STATUS CORRELATES OF DELINQUENT BEHAVIOR

Thesis for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY
CYRUS SHEPARD STEWART
1968

THESIS

3 1293 10351 6955

Michigan State University

This is to certify that the

thesis entitled

SOCIAL CORRELATES OF DELINQUENT BEHAVIOR

presented by

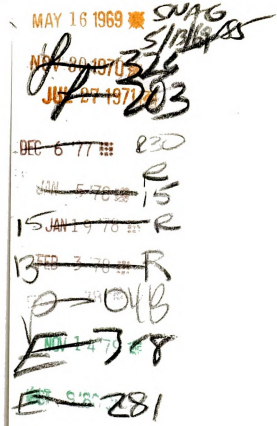
CYRUS SHEPARD STEWART

has been accepted towards fulfillment
of the requirements for

Ph. D. degree in Sociology

Date ____

O-169


MAY 16 1969
SNAG
NOV 20 1970
JUL 27 1971
DEC 6 77
JAN 5 78
JAN 19 78
FEB 3 78
NOV 14 78
281

ABSTRACT

STATUS CORRELATES OF DELINQUENT BEHAVIOR

By

Cyrus Shepard Stewart

Sociologists have given considerable attention to the relation between status and delinquent behavior; however, this association has been examined most frequently with reference to youth's orientation to adult status values. In this study, we proceed from the premise that during adolescence, the aspirations and expectations of youth in terms of adolescent status criteria are important for the understanding of delinquent behavior. It is our position that youth are oriented toward two distinctive status systems: one adult and the other adolescent. Our basic assumption is that while certain adult values and status criteria constitute a meaningful reference for youth, also of salience are the values and status criteria of other youth.

In the literature on adolescence, four youth specific status criteria have received particular attention: achievement in terms of (1) athletics, (2) grades, (3) clubs, and (4) dating. It would be a fundamental mistake to assume equal salience of all dimensions for all youth, for the school as a whole or for any particular actor. We

concerned ourselves with the actor's evaluation of dimensional salience for himself, for others in school, and under both conditions.

The hypotheses of this study are divisible in terms of the assumptions they make regarding the nature of the stratification system in the high school. Assuming an additive structure are the first four hypotheses. Status deprivation and frustration in youth endorsed status dimensions in the high school are hypothesized to be directly related to delinquent behavior. Measured as a disparity between an actor's current level of involvement in each status dimension and the level of involvement currently desired, deprivation, and frustration are distinguishable by the actor's perception of the "moral validity" of the restrictions imposed upon his aspirations. For theoretical reasons, we hypothesized that although both deprivation and frustration would be directly related to delinquent behavior, the relation between deprivation and delinquency would exceed that between frustration and delinquency. Measured as the actor's perception of the possibility of status loss with respect to a ranking dimension in the high school, status threat was hypothesized to be directly related to delinquent behavior.

Assuming a nonadditive model of the status system, status consistency was hypothesized to bear an indirect relation to delinquent behavior. Since the possibility

of varying salience across the status dimensions existed, two measured concepts were computed: one involving a congruence of positions on all status dimensions (actual consistency) and a second involving a congruence of positions on all dimensions but grades (revised consistency). In order to gather data on a basic assumption of status consistency, i.e., that consistency of one's status position is sought, consistency was measured in terms of the actor's desired involvement levels (desired consistency) and the consistency of current levels (current consistency). The consistency hypothesis was analyzed only in terms of current (actual and revised) consistency.

Delinquent behavior was measured by means of index and inter-item Pearson Product Moment correlations between ten (10) self-report delinquency items. By this method, scales specific to the total male sample, all high school classes, and all social classes were constructed. Each hypothesis was tested with regard to each class specific index. Social class was measured by father's occupation as classified by the U. S. Census of Population, 1960.

Two high schools in Western Michigan were selected for study on the basis of their similarity with respect to social and demographic characteristics and their accessibility. All male seniors in one high school and all males in the other high school (N=391) received an annonymous self-administered questionnaire in their

homerooms and first hour classes respectively. The total sample was a combination of the two schools for a one-way analysis of variance revealed no difference in the amount of delinquent acts reported by seniors in the two schools.

Our findings reveal that our status dimensions were salient as evidenced by the significant rank-order correlations among all high school and social classes. Regardless of high school or social class, our status variables received consistently high mention as important in being someone at school.

Because of our concern for the adequacy by which salience was measured, relationships were again examined controlling only for high school and social class. For the total male sample, only the threat hypothesis failed to obtain support; the same picture was revealed for sophomores and seniors. Freshmen data lead to the rejection of all hypotheses while junior data support only the threat and consistency hypotheses. Professional data support only the threat hypothesis while business data lead to the rejection of all hypotheses. Data for the labor situs lead to the rejection of all hypotheses except threat and the comparative hypothesis.

When controlling for salience of status dimensions, partial correlations revealed no consistent relationship between deprivation, threat, or consistency and delinqueny.

The compar

ally supp

data was

The comparative hypothesis also failed to be systematically supported. The only hypothesis supported by our data was status frustration.

STATUS CORRELATES OF DELINQUENT BEHAVIOR

By

Cyrus Shepard Stewart

A THESIS

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

DOCTOR OF PHILOSOPHY

Department of Sociology

1968

G 52611
12-16-68

ACKNOWLEDGMENTS

A study such as this one is the result of the simultaneous cooperation of a great number of people. The following are singled out for their specific contributions without which this study could never have been completed.

Dr. John Howell, my thesis advisor and committee chairman, for his long hours of consultation and for his original stimulation which eventually led me in the direction of concern with deviant behavior and youth.

Drs. Jay Artis, Peter Manning, and Donald Olmsted, committee members, for their time and talents.

Dr. Jon Shepard, long-time friend and fellow graduate staudent, who suggested the logic and manner of analysis upon which most of this study is based. The benefits of this analysis are due to his suggestions and any drawbacks are the sole responsibility of this author.

To the superintendents of the two schools, Mr. Ralph VanVolkinberg and Mr. Richard Fonger, for their permission to use their schools as research sites. To the guidance directors of the two schools, Mr. Eugene Rothi, Mr. Ernest Swanson, and Mr. Roger Vigland whose cooperation made it possible to administer the instrument. To the teachers in the two schools who were more than willing to give of

their time to administer our research instruments. Lastly, but by no means least, to the students in the two schools who cooperated in this study.

A very special note of gratitude is owed to Mrs. Eleanor Roether, executive secretary of the Department of Sociology at the time I first enrolled, who made it possible for a very nervous undergraduate to be accepted for graduate work in Sociology. Special thanks is also given to the secretarial staff of the department who, more than once, were of great aid and comfort.

To my wife, Nancy, and children, Mary Leigh and Scott, I give my thanks for constantly reminding me of what the purpose behind long nights of study was.

To my mother, I give my thanks for her support of my undergraduate work and for her confidence in my graduate work.

ACKNOWLEDG

LIST OF TA

LIST OF AP

Chapter

I. I

II. A
E

III. A
E

IV. S

V.

TABLE OF CONTENTS

		Page
ACKNOWLEDGMENTS		ii
LIST OF TABLES		vi
LIST OF APPENDICES		xii
Chapter		
I.	INTRODUCTION	1
	Statement of the Problem	1
	Importance of the Problem	2
II.	ADULT STATUS VALUES AND DELINQUENT BEHAVIOR	6
	Status Achievement	9
	Status Maintenance	30
	Status Equilibration	38
III.	ADOLESCENT STATUS VALUES AND DELINQUENT BEHAVIOR	50
	Integration vs. Estrangement	50
	The Subculture of Youth	57
	A Position on the Subculture of Youth	75
	High School Status System	79
IV.	STATEMENT OF HYPOTHESES	84
	Status Deprivation, Status Frustration, and Delinquent Behavior: A Set of Hypotheses	84
	Status Threat and Delinquent Behavior: A Hypothesis	87
	Status Consistency and Delinquent Behavior: A Hypothesis	90
	Hypotheses and Salience	93
V.	PROCEDURES	95
	Population Selection	95
	Data Collection	99
	Adolescent Achievement Values	105
	Operationalization of the Independent Variables	109

Chapter

VI. A

VII.

BIBLIOGRA

APPENDICE

Chapter		Page
	Measurement of Delinquent Behavior . .	117
	Father's Occupation as an Index Socioeconomic Status	121
	Analysis Design	127
VI.	ANALYSIS	134
	Socie Status Dimensions.	134
	Variation in Involvement in Delinquent Behavior	140
	Results for Males (N=391) Under Varying Conditions of Salience. . .	144
	Results for High School Class Under Various Conditions of Salience. . .	167
	Freshmen Class Analysis	167
	Sophomore Class Analysis	185
	Junior Class Analysis	203
	Senior Class Analysis	219
	Results for Social Class Under Various Conditions of Salience	234
	Professional Situs	235
	Business Situs.	251
	Labor Situs Analysis.	266
	Results for Males by High School and Social Class Under Conditions of No Control for Salience	283
VII.	INTERPRETATION AND DISCUSSION	310
	Results	310
	Methodological Considerations. . . .	321
	Discussion	333
BIBLIOGRAPHY		348
APPENDICES.		360

Table

5-1 Sel
p

5-2 Ana
"

5-3 Ran
b

5-4 Ran
b

5-5 Mea
f

5-6 Par
s
b
f

5-7 Par
s
b
(

5-8 Par
s
b
(

5-9 Par

LIST OF TABLES

Table		Page
5-1	Selected 1960 census data for SMSA, urban place, community, county, and state . .	97
5-2	Analysis of variance for seniors in "Urban High" and "Community High" . . .	101
6-1	Rank order correlation for popularity items by high school and social class. . . .	136
6-2	Rank order correlation for popularity between high school and social class . .	139
6-3	Mean involvement in delinquent behavior for males by high school and social class	142
6-4	Partial and zero-order correlation between status problems and delinquent behavior by system salience of status dimensions for males	147
6-5	Partial and zero-order correlations between status problems and delinquent behavior by system nonsalience of status dimension for males.	151
6-6	Partial and zero-order correlations between status problems and delinquent behavior by personal salience of status dimension for males.	155
6-7	Partial and zero-order correlations between status problems and delinquent behavior by personal nonsalience of status dimension for males.	158
6-8	Partial and zero-order correlations between status problems and delinquent behavior by combined salience of status dimensions for males.	161
6-9	Partial and zero-order correlations between status problems and delinquent behavior by combined nonsalience of status dimensions for males.	164

Table

6-10 Par
s
b
f

6-11 Par
s
b
d

6-12 Par
s
b
f

6-13 Par
s
b
d

6-14 Par
s
b
d

6-15 Par
s
b
f

6-16 Par
s
b
d

6-17 Par
s
b
d

6-18 Par
s
b
d

6-19 Par

Table		Page
6-10	Partial and zero-order correlations between status problems and delinquent behavior by system salience of status dimensions for freshmen	169
6-11	Partial and zero-order correlation between status problems and delinquent behavior by system nonsalience of status dimensions for freshmen	172
6-12	Partial and zero-order correlations between status problems and delinquent behavior by personal salience of status dimension for freshmen	176
6-13	Partial and zero-order correlation between status problems and delinquent behavior by personal nonsalience of status dimensions for freshmen	179
6-14	Partial and zero-order correlations between status problems and delinquent behavior by combined nonsalience of status dimensions for freshmen	183
6-15	Partial and zero-order correlation between status problems and delinquent behavior by system salience of status dimensions for sophomores	186
6-16	Partial and zero-order correlations between status problems and delinquent behavior by system nonsalience of status dimensions for sophomores.	189
6-17	Partial and zero-order correlations between status problems and delinquent behavior by personal salience of status dimensions for sophomores.	192
6-18	Partial and zero-order correlations between status problems and delinquent behavior by personal nonsalience of status dimensions for sophomores.	192
6-19	Partial and zero-order correlations between status problems and delinquent behavior by combined salience of status dimensions for sophomores	199

Table

6-20 Par
s
b
d

6-21 Par
s
b
f

6-22 Par
s
b
d

6-23 Par
s
b
d

6-24 Par
s
b
d

6-25 Par
s
b
d

6-26 Par
s
b
f

6-27 Par
s
b
d

6-28 Par
s
b
d

6-29 Par

Table		Page
6-20	Partial and zero-order correlations between status problems and delinquent behavior by combined nonsalience of status dimensions for sophomores.	202
6-21	Partial and zero-order correlation between status problems and delinquent behavior by system salience of status dimensions for juniors	205
6-22	Partial and zero-order correlation between status problems and delinquent behavior by system nonsalience of status dimensions for juniors.	208
6-23	Partial and zero-order correlation between status problems and delinquent behavior by personal salience of status dimension for juniors	211
6-24	Partial and zero-order correlations between status problems and delinquent behavior by personal nonsalience of status dimensions for juniors.	214
6-25	Partial and zero-order correlation between status problems and delinquent behavior by combined nonsalience of status dimension for juniors	217
6-26	Partial and zero-order correlations between status problems and delinquent behavior by system salience of status dimensions for seniors	220
6-27	Partial and zero-order correlations between status problems and delinquent behavior by system nonsalience of status dimensions for seniors.	223
6-28	Partial and zero-order correlations between status problems and delinquent behavior by personal salience of status dimensions for seniors.	226
6-29	Partial and zero-order correlations between status problems and delinquent behavior by personal nonsalience of status dimensions for seniors.	229

Table

6-30 Par
s
b
d

6-31 Par
s
b
f

6-32 Par
s
b
d

6-33 Par
s
b
f

6-34 Par
s
b
c

6-35 Par
s
b

6-36 Par
s
b

6-37 Pa

6-38 Pa

6-39 Pa

Table		Page
6-30	Partial and zero-order correlations between status problems and delinquent behavior by combined nonsalience of status dimensions for seniors	232
6-31	Partial and zero-order correlation between status problems and delinquent behavior by system salience of status dimensions for professionals.	236
6-32	Partial and zero-order correlation between status problems and delinquent behavior by system nonsalience of status dimensions for professionals	239
6-33	Partial and zero-order correlations between status problems and delinquent behavior by personal salience of status dimensions for professionals.	242
6-34	Partial and zero-order correlations between status problems and delinquent behavior by personal nonsalience of status dimensions for professionals	245
6-35	Partial and zero-order correlations between status problems and delinquent behavior by combined nonsalience of status . . .	249
6-36	Partial and zero-order correlations between status problems and delinquent behavior by system salience of status dimensions for business	252
6-37	Partial and zero-order correlations between status problems and delinquent behavior by system nonsalience of status dimensions for business.	255
6-38	Partial and zero-order correlation between status problems and delinquent behavior by personal salience of status dimensions for business	258
6-39	Partial and zero-order correlation between status problems and delinquent behavior by personal nonsalience of status dimensions for business.	261

Table

6-40 Par
s
b
d

6-41 Par
s
b
f

6-42 Par
s
b
d

6-43 Par
s
b
f

6-44 Par
s
b
b

6-45 Par
s
b
d

6-46 Pa

6-47 Pa

6-48 Pa

6-49 Pa

Table		Page
6-40	Partial and zero-order correlation between status problems and delinquent behavior by combined nonsalience of status dimensions for business	264
6-41	Partial and zero-order correlations between status problems and delinquent behavior by system salience of status dimensions for labor.	267
6-42	Partial and zero-order correlations between status problems and delinquent behavior by system nonsalience of status dimensions for labor	269
6-43	Partial and zero-order correlations between status problems and delinquent behavior by personal salience of status dimensions for labor.	272
6-44	Partial and zero-order correlations between status problems and delinquent behavior by personal salience of status dimensions by labor	275
6-45	Partial and zero-order correlations between status problems and delinquent behavior by personal nonsalience of status dimensions for labor	278
6-46	Partial and zero-order correlations between status problems and delinquent behavior by combined salience of status dimensions for labor.	281
6-47	Partial and zero-order correlation between status problems and delinquent behavior with no control for salience of status dimensions for males	285
6-48	Partial and zero-order correlation between status problems and delinquent behavior with no control for salience of status dimensions for freshmen	289
6-49	Partial and zero-order correlation between status problems and delinquent behavior with no controls for salience of status dimensions for sophomores	292

Table

6-50 Par
s
w
d

6-51 Par
s
w
c

6-52 Par
s
w
c

6-53 Par
s
w
c

6-54 Par
s
w
c

7-1 Re

7-2 Fi

7-3 Re

Table		Page
6-50	Partial and zero-order correlation between status problems and delinquent behavior with no controls for salience of status dimensions for juniors	295
6-51	Partial and zero-order correlations between status problems and delinquent behavior with no control for salience of status dimensions for seniors	298
6-52	Partial and zero-order correlations between status problems and delinquent behavior with no control for salience of status dimensions for business	302
6-53	Partial and zero-order correlations between status problems and delinquent behavior with no controls for salience of status dimensions for professionals	306
6-54	Partial and zero-order correlations between status problems and delinquent behavior with no control for salience of status dimensions for labor	309
7-1	Results of chi-square and Fisher's Exact Probability Test for acceptance and rejection of hypotheses	312
7-2	Fisher's Exact Probability Test	315
7-3	Results of partial correlation analysis for male by high school and social class with no controls set for salience	319

Appendix

I. S

II. C

III. T

IV. S

LIST OF APPENDICES

Appendix		Page
I.	Scale and Index Construction.	361
II.	Questionnaire.	402
III.	Tables	421
IV.	Support for Hypotheses Under All Conditions of Salience and Nonsalience.	439

A s

while cog

property

gives gre

structure

research,

strains f

1963; Coh

modern Am

ship with

ship betw

subcultur

the same

. .
do no
resul
devia
adju
not
prob
tend
tion
. .
whic
cal

CHAPTER I

INTRODUCTION

Statement of the Problem

A sociological orientation to deviant behavior, while cognizant that deviance may be conceptualized as a property of the statics and dynamics of the personality, gives greater attention to deviance as a property of the structure and function of social systems. In this research, we are concerned with selected structural strains falling within the conducive scope (Smeltzer, 1963; Cohen, 1965) established by the youth subculture in modern American society, and their hypothesized relationship with delinquent behavior. In analyzing the relationship between problems of adjustment and the content of subcultural delinquent adaptions, Cloward and Ohlin use the same assumption:

> . . . the pressures that lead to deviant patterns do not necessarily determine the . . . deviance that results. . . . We cannot predict the content of deviance . . . from a knowledge of the problem of adjustment to which it is a response. . . . We do not argue that there is no relationship between problems of adjustment and (deviance), but we contend that there is no necessary deterministic relationship between them. The problem of adjustment . . . limit(s) the range of . . . outcomes, . . . which alternative will emerge remains problematical (1960, 41). (Author's emphasis)

In

status fr

within th

Merten, 1

whether t

behavior.

high scho

ted stude

between s

tency, an

behavior

Th

the empi

their ex

the exte

of the r

behavior

Traditio

either a

tributio

(Wirth,

Shaw and

---

*

social s

ment ori

In this study the concepts of status deprivation, status frustration, status threat, and status consistency within the context of adolescent, "socie" (Schwartz and Merten, 1967*) values will be investigated to determine whether they can increase our understanding of delinquent behavior. Specifically, among students of two selected high schools in Western Michigan, and, in terms of selected student values, we propose to examine the relationship between status deprivation, frustration, threat, consistency, and the incidence of self-reported delinquent behavior.

