. In themselves, these two items had low correlations with other items studied; their highest correlations being with items wholly outside of what is considered parts of respondents' own personalities or

behaviors. Their correlations with actual vandalism were  $-.3724$  for principals and  $.0723$  for custodians.

The mean scores of the two groups studied here were compared with Rokeach's own validation studies. The mean score corresponding most closely with the custodians' mean score of  $175.2093$  was that of working men in Great Britain, whose mean score was  $175.8$ . This score of custodians was well above Rokeach's definition of "authoritarian." On the other hand, the principals' mean score of  $132.1860$  was less than several groups at Ohio State University, whose mean scores of about  $142$  were typified as "non-authoritarian."

The standard deviations of about  $29.6$  for this study were greater than the  $26$  to  $28$  range of standard deviations reported by Rokeach.<sup>1</sup>

The interaction effect was here. It could be demonstrated that the principals' and custodians' authoritarian attitudes did have an effect on vandalism, but not to the direct extent envisioned at the commencement of this study.

#### 17. Principals Who Rate Pride of Students Toward School Excessively High

The item asking principals to rate the sense of pride their pupils have in their school correlated  $-.0380$  with vandalism. The

---

<sup>1</sup>Rokeach, Open and Closed Mind, p. 90.

highest correlation this item had with another was .6555 with the principal's estimate of percentage of children who vandalized their school. Since both of these items had very low correlations themselves with the actual extent of vandalism, they must be considered together as a characteristic of the principal's behavior that may lead to interaction with other variables to the extent of vandalism.

18. Vitality of P. T. A. as  
Rated by Principal

While this item correlated with vandalism only .2486, it was a little stronger in itself than some of the other items shown to be overall predictors. It had a simple correlation of .5437 with number of families estimated by the principal to be participating in the P. T. A., which was understandable. It had a surprising correlation of .4661 with the presence of a community school program in a building. It also had a correlation of .4572 with pupil transiency, which was unexplained at the time of the study.

19. Percentage of Children  
Living in Broken Homes

This item was one which would normally be considered an indicator of anomie. This item had correlations of .7574 and .5548 respectively with percentage of families on A. D. C. and percentage of population Negro; further, this item had a simple correlation of

.6269 with the vandalism of the school. Despite these high simple correlations, this item was not as good an overall predictor as some of the other items.

#### 20. Number of Years Principal Has Been In Building

While this item had no simple correlations over .3500, it did have some predictive quality. It was indicated in the Goldman study that frequent administrative staff turnover increased disorganization and probability of deviant behavior by the pupils.<sup>1</sup> However, Goldman did not make any statistical analysis of years spent in building by the principal as was done here. This correlation of -.2681 with vandalism would appear to corroborate his finding in directionality if not in strength of relationship.

#### 21. Classroom Ratio

Expressed in terms of one teacher per so many children, this ratio had a high correlation with a number of the other better predictors. It had correlations with presence of community school program and community school director of .6472 and -.6323 respectively. It had a negative correlation with percentage of families on A.D.C., -.6059, which may indicate that in schools with higher

---

<sup>1</sup>Goldman, A Study of Vandalism, p. 105.

concentration of such families the school system studied maintained a smaller classroom ratio. Classroom ratio correlated  $-.6008$  with vandalism.

22. Number of Vandalism Reports  
by School Investigator

Highest simple correlation by this item with another was with the actual extent of vandalism, correlation being  $.6495$ . To an extent, this may be redundancy.

This item also correlated highly with percentage of Negro population and Negro enrollment,  $.5776$  and  $.6106$  respectively. There were also limited correlations with higher classroom ratios, greater library services, and with schools located in areas of greater incidence of burglary.

23. Principal's "Aloofness" on  
O.C.D.Q. as Rated by the  
Building Custodian

A part of the previously described instrument, this item had no simple correlation greater than  $.3300$ . Apparently, this essential personality characteristic was interacting enough to make it a predictor as strong as it was.



### Examination of the Guiding Questions

Each of the seven guiding questions was studied and tested by the simple correlations that key items had with the other variables in this survey of one school district.

- I. In conjunction with other socio-economic forces operating, will vandalism be higher in schools with principals and custodians holding authoritarian attitudes?

#### Principals

Not necessarily, because the various indicators of authoritarian attitudes did not strongly correlate simultaneously with the other variables of the study to have a decisive effect. This attitude in the case of the principal was measured by several items. First, the high score on the Rokeach Dogmatism Scale; it correlated negatively with vandalism  $-.3724$ . This score in turn correlated with the Eidell Pupil Control Inventory  $.1567$ . This, it should be remembered, was an instrument to detect authoritarian attitudes about pupil control.

In comparing these scores with the dimension of the principal's behavior on the O.C.D.Q., please refer to Table 6. From these limited results, it must be assumed that dogmatism on the part of the principal had only minimal influence on the vandalism in

his school. However, as pointed out earlier, this item did have a fairly strong predictive effect when operating simultaneously with other variables. The directionality of the correlation between principal's dogmatism and actual vandalism might suggest that less dogmatic principals may occasion more vandalism to their school buildings.

TABLE 6

CORRELATION OF PRINCIPAL'S RESPONSES TO  
ROKEACH AND EIDELL INSTRUMENTS WITH  
FOUR BEHAVIOR DIMENSIONS OF O. C. D. Q.

Behavior Dimension	r with Rokeach Inst.	r with Eidell Inst.
Aloofness*	.2251	.1845
Production	.2217	.0711
Thrust	.0126	.1706
Consideration	-.0749	.0847

\*Please refer to Appendix B for descriptions of these behavior dimensions.

### Custodian

The score on the Rokeach Instrument correlated with vandalism .0723. Its highest correlation was with the Eidel Pupil Control Inventory Scale, .5879, which said something for the consistency of the man's philosophy. The correlations of the Rokeach

and Eidell instruments with the eight dimensions of the O. C. D. Q. were exceedingly weak.

From these limited results, it must be assumed that dogmatism on the part of the custodian had only minimal influence on the vandalism in his school. However, as pointed out earlier, this item did have a fairly strong predictive effect when operating simultaneously with other variables.

There were no significant patterns of effect of authoritarian attitudes of custodians or principals in school neighborhoods of varying socio-economic status.

## II. Will school vandalism be similar to overall rates to adult crime in the same area?

Crime rates for inclusive police districts were among the variables in the regression equation. Simple correlation of these crime rates produced evidence to answer this question affirmatively.

While the high correlation existed between vandalism and auto thefts and burglary, these two items did not have the overall predictive quality as other items studied. Examination of the four items on Table 7 show two that are characterized with young juvenile offenders--bicycle thefts and park vandalism; and two that are associated with adults--auto theft and burglary, the strong correlates

of school vandalism. School vandalism, then, to this extent was similar to adult crime rates in the same areas.

TABLE 7  
CORRELATION OF SCHOOL VANDALISM  
WITH COMMUNITY CRIME RATES

Specific Crime	r with Vandalism
Bicycle Thefts	.1118
Auto Thefts	.6108
Burglary	.6585
Park Vandalism	.0113

- III. Will enriched educational program and increased special child services in Low SES schools tend to decrease extent of vandalism ?

Simple correlations with a number of special child services to the schools shown in Table 8 produced evidence that caused a great deal of speculation.

These findings could have been interpreted as saying that the greater services of nurse, community school director, and librarian, and low classroom ratio led to higher incidence of vandalism. The investigator is forced to speculate that special educational personnel were placed in buildings already high in vandalism.

Also, could a larger school afford to have more services of nurse and librarian in contrast to smaller schools? Remember that total enrollment of a school has an influence on vandalism.

TABLE 8  
CORRELATION OF SCHOOL VANDALISM WITH  
EXTRA SPECIAL EDUCATION SERVICES

Service	r with Vandalism
Remedial Reading	-.0065
Speech Correction	.0076
Music	.0465
Physical Education	.0301
Nurse	.5298
Guidance Counsellor	-.1175
Social Worker	.1435
Community School Director	.5998
Librarian	.5852
Classroom Ratio	-.6008

Attention is drawn to the weak, but directional correlation of remedial reading services. As discussed earlier when the predictive equation was being examined, this one variable had a strong interactive effect with other variables in the multiple regression equation. There was more vandalism in schools with less remedial reading service.

IV. Does race enter into the extent of vandalism?

This has been shown already that two of the top ten predictors of vandalism are redundantly racial in nature. This was surprising to have racial indicators two of the strongest correlates with the dependent variable, vandalism. Per cent Negro population correlated .8108 with vandalism, and per cent Negro enrollment correlated .6666.

Normally in this type of research, the strongest correlates of race are with other socio-economic variables, not the dependent variable. Gordon cited findings of three studies of similar design in different cities.<sup>1</sup> In these instances, each socio-economic variable always had its highest correlation with another socio-economic variable.

V. Will vandalism be greater in schools with higher pupil transiency?

This variable correlated weakly with vandalism, .1593. However, its interaction simultaneously with other variables gives it strength as a predictor, as described before. While it is difficult

---

<sup>1</sup>Robert A. Gordon, "Issues in the Ecological Study of Delinquency," American Sociological Review, XXXII (December, 1967), p. 936.

to answer this question emphatically, it can be said that the relationship positively existed and must be accounted for in any causal theory of school vandalism.

- VI. Will increased adult use of building in after-school hours for enrichment, educational and recreational activities tend to decrease vandalism?

Correlations of the variables Presence of a Community School Program in a school and the Assignment of a Community School Director to a building were strong, correlating .6616 and .5998 respectively with vandalism. Study should be made of the antecedents of this relationship. Was the community school program instituted in schools of high vandalism hopefully for some ameliorating effect, or did its institution there bring about more vandalism?

Examination of the relationships of numbers of activities in buildings with vandalism was summarized in Table 9. Schools with community school activities had a .4955 correlation between the number of activities and vandalism. School activities outside the realm of community school activities had in those schools and the other schools a correlation .0882 with vandalism. Numbers of

activities held in school of a non-school nature correlated  $-.0529$  with vandalism.

TABLE 9  
CORRELATION OF SCHOOL VANDALISM WITH  
INCREASED ADULT USE OF BUILDING

Activity	r with Vandalism
Community School Program Sponsored Activity	.4955
Other School District Sponsored Activity	.0882
Non-School Sponsored Activity	$-.0529$
P. T. A. Vitality Rating	.2486
% Families Active in P. T. A.	.1284

P. T. A. activities and strength of the organization had a weak correlation with vandalism; vitality of P. T. A. correlating .2486 with vandalism and per cent of families active in P. T. A. correlated .1284 with vandalism. The vitality of P. T. A. did have a predictive quality when it was working simultaneously with other variables.