Importance of the Problem

The sociological importance of any problem involves the empirical validation of theoretical relationships and their extension into variant contexts in order to examine the extent of their generalizability. The empirical study of the relationships between social status and delinquent behavior is nothing original in the sociology of youth. Traditionally, this relationship has been approached either as (1) an attempt to document the ecological distribution of delinquent behavior in the urban community (Wirth, 1928; Shaw, 1929, 1930; Shaw and McKay, 1931; Shaw and McKay, 1942) or the social distribution of

---

*"Socie" values are those values which, in the social structure of the high school, represent an achievement orientation in terms of middle class criteria.

delinquen
society (
Clark and
1958; Vaz
ment" occ
certain s
sanctione
1960; Clo
status (C
behaviora
patterns
middle (V

In
tionship
delinquen
of exami
status c
in terms
behavior

On
status a
of statu
pendent
theory a
socio-cu
alized a

delinquent behavior in the organization of stratified society (Porterfield, 1946; Nye, Short, and Olson, 1958; Clark and Wennger, 1962; Neiss and Rhodes, 1961; Miller, 1958; Vaz, 1966); (2) a reaction to a "problem of adjustment" occassioned by the failure and/or inability of certain sectors of society to achieve in terms of adult-sanctioned lower class (Miller, 1958; Cloward and Ohlin, 1960; Cloward, 1959) or middle class criteria of status (Cohen, 1955; Vaz, 1966); or (3) as the result of behavioral adherence to the culturally esteemed value patterns of the lower (Cloward and Ohlin, 1960) and middle (Vaz, 1966) status groups.

In this research, we are concerned with the relationship between status problems and the occurrence of delinquent behavior, with one notable extension: instead of examination of this relationship in terms of adult status criteria, we are concerned with status problems, in terms of youth endorsed status criteria, and delinquent behavior.

One of the major empirical problems in the area of status and delinquent behavior is the conceptualization of status deprivation or status frustration as the independent variable. Usually, these two terms, in both theory and research are used interchangable to denote a socio-cultural malintegration (Merton, 1957), operationalized as a disparity between educational and/or

occupatic

Strodtbac

Short, Ja

specifica

tion is n

validity

of the in

and Ohlin

tion are

in the s

theoreti

situatio

St

of an eq

status d

fied in

American

(Jackson

On a cor

tionaliz

the conc

operatio

bute you

tion is

to be m

occupational aspirations and expectations (Short and Strodtback, 1965; Short, Rivera, and Tennyson, 1965; Short, 1963; Short, 1964). In this research, operational specification of status deprivation and status frustration is made in terms of the actor's perception of the validity of the restraining source, rather than in terms of the identification of the source of failure (Cloward and Ohlin, 1960). Status deprivation and status frustration are conceptualized as separate independent variables in the study of delinquent behavior, rather than as dual theoretical constructs referring to the same empirical situation.

Status consistency is usually conceived of in terms of an equivalence of status ranks across standardized status dimensions. These dimensions are commonly specified in terms of the major criteria for stratification in American society, i.e., education, income, and occupation (Jackson and Burke, 1965; Treiman, 1966; Goffman, 1957). On a conceptual level we contend that as currently operationalized in terms of adult-sanctioned status criteria, the concept is not relevant in a youth subculture; in our operational definition of the concept, we shall substitute youth endorsed status criteria. Such a substitution is essential if the concept of status consistency is to be made applicable within adolescent status universes.

Two
ture are
to a desc
ur conce
t: an a
the entir
ency, tu
Second, w
ency hat
behavior.
In
delinquen
empirica
view of
visible
delinque
arises w
delinque
than the
the male
nature a
differen
the exte
addresse

Two theoretical additions to the consistency literature are planned. First, instead of confining consistency to a description of current rankings we intend to extend our concern to the degree to which consistency is aspired to: an assumption which has been the substructure for the entire development of the concept of status consistency, but which has seldom been empirically examined. Second, we intend to see what explanatory power consistency has in terms of an understanding of delinquent behavior.

In the sociology of youth, the concern with gang delinquency is highly developed, both theoretically and empirically. This is perhaps the way it should be in view of the fact that delinquent behavior takes its most visible and destructive forms in those areas wherein the delinquent gang is concentrated. A significant problem arises when we become concerned with the problem of delinquent behavior, not gang delinquency, in areas other than the inner-city slums and with populations other than the male lower class. We know very little about the nature and content of delinquent behavior as it occurs in different social class and community contexts. It is to the extension of this knowledge that this research addresses itself.

In

dent vari

the socia

Parsons'

. .
inhe
soci
aspe
are
is a

sociolog

empirica

delinque

about st

delinque

ved in d

Th

findings

many to

Those co

contexts

tending

CHAPTER II

ADULT STATUS VALUES AND DELINQUENT BEHAVIOR

In its use as both an independent and as a dependent variable, the concept of status is a focal point in the sociological analysis of action systems. Following Parsons' postulate that

> . . . the dimension of conformity-deviance was inherent and central to the whole conception of social action and hence social systems. One aspect of the common cultural patterns which are part of every system of social interaction, is always normative (1951, 249).

sociologists have given considerable theoretical and empirical attention to the relationship between status and delinquent behavior. However, the question of what it is about status that is conducive to the development of delinquent motivation and the opportunity to become involved in delinquency is hardly settled.

The technique of empirical replication of research findings in both similar and dissimilar contexts had led many to argue the status sources of delinquent behavior. Those concerned with delinquent behavior in middle status contexts feel compelled to justify their concern by contending that the method of reporting offenses, the

offenses
almost un
delinquen
concern h
technique
Short, an
1959; Nye

Th
vior con
artifact
lower st
because
commitme
delinque
1966; Ne
the qual
committe
Wattenbe
Clark an

In
hardly s
invoked
We do no
on the c

offenses reported, and the enforcement procedures interact almost uniformly to mitigate the possibility of finding delinquent involvement in middle status contexts. Such concern has led to the development of self-reporting techniques in the measurement of delinquent behavior (Nye, Short, and Olson, 1958; Dentler and Monroe, 1961; Scott, 1959; Nye, 1958).

Those concerned with lower status delinquent behavior contend that delinquency is more than a statistical artifact and that relative to middle status delinquency, lower status delinquency has a much higher social cost because of the subcultural nature which increases the commitment (ego-involvement) of the group members to their delinquent careers (Cloward and Ohlin, 1960; Yablonsky, 1966; New York City Youth Board, 1960) and to the fact of the qualitative differentials in the delinquent actions committed in the various status contexts (Chilton, 1967; Wattenberg and Balistrieri, 1952; Reiss and Rhodes, 1961; Clark and Wennger, 1962).

In view of such bifurication of concern, it is hardly surprising that quite disparate explanations are invoked for middle and lower status delinquent behavior. We do not wish to negate the importance of further study on the qualitative and quantitative differentials between

and with

to conce

sources

tor, no

that may

context

1.

2.

3.

The corr

bus depr

tap stat

operatio

Al

variatio

area of

traditi

adulthoo

role.

behavio

to youth

*

suggest

sures o

of deli

and within middle and lower status delinquency.* We wish to concentrate on the complimentary concern of the status sources relevant to the development of delinquent motivation, not the opportunity to engage in delinquent behavior, that may operate relatively independent of social status context:

1. Status Achievement, i.e., the orientation toward the attainment of higher status positions
2. Status Maintenance, i.e., the desire to stabilize one's current position
3. Status Equilibration, i.e., the desire to have all relevant status dimensions characterizing the actor at a consistent level.

The concepts for the study of status achievement are status deprivation and status frustration, status threat will tap status maintenance, while status consistency will operationalize status equilibration.

Although a great deal of conceptual and empirical variation exists as to the nature of these concepts, one area of similarity does exist. These concepts have been traditionally conceptualized and measured in terms of adulthood and the criteria for the assumption of this role. The association between status and delinquent behavior has been most frequently examined with reference to youth's orientation and involvement with adult status

*It is in this context that Dentler and Monroe's suggesting that instead of concentrating on omnibus measures of delinquency, we attempt to measure specific types of delinquencies.

values ar

adult sta

(economic

It

vidually

ment exp

level su

matic re

instigat

1960) fr

tantly t

behavior

opportun

Legitima

orientat

wherein

restrict

malinteg

increase

of delin

In

malinteg

motivat

values and the legitimation of the adult male role. These adult status values are definable in terms of horizontal (economic) and vertical (life-style) criteria.

Status Achievement

It is postulated that the failure of an actor, individually or collectively, to attain the level of achievement expected or, alternatively, to expect to achieve a level substantially below aspirations, because of systematic restrictions on the availability of opportunity, instigates a process of alienation (Cloward and Ohlin, 1960) from social, not cultural, structures. Concomitantly there is a reduction in the actor's readiness for behavioral conformity to the strictures of legitimate opportunities and their corresponding normative structures. Legitimate opportunity no longer functions as a normative orientation for behavioral involvement in a situation wherein access to these opportunities are systematically restricted for certain sectors of the society. Structural malintegration is posited as a source of strain which increases the probability for the occurrence of an episode of delinquent activity.

In one type of structural malintegration, cultural malintegration, pressures toward the achievement of success motivate the adoption of alternative normative structures.

The s
anomi
senti
distr
itie
succ
with
When
sati
almo
resu
regu

In an ac

upon goa

Cultural

consequ

social l

change i

orientat

define l

ment of

Wh

acterize

tive str

that put

ment, we

(normati

populati

Males re

status

characte

mental

> The social structure produces a strain toward anomie and deviant behavior. . . . So long as the sentiments supporting the competitive system are distributed throughout the entire range of activities and not confined to the final result of success, the choice of means will remain largely within the gambit of institutional control. When . . . the cultural emphasis shifts from the satisfactions deriving from competition . . . to almost exclusive concern with the outcome, the resultant stress makes for the breakdown of the regulatory structure (Merton, 1957, 131-162).

In an achievement oriented social structure the emphasis upon goals and means bears an imperfect relationship. Cultural malintegration results in normative strain and consequent normative change. Innovative procedures, on a social level, become the mode of action; there is little change in the definition of the appropriate goal-orientation, the change is in the normative elements that define legitimate and illegitimate means for the attainment of these goals.

When a significant portion of a population is characterized by cultural malintegration and consequent normative strain (anomie), and when this occurs in a society that puts relative exclusive emphasis upon goal attainment, we can expect a significant amount of deviance (normative innovation) relative to other sectors of the population where the normative strain is not as intense. Males relative to females, working relative to middle status contexts, and youth relative to adults, can be characterized as an interactional contexts wherein fundamental cultural values (goals) are demanded and where,

concomit
these go
is that
areas of
class se
Th
from devi
(1) the
the rest
such goa
ture" th
of the r
tions or
should r
as logic
structur
paradigm
placed
tus frus
the goa
matical
U
assumpt
restric
strain
mate op

concomitantly, legitimate avenues for the achievement of these goals are systematically restricted. The prediction is that amounts of deviant behavior will be greatest in areas of such restriction, i.e., the young, male, working class sectors of society.

The relationship between anomie and the pressure for deviant behavior implies two theoretical focal points: (1) the nature of the goal sought, and (2) the nature of the restrictions placed upon the opportunity to realize such goals. "Status frustration" and "opportunity structure" theory become analytically distinguishable in terms of the relative emphasis placed upon goals and the restrictions on opportunity for goal attainment. These approaches should not be conceived as contradictory statements, but as logical theoretical compliments. While opportunity structure theory is a direct extension of the anomie paradigm by its stress upon the systematic restrictions placed on opportunity for certain population sectors, status frustration theory specifies the general nature of the goal sought, access to which may or may not be systematically restricted.

Underlying the structure of both approaches is the assumption of an achievement oriented society within which restrictions on legitimate opportunity result in normative strain and consequent change in the definition of legitimate opportunities. It is common practice to differentiate

between
and rest
tration
working
access t
achievem
ing one
self-def
of achie
frustrat
the spec
middle
of econo
class (
I
ences b
that to
that th
the fol
nature
tions t
equal a
T
approac
stateme
behavio

between these approaches in terms of ability to achieve and restrictions on opportunity to achieve. Status frustration could be restated in terms of the degree to which working class socialization experiences to restrict one's access to legitimate opportunity structures for the achievement of middle class status by either not preparing one for such achievement or by the installation of self-defeating attitudes which preclude the possibility of achievement. So stated, the difference between status frustration and opportunity structure theory stems from the specification of the nature of the goal-orientation: middle class status (status discontent) vs. improvement of economic position within the structure of the working class (position discontent).

It is not our position that there are no differences between these two approaches (Stewart, 1964) but that to emphasize the differences leads to the contention that these approaches are summarily distinguishable. In the following analysis, we are most concerned with the nature of the goal-orientation and the consequent reactions to goal blockage occasioned by the restrictions on equal availability of opportunity.

The foremost statement of the status frustration approach is that of Albert K. Cohen. In the classical statement of the relationship between anomie and deviant behavior, Merton concentrates specifically upon economic

achievema

conceptio

only neg

group wi

tionaliz

167-168)

applicab

of statu

Th

the rela

and the

effectiv

with sim

cultural

diametri

society.

orientat

tus crit

content

In middl

delinqu

adjustm

status

middle

D

less of

achievement, but as he notes, "In terms of the general conception, any cultural goal which receives extreme and only negligibly qualified emphasis in the culture of a group will serve to attenuate the emphasis on institutionalized practices and make for anomie" (Merton, 1957, 167-168). Cohen's basic contribution is to extend the applicability of the anomie model to the general pursuit of status characteristic of American society.

The major thrust of Cohen's thesis is to document the relationship between the frustration of status drives and the solution to this problem by the creation, in effective communicative interaction with other actors with similar problems of adjustment, of delinquent subcultural values and correlated behavioral patterns in diametrical opposition to "respectable middle class" society. The general pattern is as follows: (1) the orientation to and the temporization of middle class status criteria by working class male youth, (2) status discontent, (3) experienced or perceived status frustration in middle class status contexts, (4) the creation of the delinquent subculture as a solution to the problems of adjustment occasioned by the frustration of middle class status drives, (5) reaction formation as a defense against middle class status evaluation.

Delinquent behavior is posited as a result of problems of adjustment occasioned by the inability or failure

of worki

middle c

coping m

and soci

class do

status i

class st

mized in

compared

(Cohen,

out any

in the s

evaluate

that the

of the m

social s

and wher

intense

Co

status

boy," (

The bas

delinqu

lenced

the per

of working class male youth to achieve status in terms of middle class criteria combined with the lack of normative coping mechanisms. Cohen argues that the family practices and socialization experiences typical of the working class do not adequately prepare the actor to achieve status in middle class terms. In the pursuit of middle class status, the child's status universe becomes maximized in the sense that "the child may be legitimately compared with any other child of the same age and sex" (Cohen, 1955). This comparison may thusly be made without any consideration of prior training and background, in the sense that all children are to be universally evaluated as individuals. It does not necessarily follow that the ability of the actor to achieve status in terms of the middle class is equally distributed throughout the social structure. Where the status universe is maximized and where the opportunity for achievement is class-linked, intense frustration will be felt (Cohen, 1955).

Cohen postulates three reactions to middle class status drives in the working class boy: (1) the "college-boy," (2) the "corner-boy," and (3) the delinquent boy. The basic division is between the first two, for the delinquent response is conceived as the result of experienced status frustration and of status discontent and the perceived possibility of status frustration.

Co

enter th

Those wh

respect

te held

ered to

visibil

equal op

largest

ations a

which ac

re-entra

tain the

identity

by the

It

youth w

in no w

There

class a

interna

is domi

boy res

percept

terms.

boy is

College-boys accept the middle class challenge and enter the status game in terms of middle class criteria. Those who successfully compete will be allocated the respect and recognition of "respectable" society and will be held up as role models. The exemplory position allocated to the successful operates to increase their social visibility and to illustrate the cultural ideology of equal opportunity without regard to background. The largest portion of college-boys fail in their status aspirations and are dispensed with by negative evaluations which act to decrease their visibility by inducing their re-entrance into working culture. Those who fail but maintain their middle class orientation develop a negative identity in response to the negative evaluations of self by the middle class.

It is a mistake to assume that those working class youth who do not take up the middle class challenge are in no way concerned with middle class status criteria. "There is no (isomorphic) correspondence between social class and value system; it is probable that most have internalized both value systems and the degree to which one is dominant varies . . ." (Cohen, 1955, 108). The corner-boy response is the result of status discontent and the perception of the possibility of failure in middle class terms. The most significant characteristic of the corner-boy is that he has not withdrawn attributions of

legitima

such, hi

his adap

temporiz

nality o

response

evaluati

"T

explicit

standard

The appe

refusal

1955, 1

to both

of its

dious c

respons

teristi

tutes s

youth c

May
obt
nor
rea
. .
but
ach
eff
asi

legitimacy from middle class evaluative criteria, and as such, his temporizing with middle class morality makes his adaption unstable and indecisive. The result of such temporization is the fundamental ambivalence and marginality of the corner-boy response (Cohen, 1955). This response tends to weaken by the increments of negative evaluation of the middle class.

"The hallmark of the delinquent subculture is the explicit and wholesale repudiation of the middle class standard and the adoption of their very antithesis. . . . The appeal of the delinquent subculture lies in the refusal to temporize with middle class morality" (Cohen, 1955, 129-30). The attraction of the delinquent response to both the college- and the corner-boy lies in the nature of its relationship to the evaluative criteria and invidious comparisons made by the middle class; the delinquent response "totally rejects" the criteria of status characteristic of middle class society and in its place substitutes status criteria in terms of which working class youth can achieve.

> May we assume that when the delinquent seeks to obtain unequivocal status by repudiating the norms of the college-boy culture, these norms really undergo total extinction? Or do they . . . linger on . . . repressed, unacknowledged but an ever present threat to the adjustment achieved at no small cost. Moral norms, once effectively internalized are not lightly thrust aside or extinguished. If a new moral order is

evol
to c
cont

The inte

delinque

class ha

been rep

negative

tion for

company,

content

terms o

subcult

to achi

N

need ex

tions,

which r

criteri

Status

of the

want co

some ac

the rea

occur

approa
1964.

> evolved which offers a more satisfactory solution to one's life problems, the old order usually continues to press for recognition (Cohen, 1955, 132).

The intensity of this reaction indicates that even in the delinquent response, the evaluative criteria of the middle class has not been effectively extinguished, but has only been repressed, and is a constant source of anxiety and negative self evaluations. To the degree that the reaction formation is effective, at least in the situation of company, the youth no longer need experience status discontent and frustration for he is now being evaluative in terms of the status criteria operative in the delinquent subculture; criteria in terms of which he is more likely to achieve.

Neither the college- nor the corner-boy necessarily need experience nor perceive negative middle class evaluations, for both have adopted a subcultural value system which refuses to temporize with middle class evaluative criteria, at least on the level of overt recognition. Status is always a function of the role played and in terms of the delinquent role, middle class status is an "irrelevant consideration." Status is not a quality present in some action and absent in others, but is the result of the responses of others to one's action.* Status does not occur in isolation from social interaction, but in

---

*This assumption forms the core of the interactional approach to deviant behavior. See Becker, 1963; Becker, 1964.

interacti
terms of
and the

Wh
the work
middle c
the work
ing clas
tunity s
sifferen
Cloward
the impr
working
restrict
tion, 1
tioned

Cl
not nec
can be
increas
group (
delinqu
to whic
(2) a c
a react
ized by

interactive situations where behavior is evaluated in terms of standards defined as appropriate to the group and the situation in question.

While Cohen puts emphasis upon the orientation of the working class boy to the attainment of status in middle class terms, Cloward contends that the goal of the working class youth is not a middle, but is a working class referent. It is in this contention that opportunity structure and status frustration theory become differentiated. The general pattern postulated by Cloward is as follows: (1) working class orientation to the improvement of their economic position within the working class, (2) position discontent, (3) systematic restriction of opportunity, (4) frustration, (5) alienation, (6) the delinquent subcultural response as conditioned by community integration.

Cloward maintains that mobility aspiration need not necessarily imply a change in reference group, but can be conceived purely in economic terms, i.e., to increase one's economic position within any given status group (Cloward and Ohlin, 1960). Cohen and Cloward's delinquents can be distinguished in terms of the degree to which (1) a change in reference group is sought, and (2) a change in economic position is sought. Rather than a reaction formation, Cloward's delinquents are characterized by alienation from conventional social norms and the

displace

tive str

Cl

Merton's

The led then ment aver revi den(196(

When th

restric

actors

unjust

which a

Discrep

tures a

and opp

the use

the hyp

ment or

M

socall

legiti

tional

insure

alienat

the st

displacement of sentiments of legitimacy onto the normative structure of the delinquent subculture.

Cloward's basic hypothesis is a restatement of Merton's central theorem:

> The disparity between what lower-class youth are led to want and what is actually available to them is a source of a major problem of adjustment. Faced with limitations on legitimate avenues of access to these goals, and unable to revise their aspirations downward, they experience intense frustration (Cloward and Ohlin, 1960, 94-95).

When the traditional channels to higher positions are restricted for large categories of actors and when these actors perceive the restrictions to be the result of unjust deprivation, strain will increase the degree to which alternative opportunity structures are utilized. Discrepancies between aspirations and opportunity structures are utilized. Discrepancies between aspirations and opportunity produce pressure toward innovation and the use of illegitimate opportunity structures. Again, the hypothesis will only hold in universalistic achievement orientations.

Merton, Cohen, and Cloward maintain that there are socially structured differentials in the availability of legitimate opportunity; to this Cloward adds that aspirational frustration and the problems of adjustment do not insure the response. The most significant step in the alienative process is to place the blame for failure on the structure of the social system rather than upon the

self. C
discont
posits
depends
lem of
of fail
istics
D
various
and cri
become
tured d
tunity,
availab
can be
by posi
utiliza
shape c
sation
T
stateme
tural t
lie on
ment we

Stewar

self. Given frustrated economic aspirations, position discontent, unjust deprivation, and alienation, Cloward posits a delinquent response; what particular response depends not upon the nature of the aspiration, the problem of adjustment, nor the identification of the source of failure, but upon the socially structured characteristics of the community.

Depending on the degree of integration between various ages and between the carriers of conventional and criminal values, identifiable subcultural patterns become differentiated. Just as there are socially structured differentials in the available of legitimate opportunity, there are also structured differentials in the availability of illegitimate opportunity. Not any actor can be any kind of deviant; although the strain created by position discontent creates intense pressure for the utilization of alternative opportunities, the actual shape of the outcome relies on the integration and organization of the community.

The positions discussed are the major theoretical statements of the anomie tradition in delinquent subcultural theory.* The basic differences between the variants lie on the nature of the goal-orientation. By a restatement we saw that both variants assume systematic

---

*For a detailed analysis of these positions see Stewart, 1964.

restrict

around t

tration

status w

in refer

change i

theory e

referenc

intra-cl

the conc

status

C

discont

consist

This co

variabl

and amb

I

system)

dispari

levels

and occ

reveals

for bot

are mo

intra-

restrictions on opportunity and thus differences revolve around the conceptualization of the goal. Status frustration concerns itself with the goal of middle class status which for the working class boy, entails a change in reference group, but not necessarily a concomitant change in economic position. Opportunity structure theory envisions economic improvement without change in reference group. The distinction between inter- and intra-class (social and economic) mobility is implied in the concepts used to denote the problems of adjustment: status and position discontent.*

Conceptually, the variables of status and position discontent are so closely interconnected as to render consistent empirical differentiation almost impossible. This conceptual confusion as to the referents for these variables has resulted in extreme operational difficulty and ambiguity.

It is all too easy to conceive of status (inter-system) and position (intra-system) discontent as a disparity score between aspirational and expectational levels on various adult status values such as education and occupation. An examination of theoretical content reveals that a disparity score is an appropriate measure for both status and position discontent; what makes

*In this study, status deprivation and frustration are most akin to position discontent, for they imply intra-system movement.

measure

se, but

educati

discont

evaluat

variabl

T

tion of

efforts

utiliza

expecta

achieve

content

reflect

and are

effects

A

tically

possib

the ch

educat

to tha

econom

but ma

change

out a

measures inappropriate in not the disparity score, per se, but the dimensions utilized. A disparity score along education and occupation adequately measures position discontent; however, for a measure of status discontent, evaluative dimensions tapping a behavioral-life style variable should be employed.

The empirical assessment and operational construction of the position discontent variable is due to the efforts of James Short and his associates. Short's utilization of the mean disparity between aspirations and expectations in terms of educational and occupational achievement is an appropriate measure of position discontent, for educational and occupational mobility reflect a concern for improvement of economic position and are the traditional means by which such mobility is effected.

Although economic and status mobility are theoretically independent variables, this does not preclude the possibility of empirical correlation. In the sense that the choice of aspirational and expectational levels on educational and occupational dimensions is not restricted to that range of choice which reflects a concern for economic achievement, independent of increments in status, but may also include choices reflecting a desire for a change in reference group, a simple disparity score without a curtailed range has little theoretical meaning. In

terms o

theoret

discont

T

measure

occupat

tional

utiliz

employs

"educat

world

to the

ing an

ceive

ered t

vention

positi

that S

opport

way as

timate

(T
to
an
th
so

*

terms of such a measure we cannot be confident of the theoretical referent, i.e., position discontent, status discontent, or both.

The same considerations are relevant to the partial measures of position discontent comparing boy's level of occupational aspiration and expectation to that occupational level currently attained by the father. When utilizing the educational dimension, Short no longer employs a disparity score but concentrates upon judged "educational adjustment." The assumption is that the world of education will be of more immediate relevance to the boys so that those who are classified as maintaining an unsuccessful educational adjustment and who perceive educational opportunities as closed can be considered to be discontented with their position. Our contention is that this is not an appropriate measure of position discontent.

One of the most commonly used independent variables that Short relates to delinquent involvement is a total opportunity score. This index is constructed in such a way as to reflect not only legitimate, but also illegitimate, opportunities as perceived by the respondent.

> (Total opportunities score) is obtained by adding together legitimate educational and occupational and adult power and helpfulness scores, and from this sum subtracting illegitimate opportunity scores (Short, Rivera, and Tennyson, 1965, 56-57*).

*See also Short, 1964.

Since t
variabl
percept
opennes

T
index f
tunity
frustra
conten
content
restric
the oth
ceive
sary re
percep
tion.

sarily
oppor
ast up
refere
variab
econom
"perce

less

Since there are no objective indicies for any of the above variables, they are measured in terms of the respondent's perceptions of availability in terms of the degree of openness and closeness.

There is an ambigious theoretical referent for this index for we are not confident of whether the total opportunity score measures position discontent or economic frustration. It does not follow from the theoretical content of position discontent that those who are discontented with their position necessarily perceive greater restrictions on the opportunities for achievement; or, on the other hand, that those who are not discontented perceive fewer opportunity restrictions. There is no necessary relationship between position discontent and one's perception of the degree of perceived opportunity restriction.

In terms of economic frustration, it does not necessarily follow that those who perceive restrictions on opportunity necessarily will be frustrated, unless they act upon their perceptions. The most empirically valid referent of the total opportunity score is an intervening variable subsequent to position discontent and prior to economic frustration, a variable which might be termed "perceived restrictions on opportunity."

No less important than position discontent, but less frequently studied, is Cohen's independent variable

of statu

to deal

terms o

one's c

althoug

and del

strengt

the the

obtain

relatio

for can

measure

(Reiss

such as

but the

that ap

of sta

tends

functi

styles

when e

result

to fru

solut

Variat

of status discontent. In one of the few empirical attempts to deal with this variable, Reiss constructs a measure in terms of invidious comparison of the relative worth of one's clothes and housing in various status contexts. Although he finds associations between status deprivation and delinquent behavior in the predicted directions, the strength of the associations are disappointing in view of the theoretical import. Reiss notes that "the failure to obtain results which strongly support the postulated relation between status deprivation and delinquent behavior can be due to failures in operationalization and measurement as well as to flaws in the theory or both" (Reiss and Rhodes, 1963, 147-149).

We acknowledge the difficulty of tapping variables such as status deprivation by questionnaire materials, but there seems to be a related conceptual problem in that again we are not confident of just what the concept of status deprivation refers to. Cohen's statement contends that feelings of status discontent are, in part, a function of invidious comparisons between the life-styles of middle vs. working class peers. Such feelings, when expressed by a working class youth, will probably result in aspirations for social mobility. In response to frustration of such aspirations, delinquent subcultural solutions are found. Does Reiss refer to the independent variable of status discontent or to the intervening

variable of status frustration in his use of "status deprivation"?

The answer, almost by accident, is found in a suggestion for further research made by Reiss in conclusion.

> The Cloward-Ohlin hypothesis that the problem of adjustment for which delinquency is a solution arises from the disparity between the opportunity to achieve success and what lower class youth want rather than from the perceptions of status deprivations that leads . . . to status frustration (Reiss and Rhodes, 1963, 149). (My emphasis)

Status deprivation is conceived as indicative of status discontent. Perhaps if Reiss had utilized the entire framework in his analysis, the strength of the postulated associations might increase. The relationship between deprivation and delinquency is mediated by the relationship between deprivation and the restriction of mobility aspirations; this subject is theoretically central to our analysis for it forms the conceptual basis for our first three research hypotheses.

In this study, one of our major emphases will be upon the failure of the actor to effect status achievement and involvement in delinquent behavior. Our research design calls for a theoretical respecification of position discontent in terms of youth endorsed "socie" values in the modern high school. We are not concerned with inter-system status mobility, nor with intra-system economic improvement, for such concerns reflect not the theoretical nature of the concepts, but

the nature of t

with status (so

fication system

variable of pos

of status withi

respecification

deprivation and

of the moral va

opportunity.

Cloward's

ship between th

opportunity, al

structures.

> When a soci
> adjustment
> it is possi
> legitimacy
> will emerge
> aspirations
> experienced
> tions than
> where the
> a . . . se
> tive) disa
> those shar
> agement fo
> port of th
> freed of a
> such perso
> of achievi
> 109). (Au

The most funda

i.e., the with

established so

nature of the dimensions employed. Our concern is status (social) mobility in terms of a single stratification system, multidimensionally conceived; the able of position discontent is respecified in terms tatus within a given stratification system. Such a ecification allows us to theoretically define status ivation and status frustration as logical extension he moral validity of normative structures defining rtunity.

Cloward's major proposition constructs a relation- between the disparity of aspirations and available rtunity, alienation, and the legitimacy of normative ctures.

> When a social system generates severe problems of adjustment for . . . a particular social status, it is possible that a collective challenge to the legitimacy of the established rules of conduct will emerge. . . . Since discrepancies between aspirations and opportunity are likely to be experienced more intensely at some social positions than at others, persons in status locations where the discrepancy is most acute may develop a . . . sense of indignation about their (relative) disadvantages. . . . Interaction among those sharing the same problem may provide encouragement for the withdrawal of sentiments in support of the established system of norms. Once freed of allegience to the existing set of rules, such persons may devise or adopt delinquent means of achieving success (Cloward and Ohlin, 1960, 108-109). (Author's insert)

most fundamental step in the process of alienation, the withdrawal of attributions of legitimacy from olished social norms (Cloward and Ohlin, 1960), is

placing the bla
function of the
than to one's
arrangements to
sation, such a
actors as legi
directives for
1947). In a s
the perception
and the "opera
visible barrie
ceived legitim
defining oppor
alienation is
be displaced o
ducive to invo

In this
legitimacy is
tion of behavi
tance of estab
the concept of
of moral valid
between the le
ethical or mor
the literature
utilizes legit

acing the blame for one's failure on the structure and
notion of the inequalities in the social system rather
an to one's own inadequacies. For institutional
rangements to have any regulating effect on social
tion, such arrangement must be viewed by a majority of
tors as legitimate, i.e., as authoritative sets of
rectives for action (Cloward and Ohlin, 1960; Weber,
47). In a social system exposing equal opportunity
e perception of (1) a discrepancy between the "formal"
d the "operative" criteria of success, or (2) highly
sible barriers to opportunity will decrease the per-
ived legitimacy of established normative structures
fining opportunity. To the degree that the process of
ienation is effected, the sentiments of legitimacy may
displaced onto an alternative normative structure con-
cive to involvement in delinquent behavior.

In this discussion of the process of alienation,
gitimacy is conceptualized as an interactional combina-
on of behavioral compliance and an attitude of accep-
ice of established normative structures. Theoretically,
concept of legitimacy is separated from the concept
moral validity for "the failure to draw a distinction
ween the legitimacy of a pattern of conduct and its
ical or moral validity can and has caused confusion in
literature" (Cloward and Ohlin, 1960, 17). Cloward
lizes legitimacy as an intervening interpretative

variable betwee

a "delinquent s

is not systemat

conceived as ch

employment is l

with legitimacy

We wish t

rmal validity

ether opportun

rmative struc

variable relate

an intervening

as experienced

fault to the s

Before an acto

the system, he

tions encounte

He will percei

or "unfair."

imposed and en

objective natu

to a great ext

his failure.

This dif

deprivation ar

ceived validit

riable between economic frustration and the adoption of
'delinquent subcultural value system"; moral validity
not systematically developed and as long as it too is
ceived as characteristic of normative structures, its
loyment is liable to become confused and/or identified
h legitimacy.

We wish to extend Cloward's analysis by developing
al validity as characteristic of restrictions on
her opportunity or goals, not as a characteristic of
mative structures. Moral validity is a perceptual
riable related to restrictions employed and as such is
intervening interpretative variable between failure,
experienced or as perceived, and the attribution of
lt to the social system rather than to the self.
fore an actor will place the blame for his failure on
e system, he will most likely perceive that the restric-
ns encountered are discordant with his expectations.
will perceive the restrictions as "wrong," "unjust,"
"unfair." It is this perception of the validity of
osed and encountered restrictions, rather than to the
ective nature of the restrictions, which determines,
a great extent, the source the actor will blame for
failure.

This differentiation allows us to define status
rivation and status frustration in terms of the per-
ved validity of the restrictions. Status deprivation

is defined as a

ceived invalid

tration is defi

from a perceive

as such are cor

a major concept

> Status mana
> oriented to
> positions
> of desired
> already ac
> delinquent
> encounters
> selves . .
> institutio

The processes

nance, as here

dimensions of

deprivation an

relevance in t

ment as one di

threat is the

tenance as a d

status threat

Instead

of status mai

stabilize the

status threat

perceives the

efined as a blockage of aspirations due to the per-
ed invalid restriction of opportunity; status frus-
ion is defined as a blockage of aspirations arising
a perceived valid restriction on opportunity, and
uch are conceivable as partials of one dimension of
jor concept of status management.

> Status management may be defined as behavior oriented toward the achievement of desired social positions or states of being, or the protection of desired social positions or states of being already achieved. It is our observation that . . . delinquent behavior . . . very often entails encounters by the boys with (peers), among themselves . . . and with adults and adult-sponsored institutions (Short, 1964, 120-121).

processes of status achievement and status mainte-
ce, as heretofore defined, are conceived as the basic
ensions of the process of status management. Status
rivation and status frustration are concepts of
evance in the study of the process of status achieve-
t as one dimension of status management. Status
eat is the major concept employed to tap status main-
ance as a dimension of status management; it is to
tus threat that we now turn our attention.

Status Maintenance

Instead of involving upward movement, the process
status maintenance involves the desire to protect or
bilize the positions one currently has. In this study
tus threat will refer to the degree to which an actor
ceives the possibility of status loss with respect to

some salient ra

cally measured,

interpretative

dynamics of gar

A threat

as a whole has

bursts of aggre

beck, 1965; Sho

1966; Yablonsky

delinquent beha

ates in situati

cohesion. The

a certain point

to the actor's

reaffirm one's

darity of the

which will inc

The range of t

which the lead

bers will be r

be able to com

delinquent act

inducements or

of enduring ph

ality. Delinq

which serves t

ome salient ranking dimension(s). Although seldom empiri-
ally measured, status threat has been utilized as an
nterpretative variable in the explanation of the status
ynamics of gang delinquency.

A threat to the status of a leader or to the group
s a whole has been found to eventuate in explosive out-
ursts of aggressive delinquent behavior (Short and Strodt-
eck, 1965; Short, 1964). It has been postulated (Jansyn,
966; Yablonsky, 1959) that the relationship between
elinquent behavior and the status threat mechanism oper-
tes in situations of decreasing group solidarity and
ohesion. The decrease of solidarity and cohesion beyond
certain point is perceived as a threat to the group and
o the actor's status within the group. In an attempt to
eaffirm one's status and in order to increase the soli-
arity of the group, leaders may contrive or adopt tasks
hich will increase the interaction among the members.
he range of tasks chosen is curtailed by those tasks at
hich the leader feels he can excel and to which the mem-
ers will be reasonably attracted and at which they will
e able to competently perform. Involvement in such
elinquent activity seems to be the result of situational
nducements or provocations to act, rather than the result
f enduring phychological states of the actor's person-
lity. Delinquent activity is constructed as a group task
hich serves to increase inter-member dependence and

cooperation i
increase grou
of the threat
activity is s
the threat (M
directed towa
of hostility
darity, rathe
source.

In the
"the locus o
class system
relationship
beck, 1965,
or economic
with similar
adopt or cor
dimensions t

Clowar
the degree t
pete and ach
tunity struc
rather than
view this c
achievement
is assumed.

cooperation in a common venture and thus tending to increase group cohesion and solidarity. When the source of the threat originates from within the group, delinquent activity is seldom directed specifically at the source of the threat (Matza, 1965; Miller, 1965), but is outwardly directed toward institutional targets. This displacement of hostility and aggression points to cohesion and solidarity, rather than expressiveness, as the motivational source.

In the usual conceptualization of status threat, "the locus of status concern has shifted from the social class system of the larger society to the face-to-face relationships of boys within the gang" (Short and Strodtbeck, 1965, 212). Frustrated in their attempts at social or economic mobility, such actors may turn toward others with similar problems of adjustment and may collectively adopt or contrive alternative status systems upon whose dimensions they are able to achieve.

Cloward's position does not see as problematical the degree to which actors are able to successfully compete and achieve status in terms of alternative opportunity structures; Cloward is concerned with availability rather than with efficacy. Cohen's position does not view this competition as problematical for successful achievement in terms of delinquent subcultural values is assumed.

It does

toward a stat

achievement;

the core of t

Group members

status achiev

criteria is a

tus. Status,

interactional

ance with a s

are more capa

ards than are

bution of st

game" in the

necessarily

member who a

another memb

threatened i

imply succes

tive status

lens of stat

youthful ref

In add

inter-active

originate i

It does not necessarily follow that to be oriented toward a status system implies successful preparation or achievement; this is the problem of adjustment which forms the core of the actor's delinquent motivational system. Group membership carries no structural assurances of status achievement; the status race in terms of group criteria is as intense as the race for middle class status. Status, in terms of respect and recognition, is an interactional product predicated upon behavioral compliance with a system of value standards. Certain actors are more capable and prepared to comply with these standards than are other, thus effecting an unquitable distribution of status throughout the group. It is a "zero-sum game" in the sense that status allocated to any actor necessarily implies (1) a denial of status to another member who aspires, or (2) a reduction in the status of another member. To be frustrated or deprived and/or threatened in terms of adult status criteria does not imply successful status management in terms of alternative status systems. Youth must be cognizant of the problems of status management in terms of both adult and youthful reference systems.

In addition to those threats originating in the inter-active structure of the gang, threats can also originate in systems external to the gang.

We do not
in proble
appear to
involveme
instituti
class "in
cipate, a
and Strod

In view of th

concerned, th

status manage

and controlle

nomic and coo

In our study

a concerned

terms of the

are not repr

urban comple

study of del

are of no co

the problems

the adult sp

subculture c

values of yo

As a p

status threa

episode of d

linquent beh

> We do not doubt that external systems are involved in problems of status management. . . . There appear to be at least three levels of such involvement: (1) Adult sponsored and controlled institutions of the larger society, (2) Lower class "institutions" in which gang boys participate, and (3) The adolescent gang world (Short and Strodtbeck, 1965, 212-216).