From the evidence found it appeared that increased use of the school building in after-school hours for enrichment, educational, and recreational activities tended to increase vandalism. Real question existed as to the antecedent order present between



increased vandalism and institution of the community school program, a fairly recent development in the public schools of this Midwestern Industrial City.

VII. Do size, age of building and other physical characteristics have an influence on the extent of vandalism?

It was thought at the outset of the study that age, enrollment, surrounding housing, building crowding, site size, etc., would have a significant bearing on the extent of vandalism. Data collected and analyzed in this study of one Midwestern Industrial City did not support such a hypothesis. Refer to Table 10.

TABLE 10

CORRELATION OF SCHOOL VANDALISM WITH  
SCHOOL PHYSICAL CHARACTERISTICS

Physical Characteristic	r with Vandalism
Age of Building	.1982
% Neighborhood Housing Sound	-.3169
Site Size	-.2555
Building Capacity	.2829
Building Utilization	.1914
Current Enrollment	.3187

All of the variables considered in the framing of this question did show a correlation in the right direction, but their strength did not justify the presumption of the question. The reader must be reminded that current enrollment did have strength as a predictive indicator when operating in conjunction with other variables of the study.

### Appropriateness of Instruments

The Rokeach Dogmatism Scale has been standardized long enough and used with enough groups to reliably measure authoritarian attitudes. Between the two groups measured in this study, the median scores showed distinct differences. Principals' mean score was 132.1860, below what was considered by Rokeach as non-authoritarian. Custodians' was 175.2093, typically authoritarian.

Considering the difference of education between the two groups, principals averaging a Master's Degree against 10.8 years of school completed by the average custodian; their age, 46.6 of principals, 52.4 of custodians, this instrument is assumed to have measured their attitudes reasonably accurately.

The Eidell instrument, a fairly recently developed instrument to assess pupil control ideology, validated with only 190 teachers and 22 administrators, did not seem to be as effective a measuring device as the Rokeach instrument. The mean score for principals

in this study was 46.3953, considerably below the mean score of 54 typed in the development of the instrument as "Humanistic" or opposite from "Custodial" or authoritarian attitude.

Custodians' mean score in this study was 64.6279, above the mean score for "custodial" or authoritarian philosophy of pupil control. This seems consistent judging from the correlation between the custodians' Rokeach scores and their Eidell scores, which was .5879.

The low score by principals on the Eidell instrument leads this investigator to speculate that the principals could see through the reasoning for administering this instrument, or were so imbued with verbalizing a humanistic approach to school discipline, that they so answered the instrument as to put themselves into the best light to the investigator. This might also have been a "Do as I say, not as I do" reasoning on their part.

Whatever the reason for the lack of discrimination of this instrument, an effort must be made to find a better tool to judge authoritarianism in school practices on the part of school principals before this study is replicated.

There was no cross check possible to evaluate the abbreviated O.C.D.Q. by Pritchard used in this study. It is assumed because of the wide ranging use of the basic instrument by Croft and

Halpin, and the meticulous validation that this abbreviated version received, that the two behavior dimensions pointed up in this study are done so accurately. Considering that the format of this instrument by Pritchard lent itself to self-administration by a relatively less educated group of individuals, this instrument was well chosen and did what it was hoped it would do.

## CHAPTER V

### SUMMARY, CONCLUSION, AND IMPLICATIONS

#### Introduction

Chapter IV described the findings of this study and presented a set of twenty-three predictive items that rank highest in relation to school vandalism. The chapter went on to test the guiding questions of the study and review the standardized instruments for the collection of the data.

This chapter will attempt to summarize these findings, weigh their validity, and present implications for action by the school district surveyed. Suggestions for further research into the areas of school vandalism and associated personnel behavior will conclude the thesis.

#### Role of the Principal

Of the twenty-three highest predictors of school vandalism, the nine relating to specific behavioral characteristics of school personnel are listed in Table 11. Of these, the two relating to

custodians are saved for the next immediate section to be discussed at length. The one item relating to teachers' behavior presented an unexpected, yet welcome fragment of information bearing on vandalism.

TABLE 11  
HIGHEST PREDICTIVE ITEMS OF STUDY  
RELATED TO BEHAVIOR OF SCHOOL PERSONNEL

Rank	Item
1.5	Custodians Who Under-rate Vandalism
16	Custodians High Score on Rokeach
13	Teachers "Disengagement" on O. C. D. Q.
12	Principals' Rating % Children Who Vandalize Their Own School
15	Principals' Score on Rokeach
17	Principals' Rating Pride Excessively High
20	Principals' Number of Years in Building
23	Principals' "Aloofness" on O. C. D. Q.

This information was obtained by the custodians' rating the school organizational climate on the O. C. D. Q. instrument specially adapted for non-faculty use. Hopefully, this finding of this study can serve as a clue for future investigations of school vandalism studying the role and influence of teacher behavior on vandalism. In this study, this item illuminated another facet of the principals' behavior.

Whether a lack of effective leadership by individual principals within the school district caused this variable to interact as strongly as it did or if it reflected a widespread malaise of teachers could be debated. In support of the latter alternative (these being only two of many alternatives), a historical note should be interjected.

The teachers of this school district had been working without a "union" contract for seven months of the school year. After continual negotiation for that period of time and months before, the teachers had finally called a strike the week previous to the transmission of the instruments of this study. This strike was acrimoniously received by the community; the school district and the patrons demonstrating to the teaching corps that they could and intended to keep schools open with or without the services of the teachers. The custodians' reactions to the items on the O. C. D. Q. relating to teacher behavior might have reflected the emotional aftermath of this series of events.

With these two possible causes of teacher "disengagement" in mind, it is possible that the teachers were manifesting this dimension of organizational climate. Children in their classes might mirror this lack of cohesion between staff by increased vandalism as their mode of adjusting to this unsettling situation.

Another aspect of teacher behavior that could have a bearing on school vandalism, but not touched upon by this study, are the teachers, themselves, manifesting authoritarian attitudes that are reacted against by children. This might prove a profitable topic for research.

The five measured behaviors by the principals in this study can be woven together to present a mathematically composite fabric of the administrator who tends to have more vandalism in his school. From the multiple regression equation, the five items in which the principal was asked to rate certain aspects of interpersonal relations around the school and evaluations of certain activities revealed that the principal was grossly unable to rate these things objectively.

Discussion has been made of the correlation between the principals' rating of P. T. A. vitality and numbers of parents active in P. T. A. with the actual paid memberships in the National Congress of Parents and Teachers (.0100). Of all persons, a principal should be able to effectively rate the vitality of his P. T. A. Studying the correlates of these rating questions with the number of years a principal has been in that particular building, no correlations of even "suggestive" strength are found. In examining the total number of years a principal has served in that capacity, there was no strong correlations found with any of these variables, either.



Consider another area of rating peoples' behavior: the questions asking the principal to determine what percentage of his pupils actually vandalized the school, to indicate reasons why people vandalized, and to rate the degree of pride children had in their school. All of these had a low correlation with actual vandalism to the school. Considering the exceedingly low scores on the Rokeach Dogmatism Scale and their consistently under-rating key variables of human behavior, and over-rating of P. T. A. activities, it might appear that the principals were overly enthusiastic and too willing to think the best of people even when conditions apparently do not warrant it.

In addition, the composite principal tends to be "aloof" as measured by the high score on the O. C. D. Q. In schools of characteristically "open" organizational climates, as shown by Pritchard,<sup>1</sup> the "aloofness" dimension of the O. C. D. Q. is manifested by a principal that is "kindly, warm, trustful, assertive, self-assured, simple, unpretentious, high social values."

These are personality traits that have been admired, recommended, and cultivated by school administrators. In view of conventional wisdom, these attributes in themselves should be sufficiently good human relations characteristics to forestall pupils'

---

<sup>1</sup>Pritchard, Validation of the O. C. D. Q., p. 134.

reaction toward school in terms of vandalism. The only speculation this investigator might make is that perhaps this style of leadership by a principal is not the most effective model that could be used in the social situations where this study was made.

### Role of the Custodian

Since one highest ranked variable of this study as it related to vandalism in the school was the way in which the custodian rated the extent of vandalism to his school, it is well that this person and his responses be examined at length. When this study was planned, it was hypothesized that the beliefs and behaviors of the principal and the custodian, as being two major authority figures in the elementary school (and sometimes the custodian being the only male authority figure), would influence the extent of vandalism to their building.

The custodians in this study have high scores on the Rokeach Dogmatism Scale. Their mean score of 175.2 was higher than most other mean scores reported in Rokeach's own validation studies.<sup>1</sup> However, in the simple correlations the relative highness of the Rokeach score with the actual extent of vandalism was only .0723.

---

<sup>1</sup>Rokeach, Open and Closed Mind, p. 90.

This correlation could give only an interpretation of directionality. While the high dogmatism of the custodians did have an influence of school vandalism in conjunction with the other variables of the study, it did not have the marked effect hypothesized at the commencement of this study.

The custodians' rating of vandalism correlated with the actual extent of vandalism  $-.5584$ , and also correlated negatively to the number of vandalism reports  $-.4568$ . Their rating of vandalism correlated with the principals' ranking of the same question  $.4007$ , which suggests that custodians were not overly influenced by the principals' feelings in the matter. Assuming this independence of thought, other correlates of the custodians' ratings of vandalism were examined.

Their rating of vandalism correlated with the presence of a community school program  $.4845$ , which would be understandable according to the overall relation of the extent of vandalism with the community school program. However, the custodians' rating of vandalism correlated  $-.4051$  with the number of community school activities. This negative relationship suggest that perhaps, in answer to a question raised in Chapter IV, the high relationship between community school programs and vandalism is due more to the initial location of the program rather than the extent of the program.

The custodians' ratings of vandalism correlated with higher classroom ratios .4317, giving a limited relationship; similarly the suggestive correlation of .3187 between vandalism and enrollment of the building.

Another rating that the custodians were asked to make about their schools was the degree of pride the students in the school had for it. There were many correlates for this rating that had suggestive rankings with the custodians' rating. While pride correlated with actual vandalism only .1067, this many correlates with their rating on it tell something about the custodians' sensitivity of the school and community environment and the part it plays on children's outlook on life. These relationships were more pronounced than the principals' responses to the same question. See Table 12 for the correlates.

After seeing the custodians' sensitivity to such a broad range of environmental variables as displayed in Table 12 and considering his high degree of authoritarian attitude, this investigator is forced to speculate that the weight given to the custodians' rating of vandalism by the regression equation wasn't completely justified. It might have been well to have made the question more specific and quantitative than it was.