In view of the status context with which this study is concerned, the above external sources of problems of status management must be respecified. Adult sponsored and controlled institutions are herein taken as the economic and occupational spheres of "respectable" society. In our study, the adolescent gang world is not taken as a concerned area of investigation, but is respecified in terms of the "subculture of youth." Since our subjects are not representative of male lower class sectors of urban complexes, as are the traditional samples in the study of delinquent behavior, "lower class institutions" are of no concern herein. This research is concerned with the problems of status management in that area wherein the adult sponsored and controlled institutions and the subculture of youth come into contact, i.e., the status values of youth in the context of the high school.

As a post hoc interpretative variable, Short uses status threat to explain the development of an explosive episode of delinquent behavior from the largely nondelinquent behavior of gang boys.

The aggre
Perhaps t
would not
from anot
to whose
resented
linity ar
(Short ar

Most reported

status threat

among gang bo

and will be c

Suffice it to

on their manh

activity.

From wh

for its occur

is the "situa

The exis
an under
managemen
of whethe
outside
the audi
and is t
punishme
and Stro

Matza (1965*

structure of

two interrel

the occurren

*This

a former sta

> The aggressors against the boys were young mem. Perhaps this was threatening in a manner which would not have been characteristic of aggression from another gang. . . . The attack from adults--to whose status these boys aspire--was especially resented for it cast aspersions on their masculinity and relegated them to the status of 'kids' (Short and Strodtbeck, 1965, 206).

Most reported and empirically investigated incidents of status threat have to do with the ongoing relationships among gang boys within the structure of group relations, and will be dealt with specifically in this context. Suffice it to say that gang boys may respond to derision on their manhood with violent episodes of delinquent activity.

From whatever source the threat comes, the stage for its occurrence and the actor's "presentation of self" is the "situation of company."

> The existence of the (youth group) is crucial to an understanding of the manner in which status management is carried out by (youth) regardless of whether the threat originates from within or outside the group. The (youth group) provides the audience for much of the acting-out . . . and is the most immediate system of rewards and punishments to which members are responsive (Short and Strodtbeck, 1965, 215).

Matza (1965*) contends that within the interactional structure of the "subculture of delinquency" there are two interrelated anxieties which function so as to limit the occurrence of intra-group communication as to the

---

*This position is an extension and elaboration of a former statement by Sykes and Matza, 1957.

nature of the

and behavior:

(2) masculine

contends that

include

> encounter
> basis of
> The great
> status as
> 'fighting
> i.e., sta
> boys in t
> daily liv

In these gang

is usually co

ity." Our pr

dimensions by

contexts, for

dimensions w

In various c

Rhodes, 1961

emphasize th

achieving or

adult dimens

dimensions,

To be deride

like" is to

self as "adu

as a valid d

nature of their committment to delinquent beliefs, values, and behavior: (1) status or membership anxiety, and (2) masculine anxiety. In a similar statement, Short contends that the basic interaction of the gang boy include

> encounters within the institutions and on the basis of the criteria of 'respectable' society. The great majority . . . appear to involve a boys status as a male, as a participant in a world of 'fighting gangs' . . . or as an aspiring adult, i.e., statuses . . . of immediate concern to the boys in the ongoing processes which engage their daily lives (Short, 1964, 120-121).

In these gang and lower class status contexts, adulthood is usually conceived in terms of "manhood and masculinity." Our present concern is not with the specific dimensions by which adulthood is conceived in various contexts, for admittedly the relative salience of various dimensions will vary as one becomes concerned with status in various contexts (Clark and Wennger, 1962; Reiss and Rhodes, 1961; Miller, 1958; Vaz, 1966). Here we wish to emphasize that aspersions on the youth's capability of achieving or the validity of judgment in terms of <u>any adult dimension</u> or in terms of <u>adolescent defined adult dimensions</u>, threatens their self definition as a "man." To be derided by adults and their institutions as "childlike" is to throw into question the definition of one's self as "adult," but only so long as adults are perceived as a valid defining source; in youth, peer group

evaluations o

terms of diff

Status

specifiable d

are usually s

status threat

status mainte

delinquent ga

standable in

status dimens

tunity to bec

senses, is sy

emphasis upon

of adult stat

tus threat in

assumption o

usually conce

tion of adul

criteria in

cept, for th

assumed and

theoretical

in terms of

tration and

terms of you

evaluations of adulthood may be defined and achieved in terms of different dimensions.

Status deprivation and status frustration, as specifiable dimensions of problems in status achievement are usually studied in terms of adult reference system; status threat, as a specifiable dimension of problems in status maintenance, is usually studied in terms of delinquent gang interaction. This concentration is understandable in view of the contents of the concepts and status dimensions employed. In our society, the opportunity to become an adult, in both achieved and ascribed senses, is systematically restricted for youth; thus the emphasis upon status frustration and deprivation in terms of adult status criteria. To employ the concept of status threat in these dimensions would be to assume the assumption of adult status by youth; status threat is usually conceived in terms of the youth group's definition of adult status criteria. In terms of the status criteria in youth groups, status threat is a relevant concept, for these are status positions which youth have assumed and which may become unstable. Because of the theoretical assumption of the status achievement of youth in terms of youth endorsed status criteria, status frustration and deprivation have not often been studied in terms of youth status systems.

This st

the concepts

threat for th

within the co

cerned with t

status manage

the context o

nagement' i

are) group pr

consideratio

..." (Short

status consi

In the

explicit the

it is a diff

thrust of an

observes tha

anomie tradi

than on goal

Cohen has de

in terms of

processes of

reference gr

trated upon

conceived as

This study provides a much needed correction for the concepts of status frustration, deprivation, and threat for they are employed as independent variables within the context of one status system. We are concerned with the problems attendent to the process of status management in youth endorsed status systems in the context of the high school. "The label 'status management' is intended to convey the notion that (there are) group processes that involved a variety of status considerations which must be understood and explained . . ." (Short, 1964, 121). It is to this variety of status considerations that this study is focused.

Status Equilibration

In their analyses, neither Cohen nor Short make explicit the nature of the goal other than contending that it is a diffuse status goal. Commenting on the current thrust of anomie theory and delinquent behavior, Short observes that ". . . the stress of recent theories in the anomie tradition is perhaps even more on status goals than on goals of material possession" (Short, 1964, 102). Cohen has dealt with the process of status achievement in terms of middle class values; Short has dealt with the processes of status management in both adult and youth reference groups. Both Merton and Cloward have concentrated upon accumulated wealth as a goal which can be conceived as symbolic of status. Are we to assume that

the achieveme

ment in terms

conceive of s

those positio

series of ran

status goal h

theory posits

position on a

In this

and register

status as the

single dimens

cation system

variable. St

vions on a di

assumption of

system has pr

empirical rel

delinquent be

The con

built upon th

to remain in

deviation fr

restructurin

to return to

the achievement of status is a simple function of achievement in terms of a single ranking hierarchy or should we conceive of status as a limiting concept referring to those positions which characterize an actor in a discrete series of ranking hierarchies? The manner in which the status goal has traditionally been conceived by anomie theory posits an equivalence of status with hierarchial position on any single dimension.

In this section of our study, we take issue with and register our dissatisfaction with the conception of status as the result of a structural position on any single dimension and with the conception of the stratification system as a simple function of a single hierarchial variable. Status is the result of one's relative positions on a discrete series of parallel dimensions. The assumption of the unidimensionality of the stratification system has prevented the construction of a theoretical and empirical relationship between status inconsistency and delinquent behavior.

The concept and theory of status consistency is built upon the system notion that elements of a whole tend to remain in a constant and consistent pattern. Any deviation from this consistency will be reacted to and restructuring of the system will take place in an effort to return to a "steady state." This is not to imply the

impossibility

steady state

equilibrium"

Benoit-

allocated by

acceptable cr

an action sys

tion, status

terms of whic

inferior wit

some characte

by the conte

is ranked:

Depending up

ing dimensio

of the combi

each hierarc

Althou

any other hi

> . . . on
> another.
> version
> dency fo
> reach a
> the limi
> process,
> the equi
> and if a
> (Benoit-

As an empiri

as any devia

impossibility of social and cultural change, for the steady state of the system is conceived as a "practical equilibrium" (Homans, 1950; Homans, 1961).

Benoit-Smullyan contends that social positions are allocated by the general application of any socially acceptable criterion of differentiation among actors in an action system. As a specifiable type of social position, status is identified as a hierarchial position in terms of which actors are ordered on a scale of superior-inferior with respect to the degree to which they possess some characteristic. The type of status is identifiable by the content of the hierarchy upon which the individual is ranked: (1) political, (2) economic, and (3) prestige. Depending upon the relative salience of each of the ranking dimensions, one's general social status is a function of the combination of one's specific status positions on each hierarchy.

Although each hierarchy is not a simple function of any other hierarchy,

> . . . one form of status can be converted into another. . . . As a result of the status conversion process, . . . there exist a real tendency for the different types of status to reach a common level. . . . Social status is the limiting term of the status equilibrating process, it is the status which would exist if the equilibrating process were to be completed and if a perfect status structure were present (Benoit-Smullyan, 1944, 159).

As an empirical concept, status consistency is conceived as any deviation from the "equilibrium status structure";

it is this co

ical operatio

are. In a si

> The struc
> the coexi
> archies w
> Status in
> unidimens
> position
> . . . Thi
> be compar
> tency of
> hierarchi

The the

inconsistent

tain social

sistent are

strain, the

attitude and

patterns. Th

tions in sev

but disagreem

that develop

consistency.

Status

manner, and

flicting emp

two differen

ceptual rubr

it is this conception which forms the basis for the empirical operations of the concept, as many and varied as they are. In a similar notion, Lenski states that

> The structure of human groups normally involves the coexistence of a number of parallel hierarchies which are usually imperfectly correlated. Status instead of being a single position in a unidimensional hierarchy becomes a series of position in a series of inter-related hierarchies. . . . This dimension is consistency: units may be compared with respect to the degree of consistency of their positions in the several vertical hierarchies (Lenski, 1954, 405).

The theory of status consistency postulates that inconsistent status positions subject the actor to certain social strains that those whose statuses are consistent are not subjected to. In response to such strain, the actor tends to develop certain distinctive attitude and value structures and correlated behavioral patterns. The conception of consistency between positions in several hierarchies has been widely accepted, but disagreement as to what it is about inconsistency that develops strain has led to the specification of consistency.

Status consistency is not conceived in a unitary manner, and this variation in conception has led to conflicting empirical results. We contend that at least two different concepts are referred to under the conceptual rubric of status consistency:

1. St
tu
po
Sm
Ad
an
19

2. St
va
ta
po
19
19

For structur

simple fact

number of st

strain is cr

for social p

by those pos

expectations

consistency

variable.

Howeve

be studied a

of delinquen

to the equil

contemporary

overwhelming

and empirica

acceptance h

correlate co

1. Status consistency as a positional or structural variable defined as the consistency of positions across status dimensions (Benoit-Smullyan, 1954; Lenski, 1954; Schmidt, 1965; Adams, 1953; Kelly and Chambliss, 1966; Nam and Powers, 1965; Kenkel, 1956; Landecker, 1960; Bloombaum, 1964).

2. Status consistency as a social psychological variable defined as the consistency of expectations for behavior implied by discrepant positions across status dimensions (Goffman, 1957; Treiman, 1966; Sampson, 1963; Brandon, 1965; Jackson and Burke, 1965).

For structural consistency, strain is conditioned by the simple fact of a discrepancy in position across a given number of status dimensions; for perceptual consistency, strain is created by the perception of this discrepancy; for social psychological consistency, strain is effected by those position discrepancies which imply inconsistent expectations for the action of the individual. Status consistency will be herein utilized as a structural variable.

However defined, status consistency has as yet to be studied as an independent variable in the explanation of delinquent behavior. Because of the conceptual tie to the equilibrium model and its fundamental place in contemporary social theory, status consistency has been overwhelmingly accepted as a theoretically sophisticated and empirically researchable concept. It seems that its acceptance has been so great that all that is left is to correlate consistency with what, at times, seems to be a

random assort

empirical res

which the con

to that of it

with the degr

rates of the

than an inte

1965; Blaloc

Jackson and

Even a

congruence,

reveals the

employed. I

retical reti

rectly relat

reference to

an appropria

deviant beha

> The more
> scores o
> would be
> supporti
> a poorly
> type of
> strains
> not . .

Goffman cont

ties for ver

occurs (for

random assortment of dependent variables. Contemporarily, empirical research is beginning to question the degree to which the consistency concept has any effect in addition to that of its constitutent variables. The concern is with the degree to which the additive model predicts rates of the dependent variable as well, if not better, than an interaction model of status (Jackson and Burke, 1965; Blalock, 1966; Blalock, 1967; Blalock, forthcoming; Jackson and Curtis, 1968).

Even a curt survey of the consistency (equilibrium, congruence, crystallization, or discrepancy) literature reveals the scope of the various dependent variables employed. Implicit in every interpretation of the theoretical retionale as to why consistency should be indirectly related to the dependent variable, is a guarded reference to the possibility that inconsistency may be an appropriate measure of social structural strain toward deviant behavior.

> The more frequently acute status inconsistent scores occur within a population, the greater would be the proportion of that population supporting social change. The individual with a poorly crystallized status is a particular type of marginal man and is subjected to certain strains those with highly crystallized status are not . . . (Lenski, 1954, 412).

Goffman contends that ". . . when experienced opportunities for vertical mobility are low, preferences for change occurs (for) the actor is prevented from reducing

inconsistency

identities ir

such statemer

consistency h

theoretical f

consistency a

related to th

deviant behav

The st

Cohen terms

boy morality

> Corner-b
> standard
> fundamen
> boy beha
> corner-b
> more pla
> simple a
> others m
> (Cohen,

Taking this

that not onl

corner-boy m

college-boy

is no reason

nalized the

the corner-b

Ambivalence

types of mor

inconsistency and therefore . . . maintains competing identities in a situation" (Goffman, 1957, 280). In view of such statements, the question arises as to why status consistency has not been tied conceptually to various theoretical formulations of delinquent behavior and why consistency as an independent variable has not been related to the more traditional incidences of structured deviant behavior.

The status consistency concept is implied in what Cohen terms the fundamental ambivalence of the corner-boy morality.

> Corner-boy children internalize middle class standards to a sufficient degree to create a fundamental ambivalence toward their corner-boy behavior. . . . The coexistence . . . of a corner-boy and college-boy morality may appear more plausible if we recognize that they are not simple antitheses . . . and that parents and others may . . . attempt to indoctrinate both (Cohen, 1955, 127).

Taking this statement as a theoretical base, we contend that not only is ambivalence a characteristic of the corner-boy morality but is also characteristic of the college-boy adaption (Kitsuse and Dietrick, 1959). There is no reason to assume that the college-boy has internalized the corner-boy morality to any lesser extent than the corner-boy has internalized the college-boy morality. Ambivalence is a psychological characteristic of both types of morality.

To the d

in terms of th

sistency is ef

Granting that

ties, there ar

value structur

"The corner-bo

Where it lead

quent . . . i

middle class

but because c

with conformi

Expectations

class status

in terms of

the corner-b

the college-

are subjecte

identities a

terms of two

opportuniti

identities

ties cannot

behavior ma

inconsister

delinquent

To the degree that each evaluates his performance in terms of the status criteria of the other, an inconsistency is effected in the social psychological sense. Granting that it is incorrect to polarize these moralities, there are certain expectations resident in these value structures which are not logical compliments. "The corner-boy culture is not specifically delinquent. Where it leads to behavior which may be defined as delinquent . . . it does so not because nonconformity to middle class norms defines conformity to corner-boy norns but because conformity to middle class norms interferes with conformity to corner-boy norms" (Cohen, 1955, 129). Expectations resident in certain positions on middle class status dimensions are contradictory to expectations in terms of corner-boy dimensions of status. Insofar as the corner-boy temporizes with middle class morality and the college-boy temporizes with corner-boy morality, both are subjected to the strain resident in the conflicting identities as a result of simultaneous identification in terms of two value systems. In a situation where the opportunities for mobility are low, the inconsistent identities and the marginality implied by these identities cannot be altered by social change. Delinquent behavior may be a result of an attempt to resolve the inconsistency by evaluating oneself in terms of the delinquent subcultural value system. It is here where

the refusal t
its fundament
the simultane
tradictory ar
of both value
thesis.

In lin
an insight i
by stratific
resulting fr
in one strat
or concomita
(Bohlke, 196
Bohlke is re

The po
in income ar
quency in mi
may be a fun
segments of
nically doe
beliefs, an
class) is a
allocation
yet discard
delinquent
crepancy be

the refusal to temporize with middle class morality has its fundamental importance. The inconsistency created by the simultaneous evaluation of the self in somewhat contradictory and opposing terms is resolved by the denial of both value system and the adoption of their very antithesis.

In line with this analysis, Bohlke contends that an insight into middle class delinquency may be provided by stratification inconsistency, i.e., "a condition resulting from people being mobile, upward or downward, in one stratification dimension without a corresponding or concomitant change in another stratification dimension" (Bohlke, 1961, 352). Although using a different rubric, Bohlke is referring to structural status consistency.

The position is that to the degree that increments in income are followed by residential mobility, delinquency in middle class areas and among middle class boys may be a function of the cultural marginality of certain segments of the middle class. To be middle class economically does not imply middle class ideals, values, beliefs, and attitudes. "Delinquency (in the middle class) is a function of symbolic refusal of prestige allocation plus reflection of working class culture not yet discarded" (Bohlke, 1961, 357). The motivation for delinquent behavior is effected by the structural discrepancy between social and economic rank.

It may

delinquency

position. S

be the resul

without corr

Bohlke defin

positions ma

mobility in

this inconsi

ing the resp

(Bloombaum,

result of do

Because of t

and social

in view of t

largely a fu

gradual loss

tion plus a

may be one

*In t

conceptual

consistency

threat. Co

dimension a

ceived as t

restriction

close to de

of downward

reflect the

It may also be that some segments of working class delinquency can be implied by inverse reasoning from this position. Status inconsistency is usually assumed to be the result of upward mobility in one ranking dimension without corresponding shifts in other dimensions. As Bohlke defines stratification inconsistency, discrepant positions may result either from upward or downward mobility in any ranking dimension. The manner in which this inconsistency occurs is of crucial import in explaining the response variations to the fact of inconsistency (Bloombaum, 1964). Working class delinquency may be a result of downward mobility in the economic dimension. Because of the status conversion process, both economic and social class definitions tend to reach a common level; in view of the fact that one's social class position is largely a function of economic position, there will be a gradual loss* of middle class status. Given this condition plus a "sense of injustice," a delinquent response may be one answer.

---

*In this context, it is interesting to note the conceptual similarities between the concept of status consistency and status deprivation, frustration, and threat. Conceived in terms of upward mobility in one dimension and not in another, status inconsistency perceived as the result of validity or invalidity of the restrictions placed on opportunity is conceptually very close to deprivation and frustration. Conceived in terms of downward mobility, status inconsistency seems to reflect the concern with status threat.

There i

and it is thi

to why deling

conceived in

sistency, how

the degree of

and occupatio

were specifi

major strati

society.

We hav

the degree t

adult criter

of youth in

some effect

terms of adu

haps more s

teria of yo

and occupat

related to

it may have

A definitiv

behavior ha

sistency de

youth.

There is a major difficulty with this whole analysis and it is this which will provide us with our answer as to why delinquent behavior has not been systematically conceived in terms of status consistency. Status consistency, however operationalized, provides a measure of the degree of dispersion around the educational, economic, and occupational positions of an actor. These dimensions were specified by Lenski for they seem to be four of the major stratification dimensions in modern American society.

We have no argument with this, but we do question the degree to which status inconsistency, in terms of adult criteria have any consistent effect on the behavior of youth in society. We do not deny that it may have some effect for youth are oriented to definitions in terms of adult criteria but they are also oriented, perhaps more so, to definitions in terms of the status criteria of youth. As defined in terms of education, income, and occupational criteria, status inconsistency should be related to deviant behavior in adulthood; in this manner, it may have only a chance relation to delinquent behavior. A definitive statement cannot be made for delinquent behavior has not been studied in terms of status inconsistency defined in terms of either adulthood or of youth.

The res

implications

and delinquen

the process o

the one excep

in terms of a

empirically

youth subcul

that this st

tionships be

vation, frus

the status o

the status o

The respecification of the status criteria has its implications not only for the study of status consistency and delinquent behavior, but also for the concepts of the process of status management. These processes, with the one exception of status threat, have all been studied in terms of adult status criteria and have seldom been empirically examined in terms of the status criteria of youth subcultures. It is to this empirical examination that this study is directed. We wish to explore the relationships between delinquent behavior and status deprivation, frustration, threat, and consistency in terms of the status criteria endorsed by the youth subculture in the status context of the high school.

In th
during adol
threat and
of youth ar
of delinque
are oriente
related val
Our basic c
values cons
also of sa
of youth.
cesses and
values are
context of

Any
tional cha
fraught wi
of commona
culture is

CHAPTER III

ADOLESCENT STATUS VALUES AND DELINQUENT BEHAVIOR

In this study, we proceed from the premise that during adolescence, status deprivation, frustration, threat and consistency in terms of the status criteria of youth are an essential element in the understanding of delinquent behavior. It is our position that youth are oriented toward two conceptually distinct but interrelated value systems: one adult and another adolescent. Our basic operating assumption is that while certain adult values constitute a meaningful reference point for youth, also of salience are the values and the status criteria of youth. The relationship between the above status processes and delinquent behavior should hold when status values are specified in terms of the youth culture in the context of the high school.

Integration vs. Estrangement

Any general statement as to the structural or functional characteristics of the subculture of youth is fraught with difficulties for even though a great number of commonalities do exist between all youth, the subculture is an internally differentiated whole. The

polemics in

structural

sideration

youth cultu

adult value

ceived as a

social deve

youth cultu

value struc

nated from

ceived as a

and with li

with variou

Gott

sional opi

cerned wit

grant the

that the o

such a gro

behavior b

opinions a

the degree

specifical

The re
the ex
accept
probab

polemics in the field can be seen as emphasizing one structural facet as opposed to another without any consideration of the relationship between the parts. The youth culture has been seen as a simple function of adult values and status criteria and is thusly conceived as a transitional phase in the actor's psychsocial development from childhood to adulthood. The youth culture has also been seen as an interactional and value structure totally disengaged, estranged, and alienated from contemporary adult society and as such is conceived as a status reference group unique within itself and with little or no structural or interactional ties with various other age grades.

Gottlieb and Ramsey, in their sampling of professional opinion, found that while most professionals concerned with the socialization of youth are willing to grant the existence of a "youth culture" and are agreed that the operational criteria for the postulation of such a grouping should note differences in values and behavior between youth and adults. There are divergent opinions as to the homogeneity of the youth culture and the degree of its detachment from other age groups, specifically adults.

> The responses indicated that . . . the notion of the existence of an adolescent subculture is accepted by many. A number . . . stressed that probably more than one subculture exists. . . .

There
the ope
establi
involve
behavio
and Ram

The f

existence o

and Westly

period of s

self and st

culture and

these auth

socializat

hood.

. . .
knit f
member
to whi
opposi
age an
adult

The youth

discontinu

world; to

of the pee

values and

distinctiv

both struc

adults is

---

[8] See

> There also seemed to be general agreement that the operational criteria used to identify and establish the existence of the subculture should involve observed differences in values and behavior between adolescents and adults (Gottlieb and Ramsey, 1964, 29-30).

The foremost proponents of the position that the existence of a youth culture is epiphenomenial are Elkin and Westly. Opposed to the image of adolescence as a period of storm and stress, involving uncertainities of self and status which lead to the creation of a youth culture and the solidarity and support of a peer group, these authors contend that there is a continuity of socialization experiences between adolescence and adulthood.

> . . . the adolescent belongs to a small closely knit family and participates with other family members in many activities. . . . The peer group to which he belongs rather than serving as an opposition group to the parents, tends to encourage and reinforce many values and patterns of the adult world (Elkin and Westly, 1955, 680-684*).

The youth culture of the peer group neither indicates discontinuity, opposition, nor rejection of the adult world; to this, it must be added that the youth culture of the peer group is not a simple reflection of adult values and standards for there are certain behaviors distinctive of the peer group. To contend a relationship both structurally and interactionally between youth and adults is not to preclude the possibility of <u>distinctive</u>

*See also Elkin and Westly, 1957.

values and
Westly emph
between you
value and t
youth cultu
neither is

Kenni

that conter
the world
but are be
world of a
all aspect
endure fro
gies, inst
obsolence.
deepest so
1965, 193*
not a refl
which are
of the soc
tionalized
a social v
role-invol
filled by

*See

alues and behavior in youth peer groups. Elkin and estly emphasize the value and behavioral similarities etween youth and adults and underplay the distinctive alue and behavioral patterns of youth peer groups. The outh culture is not independent of the adult world but either is it a simple reflection of adult definitions.

Kenniston takes a polar position in maintaining that contemporary youth have lost all connections with the world of adults; youth are not actively oppositional, but are best characterized as "detached" or cool to the world of adults. His position is that "rapid changes in all aspects of life mean that little can be counted on to endure from generation to generation; that all technologies, institutions, and values are open to revision and obsolence. Continual innovation constitutes one of the deepest sources of strain in American life" (Kenniston, 1965, 193*). The discontinuity between the generation is not a reflection of the different integrational principles which are socialized in different institutional sectors of the society, but are a function of a valued, institutionalized and rapidly accelerating social change creating a social vacuum, i.e., an unpredictability as to adult role-involvements and normative structures, which is filled by youth interaction in terms of a youth culture.

*See also Kenniston, 1960.

Many (
society
vant, s
'object
seems
damagi
goals

The

industrial

an increas

the values

involvemen

sufficient

youth assu

ton's stat

bureaucrat

struction

spheres ch

zation is

known and

rapidly ch

replaces s

211-212).

psycho-soc

experience

ties that

Kenn

postulatio

Kenniston

> Many (youth) feel forced into detachment because society seems to offer so little that is relevant, stable, and meaningful; there are few 'objects of fidelity' and playing it 'cool' seems . . . to be the only way to avoid a damaging commitment to false life styles and goals . . . (Kenniston, 1965, 202).

The rapidity and extensiveness of social change in industrial society has made the process of socialization an increasingly irrelevant concern, for it assumes that the values and standards of contemporary adult role-involvements are known and, if known, are stabilized to a sufficient degree to serve as meaningful guides for the youth assumption of adult status. One is reminded of Merton's statement as to the trained incapacity (Merton, 1957) bureaucratic personality. The process of identity construction has replaced socialization in those institutional spheres characterized by rapid social change. "Socialization is the main problem in a society where there are known and stable roles for children to fit into, but in a rapidly changing society, identity formation increasingly replaces socialization in importance" (Kenniston, 1965, 211-212). Adolescence is a period of time wherein a psycho-social moritorium takes place freeing the actor to experience and randomly select various roles and identities that will form the substance of the adult identity.

Kenniston's analysis is an over-reaction to the postulation of the equatibility made by Elkin and Westly. Kenniston does not totally dismiss the possibility of

structural

though he d

such connec

> . . .
> values
> tinuity
> that th
> remain
> enduri
> livible
> 1965,

Kenniston

between th

of the rap

Chan

imply corr

tures; the

normative

there is s

legitimize

do not def

Within thi

a great de

ing withir

for his ow

level of

it is at

roles, wh

ity and c

structural connections between youth and adults even though he does deny the likelihood and the relevance of such connections.

> . . . I have underplayed the importance that values and principles do play in providing continuity amid rapid change. If one is convinced that there are guiding principles which will remain constant--and if one can find these enduring values--life can be meaningful and livible despite rapid change . . . (Kenniston, 1965, 219-220).

Kenniston maintains that the basis for the continuity between the generations must necessarily shift because of the rapidity of social change.

Change in normative structures do not necessarily imply corresponding changes or revisions of value structures; there is no one-to-one correspondence between normative and value structures. Parsons contends that there is stability among rapid social change. Values legitimize a change by specifying a direction, but they do not define the terminable state for this change. Within this conducive structure, the actor is left with a great deal of latitude and responsibility for achieving within the institutionalized normative structure and for his own interpretation of the meaning of it. At the level of values, there is stability and predictability; it is at the lower levels of analysis, i.e., norms and roles, where there is continual reorganization, instability and change resulting in an indeterminacy in the

structure
has been a
structure
. has . .
cess of ch
question t
guided by
symbols in
social cha
an unsettl
not a char
normative
among soci
that the m
of norms c
value patt

To t
tion, the
with adult
integratio
uous relat
as to the
culture a
tive or cu
dox is re

*Se

tructure of expectations. "The main patterns of values as been and probably will continue to be stable, but the tructure of society, including its subsystems values . . has . . . been involved in a rapid and far reaching pro- ess of change" (Parsons, 1967, 117*). There is little uestion that in those cases where social change is not uided by a clearly defined and articulated set of master ymbols indicating the directionality of change, rapid ocial change can be, both individually and collectively, n unsettling and ambigious situation. Rapid change is ot a characteristic of the major value patterns but of ormative structures; there is cultural (value) stability mong social (normative) change. Parsons would maintain hat the marginality and ambiguity of youth is in terms f norms of adult role-involvements not of the major alue patterns of adult society.

To the degree that one stresses normative integra- ion, the youth culture will be conceived as discontinuous ith adulthood; to the degree that one emphasizes cultural ntegration, the youth culture will be seen in a contin- ous relationship with adulthood. The polemical positions s to the nature of the relationship between the youth ulture and adulthood is a reflection of whether a norma- ive or cultural emphasis is employed. The seeming para- ox is resolved when it is realized that values encompass

*See also Parsons, 1942.

a wide rang

normative s

The k

American so

value patte

adult defi

and orient

fiable you

appropriat

erations i

normative

The

normative

practices

reaction t

groups are

involvemer

but where

and corre

with the

tulation

stretch."

The

of th

circu

to ac

ide range of possibilities within which alternative
mative structures may be formulated.

The basic structural fact of the youth culture in
rican society is a duality of orientation to the major
ue patterns of adult society, relative detachment from
lt definitions of role-expectations and role-behavior,
orientation to the normative structures of a speci-
ble youth peer group, which defines situationally
ropriate role-behavior. The conflict between the gen-
tions is a result of the discontinuity between the
mative structures of youth and adult reference points.

The Subculture of Youth

The subculture of youth is a reflection of the
mative discontinuities resident in the socialization
ctices characteristic of industrial society. As a
ction to this normative discontinuity age-homogeneous
ups are formed wherein the values of adult role-
olvements and evaluative standards are internalized
where alternative, not opposing, normative structures
corresponding behavioral expectations more consistent
h the situation of youth are crystallized. This pos-
ation is consistent with the notion of the "value-
etch."

> The . . . value stretch is a response of members of the (youth culture) to a situation in which circumstances make it difficult or impossible to act in accordance with the dominant (adult)

values.
been st
ideals,
alterna
abandon
develop
share t
have st
alterna
their

The value

resulting

originates

generation

mechanism

and the su

Such group

social sta

for the di

the social

secondary

(values) c

extant int

gical four

homogeneou

Eis

the socio-

tus of an

ety can b

*Se

values. The normative pattern of (youth) has been stretched so that, in addition to (adult) ideals, they have come to subscribe to certain alternative patterns. . . . The actor without abandoning the general values of society, develops alternative sets of values. . . . They share the general values of society . . . but have stretched these values, or developed alternative values, which help them adjust to their . . . circumstances (Rodman, 1963, 209-10*).

value and normative stretch of the youth culture,

ulting in distinctive value and normative patterns,

ginates in the structural gap and tension between the

erations and establishes the youth group as a possible

hanism of secondary adjustment for tension management

the sublimination of inter-generational hostility.

h groups have not only the potential for insuring

ial stability and continuity but also the potential

the disruption and dissolution of the structure of

social system. Such groups may act as mechanisms of

ondary adjustment to the major integrative principles

lues) of the social structure or may increase the

ant inter-generational tension by forming the ideolo-

al foundations for the development of deviant age-

ogeneous groups.

Eisenstadt contends that a fundamental criteria for socio-cultural definition of the identity and the sta- of an actor is age. The social structure of any soci- can be considered as the structured inter-relations

*See also Rodman, 1966.

between th

the study

generation

. . .
but al
charac
unders
other
ing co
and op
explai
other.
consti
ties .
vidual
their
obviou

An age gro

relations

social str

as structu

one age gr

The cr
and th
grades
syster
in mo
ship
age gr
membe
the w
1956,

The basic

insure th

the group

It is thi

*Se

een the various age categories. A basic dimension in

study of action systems is the relation between the

rations.

> . . . no such single expectations stands alone, but always constitutes part of a series. The characteristics of one age grade cannot be fully understood except in their relation to those of other ages. Whether seen as a gradually unfolding continuum or as a series of sharp contrasts and opposed characteristics, they are fully explained and understood only in terms of each other. . . . Only when taken together do they constitute the entire map of human possibilities . . . (and) potentials; and as every individual usually has to pass through all of them, their complimentariness and continuity become obvious (Eisenstadt, 1956, 23-24*).

age group can be fully understood only in terms of

ations to the other age grades that constitute the

ial structure. Social stability is maintained so long

structural continuity exists in the transition from

age grade to another.

> The crucial importance which age differentiation and the interaction of members of different age grades possesses for the continuity of the social system can be most clearly seen in the fact that in most societies the attainment of full membership is defined in terms of transition from one age grade to another. . . . The interaction of members of different age grades is essential for the working continuity of the system (Eisenstadt, 1956, 29-30).

basic function of age-heterogeneous groups is to

ure the continuity of the social system by providing

group structure wherein socialization takes place.

is this process which forms the fundamental tie

---

*See also Eisenstadt, 1963.

between th
the alloca
The attain
allocated
generation
grade soli
different
eous princ
generation
integrati
preventin
consonant
threaten
system.

The
homogeneo
changes i
changes f
system.
heterogen
this grou
is encour
sition in
tion are
and there
nature so

tween the generations by introducing one age garde to
ne allocational and evaluative criteria of another.
ne attainment of full social status and maturity is
llocated not only through the interaction of different
enerations in one group, but also on the basis of age
rade solidarity and the corporate interaction of the
ifferent age grades each organized on an age-homogen-
ous principle. To disrupt this relation between the
enerations in the sense of institutionalizing discordant
ntegrative principles between the two age grades or by
reventing the interaction between the generations wherein
onsonant integrative principles can be inculated, is to
hreaten the stability and continuity of the social
ystem.

The structural sources of the development of age-
omogeneous groups have been the sweeping organizational
hanges in the society and the consequences of these
hanges for the integration of the family into the social
ystem. The family is identified as a basic age-
eterogeneous group in industrial society and it is within
his group that the discontinuity between the generations
s encountered. "Age groups arise when the role dispo-
ition inculated within the family (and kinship) situa-
ion are incompatible with those of the total structure
nd therefore prevent the individual from achieving a
ature social status" (Eisenstadt, 1956, 52).

Age-

points whe

age grades

of status

to the nex

of this di

eties wher

ment in th

full statu

criteria

universali

society.

Ins

family un

cularism,

general s

and solid

and relat

whenever

with thos

In so
crite
alize
in th
occur
ence
age-h
exact
becom
crite

Age-homogeneous groups arise at those structural
nts where a discontinuity exists between two adjacent
grades functioning so as to prevent the achievement
status and the smooth transition from one generation
the next. The fullest and most complete development
this discontinuity is found in those industrial soci-
es where the family unit no longer forms a major ele-
t in the social division of labor. The attainment of
l status in terms of the particularistic-ascribed
teria of the family unit is discontinuous with the
versalistic-achievement orientation of the wider
iety.

Insofar as the major integrative principles of the
ily units, i.e., ascription, diffuseness, and parti-
arism, also givern the allocational criteria of the
eral social system, the transference of identification
solidarity on the basis of age-heterogeneous groups
relations is smoothly effected. The problem occurs
never the criteria of the family are discontinuous
h those of the general social system.

> In so far as these criteria are not the ultimate criteria which regulate the various institutionalized roles and relations and are not uppermost in the value system of the society, there must occur a 'breaking point' in the smooth transference of identification and solidarity based on age-heterogeneous relationships. . . . In the exact structural positions . . . where roles become institutionalized according to different criteria and values, there arises a tendency

toward
direc
tion
relat
accor

In a univ

integrati

cordant r

the socie

homogeneo

transfere

to adult

to the ge

the same

action of

socializa

continuit

Ari

the gener

are neces

socializa

potentia

origin i

function

function

or . . .

stadt, 1

realized

> towards age-homogeneous relations and groupings directed toward the transference of identification and extension of solidarity from one set of relations to another, different one, structured according to different criteria (Eisenstadt, 1956, 52).

a universalistic-achievement oriented society, the egrative principles of the family unit are in a disiant relationship with the integrative principles of society. As a result of this discontinuity, age-ogeneous (youth) groups arise in order to effect the nsference of childhood identification with the family adult identifications and the extension of solidarity the general society. "These age groups . . . perform same functions that we have postulated for the interion of age-heterogeneous elements, as agencies of ialization of the individual and as mechanisms of tinuity of the social system (Eisenstadt, 1956, 35).

Arising as they do in conflict and tension between generations, let it not be assumed that youth groups necessarily mechanisms of social continuity and ialization; within their structure also arises the ential for deviance. "As these groups have their gin in tension between the generation, and as their tion is to find outlets for these tensions, they may tion either as mechanisms of secondary adjustment, . . . as starting points for deviant groups" (Eisendt, 1956, 53). Insofar as this deviant potential is lized, the ideological justification for their

continued

discontin

uniquenes

Eis

of social

of youth

social sy

the fact

any socie

relations

cence has

evaluativ

emphasizi

are consi

which was

but as ye

analysis,

cern with

Eis

is the lo

wherein t

port and

organized

an empir

ntinued existence seems to be found in the structural
scontinuity between the generations and emphasizes the
iqueness of youth in industrial society.

Eisenstadt's analysis is concerned with the process
socialization and the consequences that the creation
youth groups has for the continued stability of the
cial system. The concern with socialization keys us to
e fact that a full understanding of the age grades in
y society cannot be attained without a concern for the
lations existing between them. Traditionally adoles-
nce has been studied in terms of the allocational and
aluative criteria of the socializing agent and hence,
phasizing the relations between the generations. Youth
e considered as "social nonthings," i.e., as something
ich was but no longer is and something which will be
t as yet is not. If we take this part of Eisenstadt's
alysis, it is understandable that the empirical con-
rn with youth is in their relationships with adults.

Eisenstadt states that the age-homogeneous grouping
the locus of a sense of common fate and the structure
erein the identity is completed. As a source of sup-
rt and reinforcement for the emerging actor, the group
ganized on age-homogeneous principles is as important
empirical concern as is the youth-adult relationship.

It is
tus w
here.
just
They
very
bers.
the g
cent'
terms
chara
adult

The peer

from whic

adulthood

To

and adult

would be

points to

the funct

constitut

wherein t

". . . th

sized by

individua

The vari

on parti

Where th

and iden

turned i

ambivale

identity

> It is the possibility of attaining full equal status within a group that is of crucial importance here. . . . The adolescent cliques are more than just transitory groups with some common goals. They constitute cohesive primary groups with a very strong mutual identification of their members. . . . This ego involvement is due mainly to the group's importance as objects of the adolescent's craving for the attainment of status in terms different from the obviously 'preparatory' character of the roles allocated to him by the adults . . .(Eisenstadt, 1956, 149-150).

peer group is a source of status and is the material
n which the identity is fashioned just as much as is
lthood's values and standards.