Could the custodians have purposely rated the vandalism of their schools low? Were they really that unaware of vandalism?

Could they have felt on the defensive, feeling someone was going to rate their efficiency as custodians? Or could their pride be so much involved with attacks to their school that they were unwilling to admit that they could not cope with this external force?

TABLE 12  
CORRELATIONS BETWEEN  
CUSTODIANS' RATING OF PUPIL PRIDE  
IN SCHOOL WITH ENVIRONMENTAL VARIABLES

Environmental Variable	r with Rating of Pupil Pride
% Negro Enrollment	.4537
Average Family Income	-.4275
% Broken Homes (Principal's Estimate)	.4212
% Housing Built Before 1939	.4082
Teachers' Disengagement	.4170
Years in Building as Custodian	.3844
Site Size	-.3778
% Broken Homes (Census)	.3711
Teachers' "Intimacy"	-.3667
% Families on A.D.C.	.3592
% Voters Actually Voting	-.3537
Auto Theft Rate	.3526
Community School Program	.3465
Burglary Rate	.3266
Adults over 25, Less than 5 Years of School Completed	.3087

For these reasons, and the possibility of a poorly worded question, the investigator wonders if the custodians' characteristically

low response to the question asking them to rate the vandalism was, instead of being causal, more of a response to the condition in which they found themselves?

### Role of the Environment

Examination of the twenty-three best predictive items of this study revealed a great number of interrelated sociological factors beyond the control of the schools. Table 13 lists the six highest predictive items in the study to be of environmental nature.

TABLE 13

#### HIGHEST PREDICTIVE ITEMS OF STUDY ENVIRONMENTAL IN NATURE

Rank	Item
1.5	% Population Negro
8	Computed % Enrollment Negro
3	% Families on A. D. C.
19	% Children Living in Broken Homes
11	% Boy Children Ages 10-15
14	Computed % Pupil Transiency

To illustrate their interrelatedness, Table 14 of simple correlations between these above items was abstracted from the 7225 simple correlations computed by the multiple regression equation.

TABLE 14  
SIMPLE CORRELATIONS BETWEEN SIX SOCIOLOGICAL VARIABLES  
OF THE 23 BEST PREDICTORS OF SCHOOL VANDALISM

Variable	Simple Correlations						
	1	2	3	4	5	6	7
% Pupil Transiency	1. 0000						
% Negro Enrollment	0. 1161	1. 0000					
% Families A. D. C.	0. 3775	0. 6281	1. 0000				
% Negro Population	0. 2089	0. 7705	0. 5932	1. 0000			
% Children, Broken Homes	0. 0995	0. 5502	0. 7574	0. 5547	1. 0000		
% Boy Children, 10-15	0. 1774	0. 2415	0. 3690	0. 3317	0. 3191	1. 0000	
Vandalism	0. 1593	0. 6666	0. 6186	0. 8108	0. 6269	0. 3817	1. 0000
	1	2	3	4	5	6	7

As discussed previously, some of the items above are redundant. Nevertheless, the highest correlations of this study were between these socio-economic variables

The correlations of these items with extent of vandalism have been included to show how strong they are. This is one finding of this study different from those cited by Gordon<sup>1</sup> in which the strongest correlations were between the socio-economic variables, rather than with the dependent variable being studied.

One relationship apparent from this table was the correlation between pupil transiency and the two variables based on race. From this it appeared that there was very little transiency of Negro pupils between schools. This would tend to support the contention of the Director of Research of United Community Services of this Midwestern Industrial City that there has been very little spatial mobility for Negroes.

#### Role of the Educational Program

In terms of educational program, this study brought out some interesting relationships. That buildings with higher enrollments tend to have more vandalism was one finding that might be explained in a variety of ways. Possibly because of the size, the pupils with motivation for vandalism may feel that they are anonymous

---

<sup>1</sup>Gordon, "Issues in the Ecological Study," p. 936.



in the crowd, not responsible for their actions and face little likelihood of apprehension. Size might also break down communication between all involved. Pupils may acquire the feeling that adults in their school do not care about them and are not responsive to their desires.

A larger enrollment might bring together into one place more children with adjustment problems that find release and satisfaction in vandalizing. Frequently larger schools are associated with crowded, more densely populated areas in the inner city. Such conditions consistently are associated with greater crime rates of all types. More children in one building necessitates stricter, more rigid and formalistic disciplinary codes, which might provoke an adjustment problem which for some children can best be met by vandalizing the school. An obvious conclusion would be to reduce the enrollments of the schools in this city.

The one relationship brought to light by this study which might prove most useful to schools in preventing or at least controlling vandalism, is the negative correlation shown between amount of remedial reading services and the extent of vandalism. Looking at this relationship from a sociological viewpoint (as mentioned in Chapter IV), the logic for this taking place is apparent when failure to learn to read and subsequent lack of success in

traditionally oriented academic schools is viewed as an anomic situation in the child's life.

Evidence has been cited to show that anomic conditions in the environment, for an example whether they be low socio-economic status, broken homes, or concentration of members of minority races, do have a causal relationship with delinquency. When the problem of school reading failure goes unmet, an anomic condition enters the life of a child just as severe to him as those thought of in the sociological realm. Naturally, the child seeks adjustment to this anomie. We might hypothesize that vandalism of schools might be that adjustment to a school-associated anomie.

Increased remedial reading and developmental reading services are a specific resource that schools have at their command to ameliorate this. Also, increased school commitment to relevant curriculum needs to accompany this help. A new philosophy of guaranteeing success in school and competence in basic reading skills needs to accompany this remedial and developmental reading support for the classroom teacher.

### Summary

The twenty-three variables studied as predictive items break down into categories of those which can be ameliorated by

constructive action by school authorities and those which, unfortunately, are part of the total environment over which the schools have no control.

Several of the highly predictive items derived by the multiple regression equation and summarized in Table 4 have a spurious character, such as, "The custodian who under-rates the vandalism to his school," "Principal's estimation of per cent of families participating in P. T. A.," "Principals who rate pride of students excessively high," "Per cent of local school children who vandalize," "Reasons people vandalize," "Vitality of P. T. A." As predictors of vandalism, these items have no real basis for serious consideration. Perhaps the instrumentation yielding these data could have been improved. While mathematically important, these items lack value for the study of vandalism.

Table 4 lists several items that have a strong bearing on the extent of vandalism that can be definitely ameliorated by school authorities. The concentration of Negro pupils in any one school can be lessened by an increased bussing of pupils between school attendance areas. Remedial reading services can be increased to meet the needs of those children who are unable to succeed because of inability to read. Building enrollments could be decreased either through bussing pupils to other buildings or construction of more buildings to insure fewer pupils concentrated together.

Teacher morale and teaching standards as indicated by the O. C. D. Q. can be improved by interested and dynamic leadership. Principals' and custodians' authoritarian attitudes might be changed so as to possibly produce a changed learning environment for the potential vandal. Principals might be assigned to buildings for a greater number of years as well as their making greater personal effort to eliminate the "aloofness" component of their school personality and actions.

The other variables remaining are those that are a part of the environment, of which the public schools are only a small part, and are summarized in Table 13. The two variables of race, the two describing broken homes, pupil transiency, per cent of boys age 10-15, are environmental factors beyond the control of the school. Related also are economic factors, and crime rates that have their bearing on vandalism. These are sociological variables that are consistently associated with delinquency.

This study did not find that a highly authoritarian attitude as measured by the Rokeach Dogmatism Scale on the part of the principals or custodians influenced the extent of vandalism. Only directional correlations reflected unusually high dogmatism scores by custodians and unusually low dogmatism scores by principals. These items had mild interactive effect with the other variables of the study to predict vandalism.

It was found that school vandalism had strong correlation with auto thefts and burglary, while having no significant relation to bicycle theft or park vandalism.

Lower classroom ratios and services of remedial reading specialists had negative correlations with vandalism. Low amount of remedial reading services had a strong interactive effect with other variables to rank as fifth strongest predictor of vandalism. Other child services had little relationship with vandalism.

Schools located in predominantly Negro Census tracts and having a larger proportion of Negro pupils had higher rates of vandalism. These variables ranked first and eighth respectively. Schools having greater concentration of families on A.D.C., broken homes, and greater percentages of boy children ages 10-15 years experienced greater vandalism. Greater pupil transiency was shown to have some effect on increased amounts of vandalism.

Certain implications over and beyond the study warrant mentioning for the implications they have.

1. There is some indication that there is a possible relationship between teacher morale and increased vandalism. This should be investigated in depth to determine how this manifests itself and how it might be corrected.
2. There is further need for study of how teachers' attitudes and behavior influence the extent of vandalism. A greater

- understanding of these human relations dynamics is needed.
3. There is strong indication that lack of remedial reading services is associated with increased vandalism. There is a need for a well-controlled experimental study to ascertain all there is to know about this.
  4. Larger school enrollments were found in this study to have a relation to increased vandalism. This is contrary to other research reviewed by the investigator on the subject. A careful study is needed to determine if this relationship is valid.
  5. Reliable instruments are needed to discover the school behavior of those who manifest authoritarian attitudes on attitude scales. The instrument used in this study was not completely adequate for the task. There is a need for a continuing effort to develop valid and reliable instruments to measure authoritarian behavior by school personnel.
  6. The need was indicated for a more thorough study of the personality characteristics a modern principal in disadvantaged urban centers needs to exert leadership in educational and community improvement.
  7. There was a need shown for in-service education to help custodians with human relations skills and understandings,

particularly in the understanding of the social forces that are acting to cause much of the vandalism to schools. Such efforts are not likely to produce any panacea for harried custodians, but will help them accept this traumatic part of their job.

8. A carefully designed longitudinal study of a medium sized industrial city that is newly introducing the Community School Program is essential to clarify the relationship found in this study that apparently associates higher vandalism with the twelve schools that have Community School Programs. Such a study must take into account all the social dynamics and conditions existing in the total urban environment.
9. There is further need to prove the relationship of socio-economic status and school vandalism. Perhaps a study using modal characteristics of vandalism and related sociological variables in an urban center might reveal more than this study that used multiple regression based on a variety of mean scores.
10. Similarly, characteristics of the vandal himself and his ecology should be studied to reveal something more than mean relationships. Sampling the 30-50 per cent of children

and youth who are estimated to vandalize poses a procedural problem needing considerable research and ingenuity.

11. There is further need for careful study of relationships of success in schools and self-concept of those who vandalize. The clues given by the negative relationship of the amount of remedial reading service and higher vandalism found in this study and those clues offered by other research cited relating to vandals' success in school indicate this would be a profitable study.