To concentrate only on the relation between youth
adults is to contradict this analysis as much as it
ld be to emphasize either youth or adult reference
nts to the distinction of either. To fully comprehend
function of youth groups, we must realize that they
stitute fundamental status sources and are the arenas
rein the adult identity is scheduled for completion.
. . the solidarity of the age group is strongly empha-
ed by becoming a condition for the development of the
ividual's full identity and personality integration.
various symbols of status . . . are . . . conditioned
participation in the group" (Eisenstadt, 1956, 149-150).
re the opportunities for the attainment of full status
identity are restricted, the status drive will be
ned inward, toward the criteria of the youth group. An
ivalence toward the attainment of adult status and
ntity is found in the structure of most youth groups.

These
again
orien
alrea
two a
and o
in al
main

Since sta

with the

gained ac

and youth

Got

that in s

rather th

disputes

achieveme

peer vis-

a functio

willing s

An in
that
inter
these
fulf
prefe
niti
refer
will
Reev

The theo

will be

hood. T

adolesce

> These (youth) groups develop . . . as a defense against the expected future roles. . . . But orientations . . . toward these future roles already exist within these groups. . . . These two attitudes . . . defense against future roles and orientation toward them . . . are present in all these age groups and form some of the main components (Eisenstadt, 1956, 46).

ce status is the result of behavior in conformance

n the criteria of reference groups, status can be

ned according to both the status criteria of adulthood

youth.

Gottlieb and Ramsey, in a similar analysis, contend

in societies where status is based on achieved,

ner than ascribed, qualities there often will arise

outes between the age grades as to the nature of those

levements which are status-giving. The influence of

vis-a-vis parental reference points is postulated as

unction of the perceived degree to which a group is

ling and able to fulfill the actor's needs.

> An inherent assumption in the proposed model is that young people . . . will be guided in their interpersonal relations by the degree to which these interpersonal relations provide some goal fulfillment. . . . people will differ in their preference for certain kinds of personal recognition and rewards and will move toward those reference groups perceived to be most able (and willing) to fulfill the . . . goals (Gottlieb, Reeves, and TenHouten, 1966, 100).

theoretical curve postulated that adult influence

l be maximal in childhood and as one approaches adult-

d. The influence of one's peers is seen as maximal in

lescence. It is of note that the empirical curve

never rea

of the em

dence wit

of orient

duality v

made that

is a basi

group att

. . .
act t
relat
. . v
tatio
adult
both
will
attai
1964,

The adole

ness and

adult nor

behavior

native, r

adults.

Co

function

tion bec

trial so

preparat

reaches the maximal degree possible. The failure
e empirical curve to have an isomorphic correspon-
with the theoretical curve illustrates the duality
ientation of youth; it should be noted that this
ty varies as a function of age. The suggestion is
that the lack of clarity as to what adults expect
basic factor tending to increase the youth's peer
p attachments and ego-involvements.

> . . . society provides numerous activities which act to stimulate adolescents to form their own relatively osilated age-grade social systems. . . . while the adolescent society makes its expectations and values clear to the adolescent, the adult world tends to present demands whic are both vague and conflicting. . . . The adolescent will turn to his peers . . . in an attempt to attain youth endorsed goals (Gottlieb and Ramsey, 1964, 188).

adolescent society is a reaction to the unstructured-
s and ambiguity of youth as they attempt to satisfy
lt normative expectations as to appropriate role-
avior, by creating a value and normative system alter-
ive, not oppositional, to the values and norms of
lts.

Coleman contends that the adolescent society is a
ction of the prolongation and formalization of educa-
n because of the increasing specialization of indus-
al social structures and the degree to which youth is
paratory for the assumption of adult roles.

> his setting-apart of our children in schools . . . as singular impact on the child of high school ge. He is 'cut-off' from the rest of society, orced inward toward his own age groups, made to arry out his whole social life with others his wn age. With his fellows, he comes to consti- ute a small society, one that has its most mportant interactions within itself, and main- ains only a few threads of connection with the utside adult society (Coleman, 1962, 3).

er than contending an estrangement of youth from t criteria, Coleman assumes a duality, "they are l oriented toward fulfilling parental desires, but look very much to their peers for approval as well" eman, 1962, 11). The orientation of youth to their nts seems to be in a long range sense; in the immed- e situation of the peer group and the social system of high school, the youth is oriented toward the status teria of youth. The values of the youth culture in high school are influenced by the values of the adult iety and the local community, but are not a simple lection of adult values, but are a reconstitution of n in terms of the situation of youth. In our society, adolescent subculture gets its major characteristics n its general relation to adult society; superimposed n this basic mold are variations due to the special uation of the youth culture in the context of the high ool status dimensions. The youth culture has distinc- e value content but is not isolated from adult teria.

Brittain presents data which shows that the degree which a youth is oriented toward parent demands is a tion of the content of alternatives in a given con- ctual situation. The fact that subjects were drawn m rural and urban high schools would, if Gottlieb is rect, lead us to suspect that this is a period of imal peer influence. If Coleman is correct, we would ect peer influence to be maximal in the immediate uation of the high school.

Brittain's hypothesis was that the responses of olescents to parent-peer cross-pressure are a function the content of the alternatives and that adolescent er-conformity, rather than being diffuse, tends to vary stematically across situations. A chi-square analysis dichotomous alternatives reveals that responses did t polarize but systematically varied according to the ntent of the alternative presented in the various con- ictual situations. A duality of orientation was illus- ated in the fact that parents or peers were not uni- rsally chosen, but would be chosen according to the uth's perception of these referrents as competent guides action in the given circumstance. The analysis con- rms the expectation that in those situations where the oice is difficult and where the consequences of the cision tend to have long range effects, parents will be gnificantly chosen over peers. Where the consequences

mmediately referent to the high school situation, it ound that youth reflect a desire to avoid being eably different or separate from friends. When the ict involves situations where norms are constantly ing, parents will be chosen; where the norms are tively stable, peers will be chosen.

The response reflects the adolescent's perception of peers and parents as competent guides in different areas of judgment.

The general social orientation of adolescents is of a dual character. Choices tend to derive their meaning from either of two general reference groups, or both: the peer society in which many status and identity needs are gratified, and the larger society in which the status positions which one can aspire to as an adult are found (Brittain, 1963, 23).

duality of youth orientation is a function of the racteristics of situation of choice and is not the ult of a polarity of youth to either parents or peers.

In his analysis of the value climates of various h schools, Coleman presents data to further endorse duality of youth. The degree to which a referent is ient could be inferred from by the degree of difficulty t disapproval from this source would entail for the or. Coleman suggests that there are systematic varia- ns in the difficulty of receiving disapproval from ents, peers, and teachers. Significant percentage ferences were obtained between both parent or peer approval as compared with teacher disapproval. It is

*See also Rosen, 1955.

' note to find that although the differences between
rent, peer, and teacher disapproval indicate that
rent and peer disapproval is "hard to take," there are
significant differences in the degree of difficulty
' receiving parent or peer disapproval. Both male and
male samples disclosed that disapproval from parents
d peers would be hard to take, parental disapproval
nded to be the more difficult. This result prompted
leman to note the marginality and the state of transi-
on of contemporary youth: "The balance between parents
d friends indicates the extent of the state of transi-
on that adolescents experience--leaving one family and
t yet in another, they consequently look both forward
their peers and backward to their parents" (Coleman,
962, 5).

Although youth are not universally oriented towards
ther youth, the pulls in this direction are extremely
trong. It is possible that those youth oriented toward
heir parents would set the standard while those oriented
re toward their peers would tend in the direction of
elinquent behavior or, at least, receive less esteem than
heir parent-oriented peers. Coleman found that, although
t significant, differences were obtained which suggest
hat the "leading crowd" for both male and female samples
s not as concerned with parental disapproval as are the
otal sex samples.

> The elites in the school are not closer to their parents than are the students as a whole, but are pulled slightly farther from parents, closer to fellow adolescents as a source of approval and disapproval. . . . Those students who are highly regarded by others are themselves committed to the adolescent group, thus intensifying whatever inward forces the group already has (Coleman, 1962, 6).

Vaz presents information in support of Coelman's tention of the relation between peer-orientation and inquent behavior. Vaz contends that middle class inquent behavior is a reflection of the degree to which outh is immersed in the youth culture and ego-involved the adolescent role.

> . . . the bulk of middle class delinquent behavior occurs in the course of customary, nondelinquent activities and falls within the limits of adolescent group norms. In order to account for middle class delinquent behavior, one need not look for a separate delinquent subculture. . . . The more a middle class adolescent is immersed in the youth culture, the more likely he is to become involved in juvenile delinquency. . . . A special set of motives need not be recruited . . . the seeds of middle class delinquency reside in the prominent, culturally esteemed patterns themselves (Scott and Vaz, 1966, 208).

motives for delinquent behavior are learned by and ough sustained participation in the common activities the daily round of middle class youth in the context the youth culture. Vaz finds that significant relans are obtained between the degree of peer-orientation involvement in delinquent behavior. Since middle ss delinquency is rooted in the demands and expectans of the youth culture, it is to be expected that the ater the degree of involvement with and orientation

ırd one's peers, the greater is the likelihood of
ountering situational inducement to delinquent behav-

> Peer-oriented boys are more in demand in the typical carrousel of teen-age activities of which delinquency is an unanticipated result. The more a boy engages in such events, the greater the likelihood of his becoming delinquent. . . . Delinquency in the middle class youth culture is an unanticipated consequence of conformity to the expected patterns of respectable teen-age behavior (Vaz, 1966, 143).

While Coleman finds that elites as a whole tend to
nore oriented toward their peers is contradicted by
ttain's finding that "subjects who most frequently
se peer-favored alternatives tended not to be well
epted by their peers." The reason for this seeming con-
diction is that Coleman chose to generalize from a
nd and not a statistically significant occurrence.
eman also chose to utilize the degree to which youth
ld not join a club upon their parent's request; this
an area of choice wherein Brittain would suggest that
youth would orient more toward his peers because of
immediacy of the consequence. Taking these results
a corpus, we would contend that depending upon the
a of choice, youth will be oriented to both their
ents and their peers. Those who are most peer-oriented
oss all situations tend to be devalued by other less
r-oriented youth. The peer-oriented youth tends to
olve himself and define himself more in terms of the

th culture and the adolescent role and as a result
ome more involved in those situations where delinquent
avior arises as an unintended consequence of partici-
ion. To be oriented toward one's peers but not in all
uation, i.e., not to be totally estranged from adult
ands and expectations, seems to be an insulating fac-
against the occurrence of delinquent behavior.

Coleman and others maintain that status is partly
ned from activities carried on within a social system
partly ascribed from without. Status in the high
ool is a function not only of specific achievement in
eemed areas but is also a result of certain ascribed
lities external to the status system. Coleman finds
t such ascribed characteristics as family background,
ng from an important family, and neighborhood charac-
istics, although not as important as valued achieve-
ts within the status system, is not altogether unre-
ed to one's rank in the system. "The definition of
leading crowd comes to include both family background
doing well scholastically . . . primarily because
h attributes reside in the same individuals and because
h tend to set them apart from others" (Coleman, 1962,
). Achieved criteria are more important in male status
tems; in female systems, while achieved qualities are
ll central, ascribed characteristics increase in fre-
ncy of mention.

In his analysis of the status structure of street oups, Kobrin finds an integration of both achieved and cribed qualities, i.e., youth and adult oriented cri- ria respectively. Status rankings on the basis of cription showed a higher degree of ranking stability an did rankings on the basis of achievement. Even ough oriented in the direction of youth, the achieved alities do not reflect a universal concern with the uth status system for "fighting ability and reputation y be regarded as oriented to distinctively adolescent lues, organizational and sports competence as oriented adult values" (Kobrin, 1968, 190*). The degree to ich one of the other of these achieved factors was iented toward was found to vary as a function of the cribed position of the street group. The higher the criptive position of the group, the more the likeli- od that they would emphasize those achieved qualities at are cognate with adult values; the higher the orien- tion toward those values cognate of youth values, the wer would be their ascriptive rank. The achieved status stem among these street groups was found to contain an tegration of both youth and adult orientation. In terms both achieved and ascribed status rankings, these reet groups ranked themselves and others in terms of th youth and adult values. Kobrin concludes by noting

*See also Kobrin, 1951.

e duality of youthful orientation, "Status goals are
. . largely determined by the kinds of reference groups
which an orientation is formed; adults as well as
ers are the reference groups to which adolescents may
oriented" (Kobrin, 1968, 205-206).

A Position on the Subculture of Youth

In both theoretical and empirical treatments of
e youth culture, there is substantial agreement as to
e duality of youth orientation to both adult and youth
ference groups; however, there is continuing debate as
the degree to which the content of the youth culture
a simple restatement of adult value standards in terms
telligible in the situation of contemporary youth. We
ve seen that major theoretical positions assume that
e strain and structural discontinuities between the
nerations lead to the development of youth groups.
wever, to assume the structural origins of the youth
lture is only to posit a conducive structure within
ich many alternative posibilities still exist as to
e form and content of the reaction which will take
ace. To contend the origins of the youth culture in
e inter-generational discontinuity and tension charac-
ristic of industrial society is not necessarily to
reclose cultural content as contrary or oppositional
adult values, norms, and roles. "It is not possible

ıccount for the substance and imagery of the youth
:ure solely in terms of the difficult passage from
ıdhood to adulthood in a highly differentiated (and
:ialized) society." However, according to the contra-
:ural model of the content of the youth culture

> . . . evidence which reveals a serious structural discontinuity between the generations is also supposed to show a set of youth norms which are opposed to adult roles and values. . . . if adolescents substantially accept core adult values and roles, then the youth culture is . . . epiphenomenal. But if they doubt the legitimacy of societal values, then the youth culture is the appropriate label for the . . . rebellious posture (Schwartz and Merten, 1967, 458).

The youth culture is, then, necessarily in oppo-
lon to the core adult values and roles of the wider
iety. The extreme statement of this contracultural
el is found in delinquent subcultural theory where
contention is that the content of delinquent values
interaction is based upon a set of oppositional
ms, values, and behavior (Yinger, 1960). Lerman main-
ns that in discussions of subcultural delinquency,
re is an unfortunate tendency to equate the gang and
subculture. Delinquent gangs may or may not be sub-
tural; the confusion of gang with subculture is the
ult of sampling techniques which over-represent gang
ulations and which fuse two analytically distinct
ensions: the cultural and the social. To identify
tinctive interaction patterns is not to identify a

ubculture any more than to isolate cultural symbols. efore the existence of a subculture is established, one ust identify the existence of a distinct set of cultural ymbols (language and values) and behavior consonant ith these symbols; the subculture is a cultural unit:

> The cultural dimension refers to the shared symbols (i.e., values . . .) and the behavior consonant with these symbols. The social dimension refers to patterns of interaction that distinguish participants from non-participants. Differentiation of youth who share consonant symbols from those who do not share these symbols demarcates the subcultural boundries. Differentiation of interacting participants from non-participants demarcates the social boundries. . . . The two are not synonymous . . . (but) are related (Lerman, July, 1967, 66*).

ubcultures are cultural systems characterized by lanuage, values, and behavior: interaction and subculture re interacting, but analytically distinct variables.

To identify the existence of a subculture does not pso facto establish the existence of oppositional value tructures, as Short found in his study of Chicago street roups. Short found a set of "variant" values and interctional patterns, but did not find any evidence to suport the postulation of an oppositional delinquent subulture. The data presented a picture of overwhelming omogeneity in the evaluation and perception of the egitimacy (smartness scores) of semantic differential mages reflecting middle class life styles. There were

*See also Lerman, April, 1967; Lerman, 1968.

o statistically significant differences obtained in the opulations studied in the evaluation of the middle class mages. "Middle class images were evaluated significantly igher by every one of the populations than nearly all ther subcultural images, especially those that are nquestionably illegitimate" (Short and Strodtbeck, 1965, 9-66). Similar findings were encountered in terms of egitimacy of middle class images. "The smartness ratings f middle class images by all populations are higher than hose for any other subcultural image" (Short and Strodt-eck, 1965, 59-66*). These results certainly question the ostulation of an oppositional subculture; they do not uestion that delinquent behavior may be subculturally ased, but do question the oppositional content of the ubculture.

Our position is that the distinctiveness of the outh culture is not dependent upon its ability to repud-ate, undermine, or support adult values. This position s much in line with that of Schwartz and Merten.

> . . . our position to the youth culture holds that symbolic components of adolescent social life form a relatively coherent subculture irrespective of whether its norms eventually subvert, reinforce, or have no lasting effect on adult values (Schwartz and Merten, 1967, 458).

e maintain that the standards youth employ in their udgment of the relative excellence of their peers are nfluenced by adult value standards but are not simple

*See also Gordon, 1967.

efelctions of them; they are independent of adult

alues in the sense that

> . . . peer-group interaction is guided by expectations which do not govern the behavior of other members of the community. . . . the understandings are not fully comprehensible to the rest of the community. . . . adolescent social relations are predicated upon premises not completely accessible or intelligible to adults. . . . The specifically subcultural aspects of adolescent social life reside in those symbolic elements (values, beliefs, and stadnards) which integrate various concrete norms into a coherent system of action (Schwartz and Merten, 1967, 453).

he connections between the culture of youth and the dult world are found in the area of the major value atterns of society; the distinctiveness of the youth ulture is found in their normative structuring and valuative criteria which eventuates in the creation of a alue stretch and the creation of a "variant" set of cul- ural definitions unique to this age grade. "As a cul- ural system, the youth culture consists of those norms nd . . . values which are intimately associated with a ariant, age-graded system of cultural meanings" (Schwartz nd Merten, 1967, 457).

High School Status System

In this study we are concerned with the emergence f delinquent behavior, not as a result of the position f youth in contemporary social structures, but in terms f the status system of youth as found in one of its most isible and distinctive forms in the modern high school.

s we contended in the last section, the basic structural haracteristic of youth is a duality of orientation eferring to the fact that adolescence is at times and in ertain situations a reflection of adulthood and at other imes and in other situations a relatively autonomous ystem. The social system of the high school is not unafected by the status structure of the adult community, but he must not assume that the position of a youth in adoescent society is a simple function of the structural osition of the family. Rather than being an approximaion to an ascribed structure, it is our contention hat status within the youth culture is allocated priarily on the basis of achievement in terms of youth ndorsed status criteria. High extra-school status may e structurally conducive for high status in the high chool status system, but such status does not ensure the outh the respect of his fellows; this is dependent on is performance in terms of youth endorsed status criteria.

> An adolescent's socioeconomic status certainly affects his ability to assimilate 'socie' styles. Nevertheless, the decisive factor is his ability to act in terms of these standards whatever his family background. In other words, an adolescent's status identity is created by his overt commitment to an adolescent life style (Schwartz and Merten, 1967, 462).

Whether examined in terms of gang delinquency or n the context of the high school, the status system of

th is usually conceived as a relatively simple system
the sense that status is allocated according to a
arly defined set of universally applicable criteria of
king. In a contrasting approach, we hold that there
many youth cultures depending upon situational con-
ts. Any given youth culture manifests many alterna-
e status systems which are differentially evaluated
which are internally differentiated and evaluated.
youth culture, in the context of the high school,
s

> . . . not see their status system as a perfectly linear, clearly defined series of hierarchically arranged status positions. Rather, they perceive it as a set of ranked, slightly ambigious prestige categories which are internally differentiated (Schwartz and Merten, 1967, 461).

s differentiation occurs both as a horizontal and
tical structuring of the general status system. Theo-
ically, status is a dual function of the relative
ce of one's reference group in the general status
ucture and of one's relative position within the refer-
e group.

According to the horizontal structuring of the gen-
l status system, Schwartz and Merten are able to iden-
y two differentially evaluated life styles: hoody and
ie. From the actor's point of view, there is little
eral agreement as to the relative position of these
e styles and thusly, "an individual's estimation of

is own status depends upon his particular adolescent eference group" (Schwartz and Merten, 1967, 461). However, from the observer's point of view, it seems that ocie value system is accorded a greater amount of prestige in the general status system because of the closeess of this value system to the cultural mandate of aintaining a "cool" presentation of self. The process f status attribution is a complex process involving the ransformation of esteem gained in various contexts into he image of the successful youth.