## **BIBLIOGRAPHY**

## BIBLIOGRAPHY

### Books

- Adorno, T. W. ; Frenkel-Brunswik, E. ; Levinson, D. J. ; and Sanford, R. N. The Authoritarian Personality. New York: Harper and Brothers, 1950.
- Associated Educational Services, Ed. Role of the School in Community Education. Midland, Michigan: The Pendell Co., in Press, 1969.
- Bogue, Donald J., and Harris, Dorothy L. Comparative Population and Urban Research via Multiple Regression and Covariance Analysis. Oxford, Ohio: Scripps Foundation, 1954.
- Cloward, Richard A., and Ohlin, Lloyd E. Delinquency and Opportunity. Glencoe, Illinois: Free Press, 1963.
- Goldman, Nathan. A Socio-Psychological Study of School Vandalism. Syracuse, New York: Syracuse University Research Institute, 1959.
- Halpin, Andrew W., and Croft, Don B. The Organizational Climate of Schools. Washington: United States Office of Education, Department of Health, Education, and Welfare, 1962.
- Hirschi, Travis, and Selvin, Hannan C. Delinquency Research. New York: The Free Press, 1967.
- Kvaraceus, William C. Juvenile Delinquency. What Research Says to the Teacher, No. 15. Washington: National Education Association, 1964.

Lunden, Walter A. Statistics of Juvenile Delinquency. New York: C. Thomas, 1964.

Matza, David. Delinquency and Drift. New York: John Wiley and Sons, Inc., 1964.

Merton, Robert K. Social Theory and Social Structure. Glencoe, Illinois: Free Press, 1957.

President's Commission on Law Enforcement and Administration of Justice, Taskforce on Juvenile Delinquency. Juvenile Delinquency and Youth Crime. Washington: United States Government Printing Office, 1967.

Rokeach, Milton W. The Open and Closed Mind. New York: Basic Books, 1960.

Sutherland, E. H. Principles of Criminology. Philadelphia: Lippincott, 1947.

United States Civil Rights Commission. Racial Isolation in the Public Schools, Volume II, Appendices. Washington: United States Printing Office, 1967.

United States Department of Commerce. Statistical Abstract of the United States. Washington: The Department, 1967.

Vaz, Edmund W. Juvenile Delinquency in Middle-Class Youth Culture. New York: Harper and Row, 1967.

#### Unpublished Materials

Eidell, Terry L. "The Development and Test of a Measure of the Pupil Control Ideology of Public School Professional Staff Members." Unpublished Ed.D. Thesis, Pennsylvania State University, 1965.

Fandt, Edward L. "A Study of the Practices of New Jersey Boards of Education in Protecting School Property Against Losses Due to Vandalism and Malicious Mischief." Unpublished Ed.D. dissertation, Rutgers University, 1961.



Maynard, Honor E. "A Study of Pupil Human Relations Within the School as Influenced by the Principal's Pattern of Behavior." Unpublished Ed.D. dissertation, University of Florida, 1955.

Michigan State University Agricultural Experiment Station. STAT Series Description No. 8, Stepwise Deletion of Variables from a Least Squares Equation (LSDEL Routine). East Lansing, Michigan: Michigan State Computer Laboratory, 1968. (Mimeographed)

Nowakowski, Rodney E. "Vandals and Vandalism in the Schools; An Analysis of Vandalism in Large School Systems and a Description of 93 Vandals in Dade County Schools." Unpublished Ph.D. dissertation, University of Miami, 1966.

Pritchard, James L. "Validation of the Organizational Climate Description Questionnaire Against Perceptions of Non Faculty School Personnel." Unpublished Ed.D. dissertation, Stanford University, 1966.

Smith, Donald C. "Vandalism in Selected Southern California School Districts: Nature, Extent, and Preventative Measures." Unpublished Ed.D. dissertation, University of Southern California, 1966.

### Articles

Bachrach, William. "Vandalism, A Big Business in the Public Schools." American School Board Journal, CXX (September, 1949), pp. 33, 96.

Brickman, W. W. "Causes and Cures of Juvenile Delinquency, Educational Literature Review." School and Society, LXXV (July 28, 1952), pp. 405-411.

Brickman, W. W. "Juvenile Delinquency and Crime in 1967." School and Society, IVC (November 9, 1968), p. 390.

Brickman, W. W. "Rising Rate of Juvenile Delinquency." School and Society, LXXXIV (October 27, 1956), p. 148.

Bower, Eli M. "Vandalism: An Outgrowth of Hostility, Aggression and Frustration." Federal Probation, XVII (March, 1954), pp. 12-14.

Bristow, W. H., and Lazes, A. H. "Vandalism Is Minimized by a Continuous Program of Constructive Citizenship." Nations Schools, LII (April, 1954), pp. 43-46.

Cain, Leo F. "Delinquency and the School." School Life, XXXV (February, 1953), pp. 65-66+.

"Can Your District Use Some of These Ideas for Curbing Vandalism?" Nations Schools, LXXV (July, 1965), pp. 30-32.

Chilton, Roland J. "Continuity in Delinquency Area Research." American Sociological Review, XXIX (February, 1964), pp. 71-83.

Clem, O. M. "Public Opinion of Pupils as a Force in Administration." School Activities, XXII (October, 1950), pp. 45-48.

Colmey, J. W., and Valentine, T. W. "Deterrents to Vandalism." American School Board Journal, CXXXXII (May, 1961), pp. 11-13.

Colmey, J. W., and Valentine, T. W. "Stop Vandalism With Parent Responsibility Laws." American School Board Journal, CXL (July, 1960), pp. 9-11.

"Cost of Vandalism in U. S. Schools Jumps to over \$200 Million Annually." Sunday Oregonian, May 4, 1969, p. 14.

Dauw, B. "High Cost of Vandalism." Safety Education, XXIV (March, 1956), pp. 2-7.

Delaney, J. F. "Hidden Treasure." American School Board Journal, CXXII (March, 1951), pp. 25-27+.

Dentler, Robert A., and Monroe, Lawrence J. "Social Correlates to Early Adolescent Theft." American Sociological Review, XXVI (October, 1961), pp. 733-743.

"Detection Alarms That Thwart Theft." American School Board Journal, CIL (December, 1964), pp. 36-38.

"Delinquency and Discipline." Education (Great Britain), CIXX (June, 1962), pp. 1081-1082.

"Drop That Rock! Breaking of School Windows in the District of Columbia." America, CII (October 17, 1959), p. 61.

"Electronics: New Hope for Vandalism Control." Nations Schools, XL (April, 1968), pp. 62, 64-65.

Empey, LaMar T., and Erickson, Maynard L. "Hidden Delinquency and Social Status." Social Forces, XLIV (June, 1966), pp. 546-554.

"Five Answers to Window Breakage." Educational Executives Overview, IV (May, 1963), pp. 36-39.

Fleisher, Belton M. "The Effect of Income on Delinquency." American Economic Review, LVI (January, 1966), pp. 118-137.

Fox, J. G., and Lazes, A. H. "Children, Spare That Window." Clearing House, XXIX (January, 1955), pp. 287-290.

Furno, O. F., and Karas, M. "Can You Reduce Your District's Vandalism Costs?" School Management, IX (May, 1965), pp. 114+.

Gingery, S. L. "School Vandalism Is Not Decreasing." School Management, XVI (November, 1946), p. 5.

Gordon, Robert A. "Issues in the Ecological Study of Delinquency." American Sociological Review, XXXII (December, 1967), p. 936.

Hart, A. L. "Safety, Security, and Beauty Through Outdoor Lighting." American School and University, XL (July, 1968), pp. 54-56.

Heise, David R. "Norms and Individual Patterns of Student Deviancy." Social Problems, XVI (Summer, 1968), pp. 79-92.

"How Schools Combat Vandalism." Nations Schools, LXXXI (April, 1968), pp. 58-61.

"How to Keep Vandals Off Guard; Portable Audio-Detection Units." School Management, IX (August, 1965), pp. 70-71.

Kelly, D. C. "Solving the Window Breakage Problem in Schools." American School Board Journal, CXLVI (January, 1963), pp. 37-38.

Kvaraceus, William C. "What About High School Hoodlumism?" National Parent Teacher, LIII (January, 1959), pp. 4-7+.

Kvaraceus, William C. "Where Violence Hits the Schools." U.S. News and World Reports, XXXXIV (May 30, 1958), pp. 62-68.

Lewin, Kurt A.; Lippitt, R.; White, R. K. "Patterns of Experimentally Created Social Climates." Journal of Social Psychology, X (March, 1939), pp. 273-285.

Lippman, Hyman S. "Vandalism as an Outlet for Aggression." Federal Probation, XVII (March, 1954), pp. 5-6.

"Lowering the Toll of Vandalism." American School and University, XXXVIII (August, 1966), pp. 26-27.

Mannheim, Hermann. "The Problem of Vandalism in Great Britain." Federal Probation, XVII (March, 1954), pp. 14-15.

"Maintaining Plant Security." Educational Executives Overview, III (September, 1962), pp. 42-43.

McNally, J. "Delinquency and the Schools." Educational Research (Great Britain), VII (June, 1965), pp. 212-214.

Michelson, B. E. "Vandalism in Our Schools." Educational Digest, XXII (September, 1956), pp. 13-15.

Moffatt, F. J. "Vandals' Rocks Can't Reach Flying School House." Nations Schools, LXXIV (July, 1964), p. 22.

Moses, Robert C. "Vandals at Work." National Association of Secondary School Principals Bulletin, XXXIV (October, 1950), pp. 97-104.



Murphy, Joseph P. "The Answer to Vandalism May Be Found in the Home." Federal Probation, XVII (March, 1954), pp. 8-10.

National Association of Home Builders as cited by Robinson, Elizabeth W. "Let's Build Them Better." National Association of Secondary School Principals Bulletin, XL (September, 1956), pp. 119-124.

Palmore, Erdmon B., and Hammond, Philip E. "Factors in Juvenile Delinquency." American Sociological Review, XXIX (December, 1964), pp. 849-857.

O'Grince, Sylvester. "Public School Vandalism: How Baltimore Fights It." American School and University, XL (July, 1968), pp. 30-32.

"Parent Responsibility Laws Aren't Very Helpful." Nations Schools, XL (April, 1968), p. 61.

Polk, Kenneth. "Juvenile Delinquency and Social Areas." Social Problems, V (October, 1957), pp. 214-217.

Probst, T. "How to Cut Down Vandalism." Nations Schools, LXVIII (September, 1961), pp. 64-68.

Rawlings, R. E. "Solutions to Million Dollar Glass Problems." American School Board Journal, CIL (December, 1964), pp. 40-41.

Robinson, Donald W. "Police in the Schools." Phi Delta Kappan, XXXVIII (February, 1967), pp. 278-280.

Schmid, Calvin F. "Urban Crime Areas: Part II." American Sociological Review, XXV (October, 1960), pp. 655-678.

"Schools and Summer." Time, XC (August 25, 1967), p. 90.

"Security Systems for Maximum Protection." American School and University, XXXVIII (August, 1966), pp. 23-25.

"The Security Guard--Solution to Disorder?" Education U. S. A. (March 24, 1969), p. 163.

- Sharp, J. S. "Proper Design Limits Toll of Vandalism." American School Board Journal, CIL (December, 1964), pp. 22-23.
- Shepherd, George H., and James, Jesse. "Police: Do They Belong in the Schools?" American Education, III (May, 1968), pp. 2-4.
- Short, James F., Jr.; Tennyson, Ray A.; and Howard, Kenneth I. "Behavior Dimensions of Gang Delinquency." American Sociological Review, XXVIII (July, 1963), pp. 411-428.
- Spalding, H. G. "Vandalism!" Scholastic, LXI (January 7, 1953), p. 17T.
- Stevens, Susan S. "Window Pane Vandals Cost Chicago a New School a Year." Flint Journal, November 24, 1968, p. 51.
- Stocker, Joseph. "Cops in the Schoolhouse: How They Help--and Hurt." School Management, XI (May, 1968), pp. 46-50.
- Stoessner, K. F. "How One District Licked Vandalism." Education Digest, XXI (September, 1965), pp. 10-11.
- "School Vandalism." Today's Education, N.E.A. Journal, LVII (December, 1968), pp. 28-32.
- "To Reduce Vandalism and Juvenile Delinquency in City Parks." American City, LXVII (May, 1952), pp. 155-156.
- Today's Education, N.E.A. Journal, LVII (December, 1968), Passim.
- "Vandal Squad in Los Angeles." Time, LXIV (November 8, 1954), p. 90.
- "Vandalism Is a Dirty Word . . ." Nations Schools, LXXXI (April, 1968), pp. 66-67.
- "Vandalism: How One School District Fights It and Wins." School Management, X (April, 1966), pp. 101-105.
- "Vandalism, Million-Dollar Problem--Pro and Con Discussion." Scholastic, LXII (February, 1953), pp. 7-9.

"Vandalism: School Administrators Opinion Poll Findings." Nations Schools, LXVI (December, 1960), p. 55.

"What Do You Do About Vandals?" Flint Journal, February 9, 1969, p. 56.

Willie, Charles V. et al. "Race and Delinquency." Phylon, XXVI (March, 1965), pp. 240-246.

"Workshop: Putting an End to Vandalism, Turn Schools Into Neighborhood Centers." School Management, XI (February, 1967), p. 25.

"Youth Battles Vandalism." Scholastic, LXIV (February, 1954), p. 12 TAC.

"Youth Replies to Vandalism--Pro and Con Discussion." Scholastic, LXII (April 15, 1953), pp. 7-9.

## **APPENDICES**

## **APPENDIX A**

### **DESCRIPTION OF INFORMATION ENTERED IN MULTIPLE REGRESSION EQUATIONS**

## APPENDIX A

### DESCRIPTION OF INFORMATION ENTERED IN MULTIPLE REGRESSION EQUATIONS

<u>Item Number</u>	<u>Description</u>
1-4	Sex, marital status, age, years experience as a principal
5	Years spent in present school as principal
6	Years of education of principal
7	Principal's rating of extent of vandalism to their school. Choices: High, Medium, Low
8	Principal's rating of pupils' feelings toward their school. Choices: Proud of, unconcerned about, embarrassed about, or hated their school
9	Principal's opinion of who caused most vandalism to their school. Choices: Children this school, high school pupils, parochial grade school pupils, adults, out of school youth
10-12	Principals were asked to rank in first, second, and third place reasons people vandalized schools. Choices: For kicks and pleasure, to show bravery to friends, to gain profit and sell stolen items, nothing else to do, to show hatred of school, carelessness, revenge toward school

<b>Item Number</b>	<b>Description</b>
13	Principal's estimation of percentage of pupils in their school who vandalized their school
14	Principal's score on Rokeach instrument
15	Principal's score on Eidell instrument
16-19	Sex, marital status, age, years experience as a custodian
20	Years spent in present school as custodian
21	Years of education of custodian
22	Custodian's rating of extent of vandalism to their school. Choices: High, Medium, Low
23	Custodian's rating of pupils' feelings toward their school. Choices: Proud of, unconcerned about, embarrassed about, or hated their school
24	Custodian's opinion of who caused most vandalism to their school. Choices same as the principal's
25-27	Custodians were asked to rank reasons people vandalized. Choices same as the principal's
28	Custodian's estimation of percentage of pupils in their school who vandalized their school
29	Custodian's score on Rokeach instrument
30	Custodian's score on Eidell instrument
31-38	Custodian's response to Abbreviated O. C. D. Q.
31	Teachers' disengagement
32	Teachers' hindrance
33	Teachers' esprit
34	Teachers' intimacy

Item Number	Description
35	Principal' s aloofness
36	Principal' s production
37	Principal' s thrust
38	Principal' s consideration
39	Total Enrollment, March 1, 1969, Grades 1-6
40	Computed percentage pupil transiency $\text{e.g.: } \frac{\text{Transfers}}{\text{March first enrollment}}$
41	Computed percentage Negro enrollment $\text{e.g.: } \frac{\text{Negroes}}{\text{March first enrollment}}$
42	Classroom Ratio, Grades 1-6 $\text{e.g.: } 1 \text{ teacher per } \underline{x} \text{ children}$
43	Percentage of total classroom teachers new to school
44	Percentage of new teachers inexperienced
45	Computed percentage total teachers inexperienced $\text{e.g.: Item 43 times Item 44}$
46-54	Special personnel assigned to building. Principals were to indicate days per week these people assigned to building
46	Remedial reading
47	Speech correction
48	Music
49	Physical education
50	Nurse
51	Guidance counsellor
52	Social worker
53	Community school director
54	Librarian





Item Number	Description
55	Principal's estimation of vitality of P. T. A. Choices: Very active, active, barely functioning, defunct
56	Principal's estimation of percentage of families supporting P. T. A.
57	Principal's estimation of community spirit of neighborhood. Choices: "Actively supports community improvement, law and order; Nominally supports . . . ; Apathetic toward . . . ; Opposes most efforts toward community improvement"
58	Does school have Community School Program?
59	Count of activities sponsored by Community School Program
60	Count of activities sponsored by public schools other than community school program
61	Count of other after-school non-school activities
62	Principal's estimation of percentage broken homes in school area
63	Principal's estimation of percentage of families in school area on A. D. C.
64	Principal's estimation of percentage of families in school area receiving other forms of relief
65	Principal's response to question, "Is school population undergoing a social change?" Responses classified as: Yes, same race; yes, different race; no change
66	Median family income of school area, 1960 Census
67	Percentage males employed as operatives and kindred workers--Census

Item Number	Description
68	Percentage of population white (conversely, the percentage Negro)--Census
69	Percentage of children under age 18 living with both parents (conversely, "broken homes")--Census
70	Percentage boy children under age 5 in 1960 Census (today's 10-15 year olds)
71	Median school years completed, adults over age 25--Census
72	Percentage housing sound in 1960--Census
73	Percentage housing built before 1939--Census
74	Bicycle thefts in inclusive city police areas
75	Auto thefts in inclusive city police areas
76	Burglary in inclusive city police areas
77	Numbers of vandalism reports for school of all types by school district investigator
78	Percentage voters registered actually voting on school measures (average of last 3 votes)
79	School building age in years
80	School site size, in hundredths of acres
81	Building capacity (based on 30:1 ratio)
82	Building utilization ratio e.g.: $\frac{\text{Item 39--March first enrollment}}{\text{Item 81--Building capacity}}$
83	Glazing costs (to nearest dollar)

<b>Item Number</b>	<b>Description</b>
84	Incidents of city park vandalism in walking distance of school
85	Percentage adults over age 25 who have completed less than 5 years schooling--Census

## **APPENDIX B**

### **DESCRIPTION OF O.C.D.Q. SUBTESTS**

## APPENDIX B

### DESCRIPTION OF O. C. D. Q. SUBTESTS

#### Teachers' Behavior

1. Disengagement indicates that the teachers do not work well together. They pull in different directions with respect to the task; they gripe and bicker among themselves.
2. Hindrance refers to the teachers' feelings that the principal burdens them with routine duties, committee demands, and other requirements which the teachers construe as unnecessary busy-work.
3. Espirit refers to "morale." The teachers feel that their social needs are being satisfied and that they are, at the same time, enjoying a sense of accomplishment in their job.
4. Intimacy refers to the teachers' enjoyment of friendly social relations with each other.

#### Principals' Behavior

5. Aloofness refers to behavior by the principal which is characterized as formal and impersonal. He "goes by the book" and prefers to be guided by rules and policies rather than deal with teachers in an informal, face-to-face situation.
6. Production Emphasis refers to behavior by the principal which is characterized by close supervision of the staff. He is highly directive and task oriented.

7. Thrust refers to behavior marked not by close supervision of the teachers, but by the principal's attempt to motivate the teachers through the example which he personally sets. He does not ask the teachers to give of themselves any more than he willingly gives of himself; his behavior, though starkly task-oriented, is nonetheless viewed favorably by the teachers.
8. Consideration refers to behavior by the principal which is characterized by an inclination to treat the teachers "humanly," to try to do a little something extra for them in human terms.<sup>1</sup>

---

<sup>1</sup>Pritchard, Validation of the O.C.D.Q., p. 129.