> An individual must take the esteem he has gained in a variety of contexts and transform this diffuse prestige into a subculturally validated image of the successful adolescent. . . . Concrete achievement buttresses the crucial mode of presentation of self in the adolescent subculture, and it is this self-image and not the concrete role performance which ultimately interests adolescents (Schwartz and Merten, 1967, 464-465).

onfidence concerning one's excellence and the ability to anifest this confidence in a variety of contexts is the ssence of status in the high school status system. In he socie value structure, the adult world is reflected y the achievement orientation of the high school, but he dimensions along which this achievement will occur re fashioned within the values of the youth culture.

Status is gained not only in terms of a socie vs. a oody value system, but is also a function of the degree o which the actor is able to achieve according to the eference group's standards of excellence. The vertical

structuring of the general status system locates an individual's position within one of the horizontal strata.

> The vertical component of this status system locates an individual's rank within one . . . horizontal strata. . . . a person's rank is a function of how well he is known by the other members of his stratum, and this . . . seems clearly related to his ability to conspiciously live up to its standards of excellence. This vertical dimension . . . refers to what our informants mean when they say someone is more or less popular (Schwartz and Merten, 1967, 462).

In this study, we are concerned with delinquent behavior as a function of an actor's vertical location within the socie stratum. Instead of conceiving status in terms of adult criteria, we conceive status as specified by youth in terms of their special situation in the high school.

CHAPTER IV

STATEMENT OF HYPOTHESES

Status Deprivation, Status Frustration, and Delinquent Behavior: A Set of Hypotheses

HYPOTHESIS I: There is a direct relation between status deprivation in the high school's socie values and delinquent behavior.

HYPOTHESIS II: There is a direct relation between status frustration in the high school's socie values and delinquent behavior.

The theoretical basis for the first hypothesis lies in Merton's anomie paradigm (Merton, 1957) for the analysis of socio-cultural factors conducive to deviant behavior. Merton postulates a universal cultural goal, access to which is systematically restricted for certain sectors of the society. Merton concentrated upon financial success to illustrate the manner in which an extreme goal emphasis places severe strains upon the normative structure. Any cultural goal which receives relatively unqualified emphasis, while the legitimate opportunities for achievement are restricted, could be substituted and the general model accordingly restated.

For our purposes, we wish to think of universal goals as instrumental in the sense that the degree to

hich they are realized is positively related to the chievement of status. In this context, status is con-eived as a universal cultural value and the anomie model ccordingly restated. We further acknowledge not only he concept of a general status system, but also of sub-ultural status systems. We assume that youth are con-emporarily characterized by positions in both an adult nd a number of youth opportunity structures, and that he statics and dynamics of status are relevant on both pportunity structure levels. Contemporary research ends to conceptualize delinquent behavior in terms of he youth's position in terms of adult success values and n relation to adult opportunity structures. Substitu-ing youth endorsed status goals, in the context of the igh school as specified in terms of socie achievement alues, we are concerned with the relation between these pecific youth endorsed status goals and delinquent ehavior.

Merton is concerned with one aspect of the process f status management: status achievement, i.e., the rientation toward the attainment of higher status posi-ions. His particular concern is with social structural onditions an actor encounters which systematically estrict his access to legitimate opportunity for goal chievement. It is under these special blockage circum-tances that an increased likelihood of deviant behavior

is postulated. Building on Merton, Cloward focuses attention on how the actor interprets these structurally limiting conditions (Cloward and Ohlin, 1960). His argument is that if restrictions are perceived to be the fault of the structure of the social system rather than the fault of the self, then the likelihood of deviant behavior is increased.*

For the purposes of this study, we shall focus on the perspective of the actor. We will specifically differentiate areas of invalid and valid restrictions of opportunity. This differentiation permits us to define status deprivation as a blockage of aspirations due to perceived invalid restrictions of opportunity and status frustration as a blockage of aspirations due to perceived valid restrictions of opportunity. We are concerned with the relation between status deprivation, frustration and delinquent behavior in terms of socie values in the context of the high school.

The above hypotheses question the relative strength of association between invalid and valid

---

*In discussing the concept of alienation, Cloward deals with the identification of the source of failure in the social system and the self as the major step in the process of alienation. The concern with the invalid and valid restrictions of opportunity is a logically prior variable and, in large part, may influence the degree to which one or the other of these sources is blamed for failures.

estrictions* of opportunity encountered by the actor and elinquent behavior. On theoretical grounds, strengthened y the fact that research has focused primarily on the mpact of status deprivation, the following hypothesis ill be examined.

YPOTHESIS III: The direct relation between status deprivation in the high school's socie values and delinquent behavior will be stronger than the direct relation between status frustration in the high school's socie values and delinquent behavior.

Status Threat and Delinquent Behavior: A Hypothesis

HYPOTHESIS IV: There is a direct relation between status threat in the most salient dimensions of the high school's socie values and delinquent behavior.

Previously we dealt with the mechanism of status eprivation and status frustration in the context of igh school socie values and their relationship to delinuent behavior. We turn now to another status process, hich in combination with status achievement, forms one imension of the process of status management: status aintenance, i.e., the desire to stabilize one's current

*Cloward maintains that a great deal of confusion n the literature is the result of the failure to maintain distinction between moral validity and legitimacy. is analysis of alienation is dependent upon this disinction as is our definition of status deprivation and rustration. Moral validity is properly considered a haracteristic of restrictions of opportunity while legiimacy is a characteristic of opportunity structures.

position. Instead of involving upward movement, status maintenance involves the desire to stabilize the position one currently has. In this study, status threat will refer to the degre which an actor perceives the possibility of status loss with respect to some ranking dimension(s) as imminent.

In his group process analysis of gang delinquency in Chicago, Short was concerned with the emergence of delinquent behavior from the largely nondelinquent behavior of gang boys; he was convinced that position discontent (aspiration-expectation disparity) was not an adequate explanation of why delinquent behavior occurred in certain situations and not in others and why certain individuals and not others involved themselves in delinquency. In an analysis of a number of aggressive incidents, it was discovered that those most centrally involved were core members in leadership positions and those striving for these positions. No gang norm required participation of all boys even under the most provocative of circumstances. Short presented the hypothesis that

> . . . much of what has previously been described as short-run hedonism may be revealed to be a rational balancing, from the actor's perspective, of the near certainity of immediate loss of status in the group against the remote possibility of punishment by the larger society if the most serious outcome eventuates (Short and Strodtbeck, 1965, 256).

; the likelihood of the undesirable outcome moves from
nity to zero, the likelihood of participation moves
rom zero to unity. Under conditions of a status threat,
eldom will the likelihood of the undesirable outcome
qual or excel the likelihood of immediate status loss.

It is understandable that a status threat in the
ontext of a delinquent street corner group can even-
uate in acts of delinquent behavior, but the process
y which the status threat in the youth culture even-
tuates in acts of delinquency is not as obvious. Schwartz
and Merten contend that

> . . . the youth culture contains a distinctive vision of social reality. It is embodied in a normative order predicated upon conceptions of those personal qualities which its members believe make a male admirable and a female desirable (Schwartz and Merten, 1967, 457).

The areas of drinking and dating are the most salient areas in which one's masculinity can be established or threatened. A threat to one's self definition as a "man" or to his presentation of self as "cool" and sophisticated may lead to an exaggerated emphasis in those areas where the youth culture believes manliness and sophistication are to be gained. Since "an adolescent's status identity is created by his overt commitment to an adolescent life style" (Schwartz and Merten, 1967, 462), a threat to this identity may be answered by an increased involvement in the youth culture.

> . . . The seeds of middle-class delinquency reside in the prominent, culturally esteemed patterns themselves. . . . The more a middle-class youth is immersed in the youth culture, the more likely he is to become involved in juvenile delinquency (Vaz, 1966, 143*).

become involved in the pursuit for status in the socie
lues of the high school is to become more deeply
mersed in the normative system of youth and, according
our position, thereby increasing the likelihood of
volvement in action classifiable as delinquent.

Status Consistency and Delinquent Behavior: A Hypothesis

HYPOTHESIS V: The greater the status inconsistency of an actor's positions in the high school's socie values, the greater will be his involvement in delinquent behavior.

Few of the contemporary concerns with the variable
f status consistency, i.e., the equivalence of ranks
cross status dimensions, are oriented toward the varia-
ions in the applicability of the concept at various
tages of the life cycle. This is a question of crucial
mport for the attainment of peak status in education,
ccupation, and income occurs at different times in the
ife span of the average individual. Subgroups of the
opulation vary in the relative timing of these events
nd in the importance of these events so that the point
n the life cycle at which individuals are evaluated will

*See also Scott and Vaz, 1966; Cohen, 1966.

cidedly effect the influence of status consistency. Vhen inconsistency is a function of the normal time lag n attaining certain statuses, it may produce little ental stress, whereas greater stress may result from nconsistency stemming from more permanent disadvantages n some statuses" (Nam and Powers, 1965, 99). The mobility imension of the concept of status consistency is crucial n the interpretation of the effects of consistency on a ependent variable.

The justification for the emphasis upon adulthood is that, in terms of adult status criteria, at the other stages of the life cycle, status inconsistency is to be expected and will manifest comparatively little effect. There is no theoretical restriction that adult status criteria must be used only that criteria be chosen that form the central core around which a social system is organized. Status consistency is not only a quality of adulthood, but can be conceptualized as a characteristic of any stage in the life cycle. However, in order to employ the concept at the various stages of the life cycle, one must identify those dimensions of status which form the core of the social system.

As we have seen in the examination of adult status values and delinquent behavior, most frequent use is made of the status indices based on the equivalence of the youth and his family and the relevance of this status to

he youth's position in the youth culture. This is a angerous assumption in view of the contention that the embers of the youth culture are integrated into basic societal institutions but their definitions of ordinary social situations are based upon a special set of cultural meanings. "Adolescent understandings are not fully comprehensible to the rest of the community. Adolescent social relationships are predicated upon premises not completely accessible or intelligible to adults" (Schwartz and Merten, 1967, 453-454). The youth culture is not characterized as an isolated normative system but is found as a system "of symbolic elements which integrate various concrete norms into a coherent system of action" (Schwartz and Merten, 1967, 454). Adult status values are irrelevant as a measure in the status consistency of youth. In this study, the concept of status consistency will be specified in terms of the socie values in the context of the high school.

Lenski contends that "the more frequently acute status inconsistent scores occur within a population, the greater would be the proportion of that population supporting social change" (Lenski, 1954, 410). Following this directive, most studies have concerned themselves with attitudes, values, and behaviors that reflect a desire for social change. In terms of the youth culture, a desire for some sort of social change is central in

identity construction and may act itself out in various expressions. One such expression may be delinquent behavior.

Hypotheses and Salience

An implied assumption associated with the statement of each hypothesis is that the status values we have defined operate in a salient and important manner for each actor. Since the maintenance of one's self-image is heavily dependent on expected and received support from the social environment, we can imply that when an actor evaluates himself and others in terms of certain status values, these values are of importance to him. Correspondingly, since an actor strives to achieve and maintain positive evaluations of himself, he will evaluate himself with regard to a social referent to the degree he can maintain positive evaluations of himself and of his actions in the status system. When the structure of status systems is multidimensional, the process of "self-esteem maintenance" is, by necessity, selective. If an actor, in a multidimensionally structural status system, cannot produce social support for the maintenance of positive self evaluations, he will change the criteria by which he evaluates himself, i.e., he will change the degree of salience attributed to various status values. We expect our hypotheses to work most effectively in

those status dimensions defined as salient, however the defense mechanisms of reaction formation would lead us to definitely predict the hypotheses may work when status values are defined nonsalient.*

*This discussion has drawn heavily on Faunce, 1968 and Shepard, 1968.

CHAPTER V

PROCEDURES

Population Selection

Two high school samples from two adjacent communities in western Michigan have been selected for study on the basis of their accessibility and because of the socio-economic similarity between the two communities. Ideally it would have been desirable to present the social and economic data for the communities. This is not possible for one of the communities had a 1960 population of 2,036 and thus socio-economic data are not obtainable from census figures. A check with the community revealed that local officials did not have such data available. Therefore, the census data to be reported are essentially from the larger urban center.

The urban area in which this research took place is actually the combination of three communities which are designated and which refer to themselves as the "Tri-City Area." This symbolic referent illustrates, perhaps more than any empirical data could, the close connections that the residents of these three communities feel. In this study, only two of the three communities are dealt with because the school system of the urban area

encompases one of the other two communities; unfortunately, this other community is one for which selected census figures are available. In an attempt to illustrate the socio-economic similarity between the communities of the tri-cities, census data for the community attached to the urban place's school system will be examined. To show the typicality of the urban area with other urbanized areas, comparisons will be made to the contigious Muckegon-Muskegon Heights SMSA. Comparisons of the urban place and the community with Ottawa county and state figures will illustrate the general typicality of the research site in terms of more inclusive geographical areas.

An examination of Table 5-1 yields a picture of general occupational, educational, financial, and mobility homogeneity. This is not meant to imply that no differences exist between the various populations. In terms of the per cent employed classifiable as white collar occupations, the urban place is more representative of the status figures than either the SMSA or county figures while the reverse is true for community figures. In terms of the per cent classifiable as manufacturing occupations, there seems to be little difference between the categories. However, when comparing white collar and manufacturing occupations, substantial increases in the direction of manufacturing occupations are seen in the

Item	Description	SMSA	Urban Place	Community	County	State
1.	Per cent of persons aged 14-17 in school	88.5	91.1	89.7	89.3	90.1
2.	Median school completed for persons over 25	10.4	10.9	10.2	9.9	10.8
3.	Median family income	6,048.00	6,371.00	6,068.00	5,920.00	6,256.00
4.	Percent of families with income less than 3,000	13.4	14.3	10.6	13.3	15.7
5.	Percent of families with income more than 10,000	12.8	16.2	13.8	12.0	17.4
6.	Percent of employed persons in white collar occupations*	36.1	43.5	33.3	33.9	40.1
7.	Percent of employed persons in manufacturing occupations	48.8	43.8	47.6	42.5	38.0
8.	Non-worker-worker ratio	1.72	1.67	1.79	1.74	1.66
9.	Percent of total population who moved into present house after 1958	20.6	18.7	16.2	18.6	21.7
10.	Percent of the civilian labor force unemployed	6.1	3.5	3.3	3.8	6.9
11.	Of those who worked in 1959, percent who worked 50-52 weeks	55.6	56.7	57.0	52.0	54.0
12.	Percent of total population who are foreign born	3.1	4.2	2.4	4.2	6.8
13.	Percent of native population residing in state of birth	77.2	81.3	83.1	84.8	72.1
14.	Of persons over 5 years of age, % migrant**	9.5	12.3	9.7	25.2	13.8
15.	Population	149,943	11,066	2,590	98,719	7,824,965

*Includes professional, managerial (except farm), clerical, and sales

**Persons who lived in different counties in 1950

SMSA, community, and county data while the urban place and state data remain fairly constant.

Educationally, a comparison across all categories yield data illustrating close approximations between all categories. A comparison between the urban place and the community in terms of the percentage of families with yearly incomes of less than $3,000 shows the urban place to be the more representative of the SMSA, county, and state data; for those families whose yearly income exceeds $10,000, the urban place seems more representative of the state while the community is more representative of the SMSA and county figures. An examination of these figures reveals that for both the urban place and the community there is not a substantial proportion either below $3,000 or above $10,000. This is in line with community images of a skilled working to a lower middle class community. Obviously, there are those representing both extremes of the income continum, but the median family income of both the community and the urban place are in line with the median incomes for the SMSA, the county, and the state.

As would be expected, the urban place has a larger percentage of foreign born and in this respect is exactly duplicative of the county data. The community shows a lower percentage and is more in line with the SMSA than is the urban place. In comparison with state data, the

urban place, the SMSA, and the community are more similar than dissimilar.

The per cent of in-migration for persons aged five years or older for the urban place very closely approximates the state data but is substantially lower than the county figure. By comparing this figure with the percentage of the total population who have moved into their present home since 1958, the indication is that most of the population shift is in terms of marriage and intra-community residence changes.

These points of dissimilarity, substantial as they may be at points, do not negate the general picture of homogeneity. The urban place and the community do not show systematic patterns in their representativeness. With minor reservations, we can conclude that the urban place and the community are similar in basic socio-economic characteristics and in turn, these similarities extent to the SMSA, the county, and to the state. The tri-city area seems to be a typical midwestern community, neither large nor small, but a context where delinquency is present but where research has seldom passed.

Data Collection

All male seniors in one high school (the urban place) and all males in the other high school received a questionnaire presenting items which represent the variables of this study in operational form. Because of the

population differences for the two communities--11,066 for the urban place and 2,063 for the smaller community--it was originally planned to conduct a class by class and school by school analysis. At the request of the urban place high school to only include their senior class, the school by school analysis was rendered impossible. We felt justified, in view of the socioeconomic similarities of the communities, to collapse the two senior classes and deal with the combined senior class as a unit.

In order to obtain empirical justification for the combination of the senior clsss from the urban center with the senior class from the smaller community, eight (8) one way analyses of variance were computed. "Urban" and "Community High" were partialled and compared on the relative salience (both system and personal) that were attributed to the four status dimensions employed in this study. Significant F ratios are obtained only for (1) the personal salience of grades, and (2) the system salience of clubs. Although not statistically significant ($P < .07$), the evaluation of the salience of athletics tends strongly in the direction of differences between the two senior classes. Although differences were encountered, we do not feel that obtained observations differ significantly from random fluctuation in response; we feel this demonstration to be ample support

TABLE 5-2.--Analysis of variance for seniors in Urban High" and "Community High."

	Athletics		Grades		Clubs		Dating	
	System	Personal	System	Personal	System	Personal	System	Personal
Overall Mean (Combined)	2.10	2.04	1.89	2.34	1.70	1.49	1.94	2.00
"Urban High" Mean	2.01	1.97	1.91	2.19	1.85	1.48	1.93	1.92
"Community High" Mean	2.14	2.07	1.88	2.40	1.63	1.49	1.94	2.00
F Ratio	3.09	1.08	.18	6.85*	8.52*	.02	.01	1.17

N = 173 $^{x}P<.05$ *P<.01

to collapse the two senior classes and treat them as a unit.*

One of the major methodoligical porblems in the area of research in delinquent behavior in a nondelinquent population is the choice of appropriate instrumentation. In line with our concern not to overburden the two high schools with our presence any longer than necessary and in line with budgetary restrictions, a questionnaire approach was adopted. We concede that data pertaining to variables such as deprivation, frustration, and threat are very difficult to elicit by questionnaire materials in comparison with the probing possibilities structured in an interview. We felt that this difficulty was more than offset by the fact that our presence and purpose could not become the subject of informal communication within the different schols which would tend to bias our results. Additionally, there was a problem of inter-school communication between the students. In order to offset this possible contaminating source, the data was gathered from the two schools within the space of 24 hours. The questionnaire was presented at 8:45 to the homerooms of the urban place high school on May 23, 1966; the instrument was presented at 9:15 to the first hour

*In terms of a later analysis, it is interesting to note that the same mean ranking of importance of these variables is duplicated across all high school and social classes.

classes at the smaller community's high school on May 24, 1966.

The instrument was presented to the respondents in the urban place's high school by their homeroom teachers and in the smaller community, the instrument was presented by the first hour teacher. In order to elicit the fullest cooperation possible from those teachers involved, the afternoon prior to the administration of the instrument was devoted to a faculty meeting called for the purpose of acquainting the teachers with the purpose of the research project and with various mechanical details of the instrument, central of which was the constant reassurances of respondent anonymity.