## **APPENDIX C**

### **1960 CENSUS DATA AND INTERPRETATIONS OF THE MIDWESTERN INDUSTRIAL CITY**



## APPENDIX C

### 1960 CENSUS DATA AND INTERPRETATIONS OF THE MIDWESTERN INDUSTRIAL CITY

Population, Total	177, 000
Population, Negro	14, 000
Percentage Population Negro	7. 9%
Percentage Non-White Youth under Age 18 Living with Both Parents	68. 9%
Percentage Total Youth under Age 18 Living with Both Parents	87. 0%
Median School Years Completed, Total Population	10. 9
Median School Years Completed, Non-White	9. 0
Median Family Income, Total Population	\$6068. 00
Median Family Income, Non-White	\$4058. 00
Percentage Housing Sound Condition	83. 8%
Percentage Housing Units Built before 1939	83. 0%

**APPENDIX D**

**SCHOOLS RANKED HIGH TO LOW  
BY VARIOUS ITEMS OF STUDY**

## APPENDIX D

## SCHOOLS RANKED HIGH TO LOW BY VARIOUS ITEMS OF STUDY

School's Rank by Vandalism	School's Rank by Median Family Income	School's Rank by % Negro Population	School's Rank by Total Enrollment	School's Rank by Building Age
1	42	1	8	10
2	33	2	4	23
3	38	13½	16	1
4	28	7	26	31
5	34	5	6	13
6	41	10½	25	8
7	43	21½	43	29
8	20	9 <sup>a</sup>	5	4
9	4	--	34	35
10 <sup>b</sup>	37	3	2	42
(X-1)	(38)	(10)	( 8)	(22)
11	39½	7	36	19
12	7½	--	1	20
13	29	4	13	3
14	31	20	30	2
(X-2)	(22)	(24)	( 6)	(22)
15	36	21½	3	17

## APPENDIX D--Continued

School's Rank by Vandalism	School's Rank by Median Family Income	School's Rank by % Negro Population	School's Rank by Total Enrollment	School's Rank by Building Age
16	14	23	39	38
17	21	30	7	27
18	15	--	31	36
(X-3)	( 2)	(--)	( 8)	(25)
19	11½	30	15	26
20	4	--	37	37
21	13	33½	14	7
22	10	--	29	39
23	32	16	12	33
24	23	18	11	14
25	17	30	9	32
26	18	22	42	34
27	27	10½	17	12
28	24	30	21	16
29	4	24	28	30
30	25½	--	10	28

## APPENDIX D--Continued

School's Rank by Vandalism	School's Rank by Median Family Income	School's Rank by % Negro Population	School's Rank by Total Enrollment	School's Rank by Building Age
31	2	26½	35	40
32	30	17	24	9
33	11½	19	20	5
34	39½	13½	33	6
35	25½	--	38	11
36	22	15	32	22
37	16	30	23	15
(X-4)	(n.d.)	(n.d.)	(43)	(44)
(X-5)	(14)	(--)	(14)	(7)
38	19	--	27	24
39	9	12	19	21
(X-6)	(1)	(--)	(8)	(28)
40	6	26½	40	25
41	35	7	41	43
42	7½	--	18	41
43	1	33½	22	18
(X-7)	(38)	(9)	(8)	(22)

<sup>a</sup>The symbol, -- stands for less than one per cent, therefore, no ranking.

<sup>b</sup>(X-1), (X-2), etc., identify schools not responding and not in statistical analyses. They are ranked where they would normally be found had they responded. Figures in parentheses stand for the approximate rankings they would have had.

## **APPENDIX E**

### **PRINCIPAL' S VANDALISM STUDY QUESTIONNAIRE**

## VANDALISM STUDY QUESTIONNAIRE

## SECTION I. For both Principals and Custodians to fill out.

1. School \_\_\_\_\_ Your name \_\_\_\_\_
  2. Sex:   \_\_\_ Male   \_\_\_ Female
  3. Marital Status:   \_\_\_ Single   \_\_\_ Married  
                          \_\_\_ Widow(er)   \_\_\_ Separated
  4. What is your age?   \_\_\_
  5. What is your present position?   \_\_\_ Principal   \_\_\_ Custodian
  6. How many years have you been a principal or custodian?   \_\_\_
  7. How many years have you been at this school as a principal or custodian?   \_\_\_
  8. Amount of Education: (Please circle the last year completed)
- |            |   |   |             |    |    |    |
|------------|---|---|-------------|----|----|----|
| Elementary |   |   | High School |    |    |    |
| 6          | 7 | 8 | 9           | 10 | 11 | 12 |
- 
- |                             |    |    |    |    |    |
|-----------------------------|----|----|----|----|----|
| Technical School or College |    |    |    |    |    |
| 13                          | 14 | 15 | 16 | 17 | 18 |
- 
9. Rate vandalism to your school:   \_\_\_ High   \_\_\_ Moderate   \_\_\_ Low
  10. Rate the feelings of most of your pupils toward their school building:
- \_\_\_ Proud   \_\_\_ Unconcerned   \_\_\_ Embarrassed   \_\_\_ Hate
11. Indicate who in your opinion causes the MOST vandalism to your school building:
- \_\_\_ Children attending this school
  - \_\_\_ High school pupils
  - \_\_\_ Parochial grade school pupils
  - \_\_\_ Out of school youth--age 16 to 21
  - \_\_\_ Adults

12. Rank in 1, 2, 3 order the 3 most important reasons people vandalize your school: (Please mark only 3 items)

☐ for kicks, pleasure  
☐ to show bravery to friends  
☐ to gain profit, sell stolen items  
☐ nothing else to do  
☐ to show hatred of school, teachers, staff  
☐ carelessness  
☐ revenge for "something done to them by school"

13. Estimate what percentage of PUPILS IN YOUR SCHOOL cause the vandalism to your school. \_\_\_\_\_%

14. Estimate the total numbers of people using your building after school hours September, 1968, through February, 1969: \_\_\_\_\_

SECTION II. For Principals only to fill out.

15. What is your school's total enrollment, grades 1-6? \_\_\_\_\_
16. Numbers of pupils left or transferred September, 1968, through February, 1969: \_\_\_\_\_
17. Numbers of Negro pupils: \_\_\_\_\_
18. Classroom ratio grades 1-6: One teacher per \_\_\_\_\_ children (as of February 28, 1969).
19. Special Personnel:

How many days per week (or the equivalent) are people of the following descriptions in your school?

a. remedial reading	_____ days per week
b. speech correction	_____ days per week
c. music (vocal and instrumental)	_____ days per week
d. physical education	_____ days per week
e. nurse	_____ days per week
f. counsellor (guidance)	_____ days per week
g. social worker	_____ days per week
h. community school director	_____ days per week
j. librarian	_____ days per week



20. What percentage of total classroom teachers are new to your school this year? \_\_\_\_% new to school
21. Of these, what percentage are inexperienced? \_\_\_\_% inexperienced
22. Rate the vitality of the P. T. A. in your school:
- ☐ Very active  
☐ Active  
☐ Barely functioning  
☐ Defunct
23. Estimate the percentage of your school's families take part in P. T. A. activities: \_\_\_\_% participating
24. Rate the community spirit of your school neighborhood:
- ☐ Actively supports community improvement, law and order  
☐ Nominally supports community improvement, law and order  
☐ Apathetic toward community improvement, law and order  
☐ Opposes most efforts toward community improvement
25. Do you have a Community School Program in your building?
- ☐ Yes                      ☐ No
26. How many activities are conducted in your school as part of the Community School Program? \_\_\_\_ activities
27. How many different educational, enrichment, and recreational activities are sponsored by the public schools in your building after regular school hours? \_\_\_\_ activities (EXAMPLES: Adult high school, dressmaking, dancing)
28. How many other after school activities of non-school nature are conducted in your school? \_\_\_\_ activities (EXAMPLES: Scouts, Church Programs)
29. Estimate the percentage of broken homes in your school? \_\_\_\_%
30. Estimate the percentages of families in your school on A. D. C. : \_\_\_\_%

31. Estimate the percentage of families in your school receiving other forms of relief: \_\_\_\_%

32. Is your school population undergoing a social change?

\_\_\_\_ Yes      \_\_\_\_ No

33. Please describe the change:

School was formerly \_\_\_\_ and \_\_\_\_  
(race) (socio-economic class)

It is becoming \_\_\_\_ and \_\_\_\_  
(race) (socio-economic class)

THANK YOU. PLEASE GO ON TO THE ATTITUDE QUESTIONNAIRES.

The following is a study of what the general public thinks and feels about a number of important social and personal questions. The best answer to each statement below is your personal opinion. We have tried to cover many different and opposing points of view--you may find yourself agreeing strongly with some of the statements, disagreeing just as strongly with others, and perhaps uncertain about others --whether you agree or disagree with any statement, you can be sure that many people feel the same as you do.

Mark each statement in the right margin according to how much you agree or disagree with it. Please mark every one.

Write +3 +2 +1 -1 -2 -3 , depending on how you feel in each case.

+3 I agree very much  
 +2 I agree on the whole  
 +1 I agree a little  
 -1 I disagree a little  
 -2 I disagree on the whole  
 -3 I disagree very much

SAMPLE:

I have often felt that strangers were  
 looking at me critically +3 +2 (+1) -1 -2 -3

In this example the respondent marked +1 to show that he feels that he "agree a little" with the statement. Of course, any of the other alternatives could be selected, depending on how he feels about the statement.

PLEASE MARK YOUR RESPONSE CLEARLY, AS IN THE EXAMPLE.

PLEASE BE SURE THAT YOU MARK EVERY ITEM.

SCHOOL \_\_\_\_\_

POSITION \_\_\_\_\_

1. The United States and Russia have just  
 about nothing in common. +3 +2 +1 -1 -2 -3

	+3	I agree very much				
	+2	I agree on the whole				
	+1	I agree a little				
	-1	I disagree a little				
	-2	I disagree on the whole				
	-3	I disagree very much				
2. The highest form of government is a democracy and the highest form of democracy is a government run by those who are most intelligent.	+3	+2	+1	-1	-2	-3
3. Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.	+3	+2	+1	-1	-2	-3
4. It is only natural that a person would have a much better acquaintance with ideas he believes in than ideas he opposes.	+3	+2	+1	-1	-2	-3
5. Man on his own is a helpless and miserable creature.	+3	+2	+1	-1	-2	-3
6. Fundamentally, the world we live in is a pretty lonesome place.	+3	+2	+1	-1	-2	-3
7. Most people just don't give a "damn" for others.	+3	+2	+1	-1	-2	-3
8. I'd like it if I could find someone who would tell me how to solve my personal problems.	+3	+2	+1	-1	-2	-3
9. It is only natural for a person to be rather fearful of the future.	+3	+2	+1	-1	-2	-3
10. There is much to be done and so little time to do it in.	+3	+2	+1	-1	-2	-3
11. Once I get wound up in a heated discussion, I just can't stop.	+3	+2	+1	-1	-2	-3

- +3 I agree very much
- +2 I agree on the whole
- +1 I agree a little
- 1 I disagree a little
- 2 I disagree on the whole
- 3 I disagree very much

- |   |    |    |    |    |    |    |
|---|----|----|----|----|----|----|
| 12. In a discussion I often find it necessary to repeat myself several times to make sure I am being understood.                              | +3 | +2 | +1 | -1 | -2 | -3 |
| 13. In a heated discussion I generally become so absorbed in what I am going to say that I forget to listen to what the others are saying.    | +3 | +2 | +1 | -1 | -2 | -3 |
| 14. It is better to be a dead hero than to be a live coward.  | +3 | +2 | +1 | -1 | -2 | -3 |
| 15. While I don't like to admit this even to myself, my secret ambition is to become a great man like Einstein, or Beethoven, or Shakespeare. | +3 | +2 | +1 | -1 | -2 | -3 |
| 16. The main thing in life is for a person to want to do something important.   | +3 | +2 | +1 | -1 | -2 | -3 |
| 17. If given the chance I would do something of great benefit to the world.   | +3 | +2 | +1 | -1 | -2 | -3 |
| 18. In the history of mankind there have probably been just a handful of really great thinkers.   | +3 | +2 | +1 | -1 | -2 | -3 |
| 19. There are a number of people I have come to hate because of the things they stand for.  | +3 | +2 | +1 | -1 | -2 | -3 |
| 20. A man who does not believe in some great cause has not really lived.  | +3 | +2 | +1 | -1 | -2 | -3 |
| 21. It is only when a person devotes himself to an ideal or cause that life becomes meaningful.   | +3 | +2 | +1 | -1 | -2 | -3 |

+3 I agree very much  
+2 I agree on the whole  
+1 I agree a little  
-1 I disagree a little  
-2 I disagree on the whole  
-3 I disagree very much

22. Of all the different philosophies which exist in this world there is probably only one which is correct. +3 +2 +1 -1 -2 -3
23. A person who gets enthusiastic about too many causes is likely to be a pretty "wishy-washy" sort of person. +3 +2 +1 -1 -2 -3
24. To compromise with our political opponents is dangerous because it usually leads to the betrayal of our own side. +3 +2 +1 -1 -2 -3
25. When it comes to differences of opinion in religion we must be careful not to compromise with those who believe differently from the way we do. +3 +2 +1 -1 -2 -3
26. In times like these, a person must be pretty selfish if he considers primarily his own happiness. +3 +2 +1 -1 -2 -3
27. The worst crime a person could commit is to attack publicly the people who believe in the same thing he does. +3 +2 +1 -1 -2 -3
28. In times like these it is often necessary to be more on guard against ideas put out by people or groups in one's own camp than by those in the opposing camp. +3 +2 +1 -1 -2 -3
29. A group which tolerates too much differences of opinion among its own members cannot exist for long. +3 +2 +1 -1 -2 -3

- +3 I agree very much  
+2 I agree on the whole  
+1 I agree a little  
-1 I disagree a little  
-2 I disagree on the whole  
-3 I disagree very much

30. There are two kinds of people in this world: Those who are for the truth and those who are against the truth. +3 +2 +1 -1 -2 -3
31. My blood boils whenever a person stubbornly refuses to admit he is wrong. +3 +2 +1 -1 -2 -3
32. A person who thinks primarily of his own happiness is beneath contempt. +3 +2 +1 -1 -2 -3
33. Most of the ideas which get printed nowadays aren't worth the paper they are printed on. +3 +2 +1 -1 -2 -3
34. In this complicated world of ours the only way we can know what's going on is to rely on leaders or experts who can be trusted. +3 +2 +1 -1 -2 -3
35. It is often desirable to reserve judgment about what's going on until one has had a chance to hear the opinions of those one respects. +3 +2 +1 -1 -2 -3
36. In the long run the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own. +3 +2 +1 -1 -2 -3
37. The present is all too often full of unhappiness. It is only the future that counts. +3 +2 +1 -1 -2 -3
38. If a man is to accomplish his mission in life it is sometimes necessary to gamble "all or nothing at all." +3 +2 +1 -1 -2 -3

- +3 I agree very much  
 +2 I agree on the whole  
 +1 I agree a little  
 -1 I disagree a little  
 -2 I disagree on the whole  
 -3 I disagree very much

39. Unfortunately, a good many people with whom I have discussed important social and moral problems don't really understand what's going on. +3 +2 +1 -1 -2 -3
40. Most people just don't know what's good for them. +3 +2 +1 -1 -2 -3

**CAUTION: DIRECTIONS CHANGE ON NEXT SECTION!**

**INSTRUCTIONS:** Following are twenty statements about schools, teachers, and pupils. Please indicate your personal opinion about each statement by circling the appropriate response at the right of the statement.

- |  | Strongly<br>Agree | Agree | Undecided | Disagree | Strongly<br>Disagree |
|--|-------------------|-------|-----------|----------|----------------------|
| 1. It is desirable to require pupils to sit in assigned seats during assemblies.         | SA                | A     | U         | D        | SD                   |
| 2. Pupils are usually not capable of solving their problems through logical reasoning.   | SA                | A     | U         | D        | SD                   |
| 3. Directing sarcastic remarks toward a defiant pupil is a good disciplinary technique.  | SA                | A     | U         | D        | SD                   |
| 4. Beginning teachers are not likely to maintain strict enough control over their pupils | SA                | A     | U         | D        | SD                   |



	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
5. Teachers should consider revision of their teaching methods if these are criticized by their pupils.	SA	A	U	D	SD
6. The best principals give unquestioning support to teachers in disciplining pupils.	SA	A	U	D	SD
7. Pupils should not be permitted to contradict the statements of a teacher in class.	SA	A	U	D	SD
8. It is justifiable to have pupils learn many facts about a subject even if they have no immediate application.	SA	A	U	D	SD
9. Too much pupil time is spent on guidance and activities and too little time on academic preparation.	SA	A	U	D	SD
10. Being friendly with pupils often leads them to become too familiar.	SA	A	U	D	SD
11. It is more important for pupils to learn to obey rules than that they make their own decisions.	SA	A	U	D	SD
12. Student governments are a good "safety valve" but should not have much influence on school policy.	SA	A	U	D	SD
13. Pupils can be trusted to work together without supervision.	SA	A	U	D	SD
14. If a pupil uses obscene or profane language in school, it must be considered a moral offense.	SA	A	U	D	SD

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
15. If pupils are allowed to use the lavatory without getting permission, this privilege will be abused.	SA	A	U	D	SD
16. A few pupils are just young hoodlums and should be treated accordingly.	SA	A	U	D	SD
17. It is often necessary to remind pupils that their status in school differs from that of teachers.	SA	A	U	D	SD
18. A pupil who destroys school material or property should be severely punished.	SA	A	U	D	SD
19. Pupils cannot perceive the difference between democracy and anarchy in the classroom.	SA	A	U	D	SD
20. Pupils often misbehave in order to make the teacher look bad.	SA	A	U	D	SD

**APPENDIX F**

**CUSTODIAN' S VANDALISM STUDY QUESTIONNAIRE**

## VANDALISM STUDY QUESTIONNAIRE

## SECTION I. For both Principals and Custodians to fill out.

1. School \_\_\_\_\_ Your name \_\_\_\_\_
2. Sex:   \_\_\_ Male   \_\_\_ Female
3. Marital Status:   \_\_\_ Single           \_\_\_ Married  
                          \_\_\_ Widow(er)   \_\_\_ Separated
4. What is your age?       \_\_\_
5. What is your present position?   \_\_\_ Principal   \_\_\_ Custodian
6. How many years have you been a principal or custodian?   \_\_\_
7. How many years have you been at this school as a principal or custodian?   \_\_\_
8. Amount of Education: (Please circle the last year completed)
 

Elementary		High School
6   7   8		9   10   11   12
Technical School or College		
13   14   15   16   17   18		
9. Rate vandalism to your school:   \_\_\_ High   \_\_\_ Moderate   \_\_\_ Low
10. Rate the feelings of most of your pupils toward their school building:
 

\_\_\_ Proud   \_\_\_ Unconcerned   \_\_\_ Embarrassed   \_\_\_ Hate
11. Indicate who in your opinion causes the MOST vandalism to your school building:
 

\_\_\_ Children attending this school

\_\_\_ High school pupils

\_\_\_ Parochial grade school pupils

\_\_\_ Out of school youth--age 16 to 21

\_\_\_ Adults

12. Rank in 1, 2, 3 order the 3 most important reasons people vandalize your school: (Please mark only 3 items)

☐ for kicks, pleasure  
☐ to show bravery to friends  
☐ to gain profit, sell stolen items  
☐ nothing else to do  
☐ to show hatred of school, teachers, staff  
☐ carelessness  
☐ revenge for "something done to them by school"

13. Estimate what percentage of PUPILS IN YOUR SCHOOL cause the vandalism to your school. \_\_\_\_\_%
14. Estimate the total numbers of people using your building after school hours September, 1968, through February, 1969: \_\_\_\_\_

The following is a study of what the general public thinks and feels about a number of important social and personal questions. The best answer to each statement below is your personal opinion. We have tried to cover many different and opposing points of view--you may find yourself agreeing strongly with some of the statements, disagreeing just as strongly with others, and perhaps uncertain about others--whether you agree or disagree with any statement, you can be sure that many people feel the same as you do.

Mark each statement in the right margin according to how much you agree or disagree with it. Please mark every one.

Write +3 +2 +1 -1 -2 -3 , depending on how you feel in each case.

+3	I agree very much
+2	I agree on the whole
+1	I agree a little
-1	I disagree a little
-2	I disagree on the whole
-3	I disagree very much

SAMPLE:

I have often felt that strangers were  
looking at me critically

+3 +2 +1 -1 -2 -3

In this example the respondent marked +1 to show that he feels that he "agree a little" with the statement. Of course, any of the other alternatives could be selected, depending on how he feels about the statement.

PLEASE MARK YOUR RESPONSE CLEARLY, AS IN THE EXAMPLE.

PLEASE BE SURE THAT YOU MARK EVERY ITEM.

SCHOOL \_\_\_\_\_

POSITION \_\_\_\_\_

1. The United States and Russia have just  
about nothing in common.

+3 +2 +1 -1 -2 -3

- +3 I agree very much
- +2 I agree on the whole
- +1 I agree a little
- 1 I disagree a little
- 2 I disagree on the whole
- 3 I disagree very much

2. The highest form of government is a democracy and the highest form of democracy is a government run by those who are most intelligent. +3 +2 +1 -1 -2 -3
3. Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups. +3 +2 +1 -1 -2 -3
4. It is only natural that a person would have a much better acquaintance with ideas he believes in than ideas he opposes. +3 +2 +1 -1 -2 -3
5. Man on his own is a helpless and miserable creature. +3 +2 +1 -1 -2 -3
6. Fundamentally, the world we live in is a pretty lonesome place. +3 +2 +1 -1 -2 -3
7. Most people just don't give a "damn" for others. +3 +2 +1 -1 -2 -3
8. I'd like it if I could find someone who would tell me how to solve my personal problems. +3 +2 +1 -1 -2 -3
9. It is only natural for a person to be rather fearful of the future. +3 +2 +1 -1 -2 -3
10. There is much to be done and so little time to do it in. +3 +2 +1 -1 -2 -3
11. Once I get wound up in a heated discussion, I just can't stop. +3 +2 +1 -1 -2 -3

+3 I agree very much  
 +2 I agree on the whole  
 +1 I agree a little  
 -1 I disagree a little  
 -2 I disagree on the whole  
 -3 I disagree very much

- |   |    |    |    |    |    |    |
|---|----|----|----|----|----|----|
| 12. In a discussion I often find it necessary to repeat myself several times to make sure I am being understood.                              | +3 | +2 | +1 | -1 | -2 | -3 |
| 13. In a heated discussion I generally become so absorbed in what I am going to say that I forget to listen to what the others are saying.    | +3 | +2 | +1 | -1 | -2 | -3 |
| 14. It is better to be a dead hero than to be a live coward.  | +3 | +2 | +1 | -1 | -2 | -3 |
| 15. While I don't like to admit this even to myself, my secret ambition is to become a great man like Einstein, or Beethoven, or Shakespeare. | +3 | +2 | +1 | -1 | -2 | -3 |
| 16. The main thing in life is for a person to want to do something important.   | +3 | +2 | +1 | -1 | -2 | -3 |
| 17. If given the chance I would do something of great benefit to the world.   | +3 | +2 | +1 | -1 | -2 | -3 |
| 18. In the history of mankind there have probably been just a handful of really great thinkers.   | +3 | +2 | +1 | -1 | -2 | -3 |
| 19. There are a number of people I have come to hate because of the things they stand for.  | +3 | +2 | +1 | -1 | -2 | -3 |
| 20. A man who does not believe in some great cause has not really lived.  | +3 | +2 | +1 | -1 | -2 | -3 |
| 21. It is only when a person devotes himself to an ideal or cause that life becomes meaningful.   | +3 | +2 | +1 | -1 | -2 | -3 |



- +3 I agree very much
- +2 I agree on the whole
- +1 I agree a little
- 1 I disagree a little
- 2 I disagree on the whole
- 3 I disagree very much

22. Of all the different philosophies which exist in this world there is probably only one which is correct.      +3   +2   +1   -1   -2   -3
23. A person who gets enthusiastic about too many causes is likely to be a pretty "wishy-washy" sort of person.      +3   +2   +1   -1   -2   -3
24. To compromise with our political opponents is dangerous because it usually leads to the betrayal of our own side.      +3   +2   +1   -1   -2   -3
25. When it comes to differences of opinion in religion we must be careful not to compromise with those who believe differently from the way we do.      +3   +2   +1   -1   -2   -3
26. In times like these, a person must be pretty selfish if he considers primarily his own happiness.      +3   +2   +1   -1   -2   -3
27. The worst crime a person could commit is to attack publicly the people who believe in the same thing he does.      +3   +2   +1   -1   -2   -3
28. In times like these it is often necessary to be more on guard against ideas put out by people or groups in one's own camp than by those in the opposing camp.      +3   +2   +1   -1   -2   -3
29. A group which tolerates too much differences of opinion among its own members cannot exist for long.      +3   +2   +1   -1   -2   -3

- +3 I agree very much
- +2 I agree on the whole
- +1 I agree a little
- 1 I disagree a little
- 2 I disagree on the whole
- 3 I disagree very much

- |  |                   |
|--|-------------------|
| 30. There are two kinds of people in this world: Those who are for the truth and those who are against the truth.                          | +3 +2 +1 -1 -2 -3 |
| 31. My blood boils whenever a person stubbornly refuses to admit he is wrong.  | +3 +2 +1 -1 -2 -3 |
| 32. A person who thinks primarily of his own happiness is beneath contempt.  | +3 +2 +1 -1 -2 -3 |
| 33. Most of the ideas which get printed nowadays aren't worth the paper they are printed on.   | +3 +2 +1 -1 -2 -3 |
| 34. In this complicated world of ours the only way we can know what's going on is to rely on leaders or experts who can be trusted.        | +3 +2 +1 -1 -2 -3 |
| 35. It is often desirable to reserve judgment about what's going on until one has had a chance to hear the opinions of those one respects. | +3 +2 +1 -1 -2 -3 |
| 36. In the long run the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own.             | +3 +2 +1 -1 -2 -3 |
| 37. The present is all too often full of unhappiness. It is only the future that counts.   | +3 +2 +1 -1 -2 -3 |
| 38. If a man is to accomplish his mission in life it is sometimes necessary to gamble "all or nothing at all."                             | +3 +2 +1 -1 -2 -3 |

- +3 I agree very much  
 +2 I agree on the whole  
 +1 I agree a little  
 -1 I disagree a little  
 -2 I disagree on the whole  
 -3 I disagree very much

39. Unfortunately, a good many people with whom I have discussed important social and moral problems don't really understand what's going on. +3 +2 +1 -1 -2 -3
40. Most people just don't know what's good for them. +3 +2 +1 -1 -2 -3

**CAUTION: DIRECTIONS CHANGE ON NEXT SECTION!**

**INSTRUCTIONS:** Following are twenty statements about schools, teachers, and pupils. Please indicate your personal opinion about each statement by circling the appropriate response at the right of the statement.

- |  | Strongly<br>Agree | Agree | Undecided | Disagree | Strongly<br>Disagree |
|--|-------------------|-------|-----------|----------|----------------------|
| 1. It is desirable to require pupils to sit in assigned seats during assemblies.         | SA                | A     | U         | D        | SD                   |
| 2. Pupils are usually not capable of solving their problems through logical reasoning.   | SA                | A     | U         | D        | SD                   |
| 3. Directing sarcastic remarks toward a defiant pupil is a good disciplinary technique.  | SA                | A     | U         | D        | SD                   |
| 4. Beginning teachers are not likely to maintain strict enough control over their pupils | SA                | A     | U         | D        | SD                   |

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
5. Teachers should consider revision of their teaching methods if these are criticized by their pupils.	SA	A	U	D	SD
6. The best principals give unquestioning support to teachers in disciplining pupils.	SA	A	U	D	SD
7. Pupils should not be permitted to contradict the statements of a teacher in class.	SA	A	U	D	SD
8. It is justifiable to have pupils learn many facts about a subject even if they have no immediate application.	SA	A	U	D	SD
9. Too much pupil time is spent on guidance and activities and too little time on academic preparation.	SA	A	U	D	SD
10. Being friendly with pupils often leads them to become too familiar.	SA	A	U	D	SD
11. It is more important for pupils to learn to obey rules than that they make their own decisions.	SA	A	U	D	SD
12. Student governments are a good "safety valve" but should not have much influence on school policy.	SA	A	U	D	SD
13. Pupils can be trusted to work together without supervision.	SA	A	U	D	SD
14. If a pupil uses obscene or profane language in school, it must be considered a moral offense.	SA	A	U	D	SD

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
15. If pupils are allowed to use the lavatory without getting permission, this privilege will be abused.	SA	A	U	D	SD
16. A few pupils are just young hoodlums and should be treated accordingly.	SA	A	U	D	SD
17. It is often necessary to remind pupils that their status in school differs from that of teachers.	SA	A	U	D	SD
18. A pupil who destroys school material or property should be severely punished.	SA	A	U	D	SD
19. Pupils cannot perceive the difference between democracy and anarchy in the classroom.	SA	A	U	D	SD
20. Pupils often misbehave in order to make the teacher look bad.	SA	A	U	D	SD

## MARKING INSTRUCTIONS

Printed below is an example of a typical item found in the questionnaire which you are asked to complete:

1. Rarely occurs
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs

The principal calls the teachers  
by their first names.

1    2    **3**    4

In this example the respondent marked alternative 3 to show that the interpersonal relationship described by this item "often occurs" at this school. Of course, any of the other alternatives could be selected, depending upon how often the behavior described by the item does, indeed, occur in the school.

Please mark your response clearly, as in the example.

PLEASE BE SURE THAT YOU MARK EVERY ITEM.

School \_\_\_\_\_

Position \_\_\_\_\_  
(Write in your position)

1. Rarely occurs
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs

1. The principal treats teachers "humanly" and goes out of his way to do a little something extra for them. 1    2    3    4
2. Teachers assume responsibility for solving problems in cooperation with the principal. 1    2    3    4

1. Rarely occurs
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs

- |     |  |   |   |   |   |
|-----|--|---|---|---|---|
| 3.  | The principal stresses "getting the job done" but does not consult teachers in arriving at objectives of the school.     | 1 | 2 | 3 | 4 |
| 4.  | The principal does not deal with teachers in a face-to-face situation, but prefers to "go by the book. "                 | 1 | 2 | 3 | 4 |
| 5.  | Teachers work poorly as a team and pull in different directions when faced with a problem.                               | 1 | 2 | 3 | 4 |
| 6.  | In dealing with teachers, the principal is inconsiderate of their feelings and unconcerned with their personal problems. | 1 | 2 | 3 | 4 |
| 7.  | The principal is not willing to give of himself as much as he expects of his teachers.                                   | 1 | 2 | 3 | 4 |
| 8.  | The hard work and dedication of the principal serves as an example to teachers on his staff.                             | 1 | 2 | 3 | 4 |
| 9.  | Teachers perform their responsibilities with enthusiasm.   | 1 | 2 | 3 | 4 |
| 10. | Teachers do not feel that they are burdened with committee assignments or other "busy work" responsibilities.            | 1 | 2 | 3 | 4 |
| 11. | Teachers feel the principal burdens them with routine duties.  | 1 | 2 | 3 | 4 |
| 12. | Teachers do not gripe or bicker among themselves.  | 1 | 2 | 3 | 4 |
| 13. | The principal deals with teachers on an informal and personal basis.   | 1 | 2 | 3 | 4 |





1. Rarely occurs
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs

- |   |   |   |   |   |
|---|---|---|---|---|
| 14. Teachers do not visit one another outside the school setting.               | 1 | 2 | 3 | 4 |
| 15. Teachers enjoy friendly social relations with each other.                   | 1 | 2 | 3 | 4 |
| 16. Teachers do not evidence pride in being a part of the school and its staff. | 1 | 2 | 3 | 4 |





MICHIGAN STATE UNIV. LIBRARIES



31293008756946