In terms of the actual process of the research, the most perplexing problem is that of the anonymity of the respondent and his responses. In a cover letter, each respondent was assured that his answers were to be kept in the strictest confidence. No one in the school administration was ever to see his questionnaire; the only ones to have access to the instrument were the research personnel responsible for coding of responses. In order to reinforce these assurances, the standardized instructions given to the respondents by the teachers underscored that participation was voluntary, that no one at school would ever see his answers, and that he was not to put his name anywhere on the instrument. In both

schools, these assurances seemed to have an effect for only one respondent refused to participate. Upon completion of the instrument, the teacher would return them to the main office where they would be packed for return to Michigan State University. Any student who cared to was allowed to accompany the teacher to the office.

In view of the physical nature of the situation in which the instrument was to be administered, both male and female data was gathered. Female data will not be included in the testing of present hypotheses but will be selectively included in the present analysis.

In conclusion, three assumptions regarding the sample should be noted. First, the sample is not random with respect to the population of Ottawa county, the state of Michigan, nor the Muskegon-Muskegon Heights SMSA. Although not randomly selected, we feel the communities involved are representative of skilled working to lower middle class areas in the midwestern United States. Second, we are assuming that those students present in the two high schools on any given day are representative of the total population of the schools involved. Lastly, we feel that random selection of a sample is not the fundamental concern in a study which is basically exploratory; the examinations of hypotheses will yield information which will suggest hypotheses warranting future study in a more precisely selected sample.

> From a strict point of view . . . any generalization to a larger population on the basis of a nonprobability sample is not possible because it is not possible to calculate the probability of Type I error, since the sample itself has no known porbability of occurrence when compared with other possible samples. It is possible to adhere to this point of view and utilize the advantages of statistical testing within the context of discovery. The investigator would not use the results of his calculations to decide that a given hypothesis was or was not true for the larger population from which the sample was drawn. He could proceed to calculate the probabilities of rejecting them if they were actually true. He could realize that the accuracy of such calculations is based on the assumption of probability sampling, but he might use them to locate those hypotheses which seemed to be worth following up in future studies (Phillips, 1966, 269*).

This study thusly assumes sample selection on the basis of probability sampling.

Adolescent Achievement Values

In this study, we are concerned with the emergence of delinquent behavior, not as a result of the structurally ambigious position of youth in terms of the achievement dimensions of adulthood, but in terms of adolescent achievement values found in their most distinctive and visible form in the socie values of the high school. Although socie values are affected by adult status criteria, we do not take the position of youth in terms of socie achievement to be a simple function of the family's position in the community. Rather than being

---

*See also Selvin, 1957.

an approximation to an ascribed social structure, status among youth is restricted to position allocated on the basis of achievement in terms of socie status values, i.e., the ability to live up to the standards of excellence supported by socie youth. In some high school social systems, high ascribed status is necessary for high status in the school, but alone it is not a sufficient condition for high school status for their emphasis is upon achievement in valued arenas rather than ascription from the family. High extra-school status may be structurally conducive for high status in the socie value system, but such external position does not ensure the respect, admiration, and prestige of one's fellows; these qualities are dependent upon performance and achievement in terms of socie status dimensions and criteria of excellence.

Our problem becomes the construction of the dimensions by which socie status* is allocated. There are two ways by which these dimensions could be obtained. Empirically, it would be possible to ask youth the status dimensions they employ in making judgments of themselves relative to others. Such dimensions could also be

---

*Operationally, socie status is referred to as popularity for it was felt that referral to "status" might invoke an extra-school reference, whereas we are concerned with the actor's relative position in a series of vertical dimensions in the socie value system.

theoretically developed by inferring salience from the professional literature on the youth culture. Hopefully, there would be a high degree of correspondence between these two methods. Adopting the first or empirical method would constitute a research project in itself. We feel that the professional literature has developed to the extent that a set of variables can be isolated which provide the basis for status ranking in the socie value system of the high school.

In the literature relevant to the youth culture, four youth specific socie status dimensions have received particular attention (Schwartz and Merten, 1967; Friedenberg, 1962; Friedenberg, 1963; Smith, 1962; Wallace, 1966; Turner, 1964; Coleman, 1961; Gottlieb and Ramsey, 1964; Hollingshead, 1949): these are achievement in (1) interscholastic athletics, (2) scholarship, (3) clubs and organizations, and (4) dating. These dimensions are held to represent generally salient socie values among high school students. In addition, these values appear to have several practical advantages from the standpoint of our research design: (1) they involve status differentials, (2) they are related to achievement in the immediate situation of the high school, and (3) subjects can be placed with respect to them by others in the social system.

Even though these achievement dimensions have been frequently documented in the literature, the usual empirical method is such as to preclude dimensions other than those specifically incorporated in the research design. It would be unwise to assume equal salience or even a given level of salience of all dimensions for all youth, for the school as a whole, for any particular sector of the social system, or for any particular individual individual. It would appear that deprivation, frustration, threat, and consistency's hypothesized effect on delinquent behavior would be a function of the salience of the dimension wherein these status processes are experienced. They should have their greatest effect in those dimensions perceived as most salient and their least effect in those dimensions perceived as least salient. Thus, we are concerned with the actor's evaluation of dimensional salience for both the general status system and for himself. Hypotheses will be examined in terms of dimensions that are salient for both the general status system and the self.

The actor's perception of the salience of our socie dimensions could be a reflection of the operational instrument. There is a tendency on the part of respondents to give the researcher what they perceive he desires. To discover the extent to which the four socie dimensions are, in fact, salient to the empirical

population, it would not do to simply ask them the degree to which a given dimension is important in order to be someone here at school or the degree to which a given dimension is important to himself without an empirical cross-check on the degree to which the respondent would have mentioned the dimension without prompting from the instrument. To this end, an open-ended item was presented* to discover what the respondent would say it takes to become popular at school (See Appendix II, question 6a). A high degree of correspondence between "first mentions" to this question and the operationalized socie dimensions would indicate that these dimensions were salient to the research population.**

Operationalization of the Independent Variables

As variants of status discontent in socie values, status deprivation and frustration are operationalized in terms of a discrepancy score indicating the degree of divergence between an actor's evaluation of his current position on a given status dimension and that position where he wishes he currently was. Posing the discrepancy in this manner is a departure from past empirical

---

*This question was presented at the beginning of the instrument to prevent the instrument's influence on the subject's response.

**Analysis will also be performed on the total number of times a dimension was mentioned by all respondents.

research where the discrepancy is noted between an actor's aspirations and expectations as to positions at some future time. The employment of such a procedure would call for the longitudinal study of youth through their high school careers. We are employing a cross-sectional approach and are therefore concerned with the status processes in the immediate situation of the high school. It is possible to infer a longitudinal design by a class-by-class comparison. This comparison will be made, but each respondent will be asked only to compare his current position to that position where he wishes he currently was.

Status deprivation and frustration will be operationalized in terms of a discrepancy score between a respondent's ranking of his current position "in comparison with the other kids here at school" (actual current position) and where he "wishes he actually stood now" (desired current position). This discrepancy will be noted in terms of differential positions on the Cantril Self-Anchoring Scale (Cantril, 1965), in which an actor is asked to place a mark on two parallel ladders, each running from high (9) to low (0). (See Appendix II, questions 11-12, 23-24, 35-36, and 47-48.) These ladders refer to (1) the respondent's perception of their actual current position in comparison with the other students at school, and (2) where they wish they actually stood

now. These dual ladders will be presented for each of the four socie dimensions.

The distinction between status deprivation and frustration does not lie in terms of a discrepancy or the degree of discrepancy between actual current position and desired current position. This distinction hinges on the respondent's perception of the validity of the restrictions which currently place him in a position lower than that which he actually desires. Respondents were asked to explain this situation* and were given the following choices: (1) It has been primarily my own fault, (2) It has been no one's fault--it has just worked out that way, and (3) The cards have been stacked against me--I haven't been given a fair chance. See questions 13b, 25b, 37b, and 49b.) Status frustration is indicated by a discrepancy which is explained in either the first or the second manners; status deprivation is indicated by a discrepancy explained in terms of the third alternative.** In order to counter for possible ambiguity at the extremes of the continuum, it

---

*Respondents were also asked if their actual current position was higher than their desired current position. Because of insufficient responses, this question will not be analyzed.

**Respondents were provided with a residual "other" category. Responses were coded in terms of the three alternatives; the content for this coding was provided by an open-ended question asking them to explain the discrepancy in their own words if it did not fit the alternative provided. See questions 13c, 25c, 37c, and 49c.

was decided to collapse the highest two and the lowest two possible positions on the ladders. Status deprivation and frustration have a maximum range from a low of zero to a high of seven.

It is possible to conceptualize the status threat variable in terms of the degree to which the actor (1) perceives downward movement in a given dimension as likely, or (2) has actually experienced difficulty in maintaining his position. For our purposes in this study, we feel that the first alternative expresses the essence of the status threat variable. Threat does not necessitate the actor's actual experience of downward movement or of difficulty in position maintenance. All that is needed is for the actor to perceive the possibility of downward movement as likely. Respondents were asked, for all dimensions, the degree to which they saw downward movement as likely. (See questions 15, 27, 39, and 51.) In this conceptualization, it is assumed that downward movement is undersirable and is not the result of a volitional decision of the actor.

Status consistency will be operationalized following Lenski (1954). After having established the structure of the vertical hierarchies to be used in the measurement of consistency, the next step was to construct common vertical scales for each hierarchy so that the relative positions of the actor on all hierarchies could be compared;

without common vertical scales for each of the dimensions, a measure of status consistency would be impossible. To this end, frequency distributions were derived for each dimension. Using these distributions as a basis, a respondent was given a score for each dimension according to the midpoint of the interval in the cumulative percentile range into which the respondent fell. The quantitative measure of consistency was defined as follows: ". . . taking the square root of the sum of squared deviations from the mean of the individual's four hierarchy scores and subtracting the resulting figure from one hundred" (Lenski, 1954, 405).

In this study, the common vertical scales were constructed by asking the respondent how he thought he compared with other students at school and how he wished he actually stood now. The Cantril Self-Anchoring scales used in the operationalization of status deprivation and frustration will be employed as the common vertical scales in terms of which the respondents relative positions on each of the four dimensions will be compared. In order to assign a score to each respondent for each dimension, Lenski constructed frequency distributions and cumulative percentile ranges. The construction of such distributions and ranges was not found to be necessary in our procedures for each respondent will be assigned the score corresponding to the interval in the continuum into

which he assigns himself. The quantitative measure will be the same as used by Lenski. Status consistency scores will have a maximum range from a low of zero to a high of one hundred.

Two basic measures of status consistency will be used: (1) current status consistency, and (2) desired status consistency. Current consistency will be measured as indicated above across those scales referring to where the actor actually places himself in comparison with the other students at school. (See questions 11, 23, 35, 47.) Desired consistency will be measured across those dimensions' scales which indicate the place where the actor wishes he actually stood now. (See questions 12, 24, 36, and 48.)

Current and desired status consistency are to be measured across all socie status dimensions. In addition, and as a check against the possibility of contamination effects by the grades dimensions, two supplimentary measures of consistency will be utilized. The operations for these additional consistency measures will be the same with the exception that only three status dimensions will be employed. Consistent with the notion of the differentiation of youth cultures in the high school to an academic and fun orientation, a revision of current and desired consistency will be in terms of the congruence

of ranking positions across athletic, academic, club, and dating dimensions.

For an appropriate interpretation of the status consistency concept, certain qualifications should be specified. It will be noticed that we did not control for status in the vertical dimensions as did Lenski. Lenski employed such controls for both theoretical and empirical evidence of an association between his status dimensions, or independent variables, and his dependent variable. Our measures of consistency do not call for such controlling procedures on vertical status differentials since there is little a priori evidence to indicate a suspicion that variations in terms of vertical position on the status dimensions are associated with variations in delinquent behavior (Lenski, 1954).

An immediate qualification should be added as to the possible effects of one's success in school, usually equated with academic success, and variations in delinquent behavior. Research (Toby and Toby, 1961) shows that the desire for success when combined with accumulated scholastic failure produces a situation of low commitment where pressures are set up which increase the probability of delinquent behavior. While there are relatively few studies which provide us with a time sequence between scholastic failure and delinquency, there is evidence that failure, or low position, scholastically is

associated with variations in delinquent behavior. It could be argued that one's position on our grade dimension would be a contaminating element in the consistency measure in the sense that the empirical associations obtained between delinquency and consistency are due mainly to the effects of the respondent's position on the grade dimensions. It is to guard against this possible contamination source that the revised consistency concepts are utilized.

Coleman (1961) has presented data to indicate that, for males, athletic position is of great importance for the establishment of the respondents status position in the high school youth culture. However, to this author's knowledge no information is available to link variations in athletic position with variations in delinquent behavior.

The major hypothetical thrust of this study is predicated on the basis of an independence between status hierarchies, i.e., position on one dimension has no necessary implications for a respondent's position on any additional dimensions. The status deprivation, frustration, and threat hypotheses assume this status model. The status consistency hypothesis assumes that a respondent's position on any status dimension implies his position on other dimensions, i.e., an additive status model.

In view of these qualifications, the data on status consistency will be presented but the degree of assurance in the conclusions must be seen in the light of these contaminating and possibly invalidating factors.

Measurement of Delinquent Behavior

Sociology conceptualizes deviant behavior in several ways: as the result of group processes as they are refelcted in ongoing social situations and encounters involving the actor, the group, and the community (Kobrin, 1951; Miller, 1958; Matza, 1965; Sykes and Matza, 1957; Short and Strodtbeck, 1965); as the result of adherence to group culture (values and behavior) (Cohen, 1955; Cloward and Ohlin, 1960; Yablonsky, 1964, Haskell, 1964; Reiss, 1964; Becker, 1953; Lindesmith, 1958); as the result of the stabilization and maintenance functions of the social system (Dentler and Erikson, 1959; Erikson, 1964; Coser, 1962); and as the residual of the interaction between the deviant and the nondeviant (Becker, 1963; Becker, 1964). No one of the perspectives can claim finality for the understanding of deviant behavior.

Our conceptual definition of the deviant act emphasizes normative conflict and the societal interpretation of the act. We define behavior as deviant to the extent that it violates normative (institutionalized) expectations in a social system and is interpretated by a social

audience as deviant for a given situation. The deviant and delinquent act are to be conceptually distinguished. Delinquent acts are a special category of deviant acts; they are those which violate norms specifically embodied in juvenile codes. Furthermore, they are acts which, if officially known, tend to instigate social intervention.* An act may violate the collective sentiments of a community, but unless such an act is specifically embodied in the juvenile code for that community it will not be considered a delinquent act.

Theoretical assessment always preceeds the empirical, which remains one of the most difficult problems in the study of delinquent behavior. Even a curt survey of the literature will reveal that the operationalizations of delinquent behavior are many and varied. Methods range from the informal participant observation and judgment of involvement by the investigator, through the use of knowledgable informants, to the employment of the records and statistics of official agencies and the use of frequency counts. The fundamental disagreements and inconclusiveness of much of the literature in delinquency is a reflection, not the processes of delinquency, but of the nature of the measurement instrument used. Whether an act is delinquent or not and ". . . the point at which a child

---

*In this research, an operational measure of delinquent behavior will be employed in which the official reaction is not a manifest element.

becomes delinquent depends on the definition of delinquency one is using" (Hirschi and Selvin, 1967, 185-186). The choice of the measure to be employed makes a great deal of difference, not only for interpretation and generalization, but also for the comparability of findings. Empirical studies go to great lengths to describe the general socio-economic characteristics of their sample, the instrumentation by which operations were presented, and the methods of data collection. There have been few comparable attempts to deal with the knotty problem of the comparability of various measures of delinquent behavior in an attempt to delineate the restrictions forced upon generalizations from specific data.

The approach employed in this study is the use of the self-report delinquency check-list in which N items from the universe of content defined as delinquent acts were selected and presented to respondents in the structure of a forced-choice question. The respondents reacted to the items in terms of the degree to which they had committed the designated action.

We had hoped to employ the Nye-Short self-report delinquency scale (Nye and Short, 1957) but because of the request of one of the high schools not to include items covering sexual delinquency and drug use, the use of the full form of their scale was not possible. The Dentler-Monroe form (Dentler and Monroe, 1961) was not utilized

for it was felt that this was too highly specialized an instrument (a theft scale) and had been designed for and scaled in a junior high population. The items chosen for our measurement of delinquent behavior were a combination of the Nye-Short and Dentler-Monroe scale items. The items were chosen to represent the entire distribution of delinquent acts in a youth population ranging from the not so serious to the serious. The acts represent the continuum of offense types from the status offenses of youth to action which, if committed by an adult, would be classified as a felony. Additionally, these acts represent the distribution of delinquent acts committed by both sexes in working and middle status contexts (Vaz, 1966; Chilton, 1966; Wise, 1966). The Nye-Short items were (1) driving a car without a license, (2) truancy from school, (3) fist fight, (4) defiance of parental authority, (5) gang fight, (6) car theft, (7) liquor violation, and (8) vandalism. The Dentler-Monroe items were (1) petty theft, and (2) theft from a school desk or locker.

Originally, it was hoped that the data would satisfy the criterion of unidimensionality to a sufficient degree that, at least, a quasi-scale could be constructed. The results of our scalogram analysis were not of sufficient intensity to assume a unidimensional variable. Thus, our measurement of delinquent behavior employed the interval

techniques of computing the index correlation of each item to all other possible items; an index correlation of equal to or greater than .30 was judged sufficient data for the inclusion of any item in an index. By this technique, specific delinquency indices were constructed for each social class, high school class and for the total male sample. It is to these specific indices that our independent variables, in their hypothesized relationships, will be examined.

We are confident that these indices are an adequate measure of delinquent behavior for an ideal index would contain all those items whose inter-item correlation with other index items was significant and would reject all those items whose inter-item correlation was unable to exceed alpha. The generally high degree of loss of insignificant correlations and the high degree of retention of significant correlations argues strongly for the adequacy of our specific indices. (See Appendix I for details on our scalogram analysis and method and results of index construction.)

Father's Occupation as an Index Socioeconomic Status

Research in the area of social stratification and delinquent behavior lends support to the significance of the father's occupation as an index of socioeconomic status (Nye, Short, and Olson, 1958; Dentler and Monroe, 1961;

Chilton, 1967; Fannin and Clinard, 1966; Vaz, 1966; Wattenberg and Balistrieri, 1952; Wise, 1966; Bohlke, 1961). No research has claimed occupation to be the sufficient criterion of relative socioeconomic position, but all seem to substantially agree that it is a usable index for research purposes. In this research, the use of occupation as an index of socioeconomic status has a number of particular advantages: (1) As the concept of status consistency predicts, occupation correlates highly with other criteria of class and status position, i.e., particularily income and education. (2) Not only is occupation highly correlated with values, attitudes and goals, but to a certain extent, they determine the social relation among societal members. (3) The use of occupation as an index makes it possible to correlate the incidence of delinquent behavior with the status level of the immediate family rather than with the demographic characteristics of the area where he lives. Lastly, but of central import, (4) it was felt that data on the occupation of the father was more accessible and accurately obtained from youth of high school age in comparison with income or education of the father, or the demographic-ecological characteristics associated with occupation but with which the youth may not be familiar.

The respondent was asked what his father's occupation is or, if deceased, what his father's occupation

was. In order to enhance the accurate placement of the family in the occupational structure, the respondent was also asked to describe, as best he could, exactly what his father did when at work. These interlocking questions were asked because it was felt that occupational placement on the basis of stated occupational types, i.e., would yield unreliable information for there are definite status differentials within the various occupational families. The occupational classification utilized in this research was based on the correspondence between occupational designation (the stated occupation) and occupational description (what the father does when at work). In those cases where this correspondence was minimal and would lead to ambiguity as to appropriate situs, occupational description was preferred for it was felt that a youth will tend to enhance his father's occupation by designating it in terms of the most prestigeous situs or family possible. Employing description rather than designation acted to counteract this tendency.

In view of the fact that the father's occupation is being used as an index of the family's socioeconomic status, we are concerned with the differential evaluation of occupational situses as horizontal differentiations of the occupational structure. There are many criteria that have been employed in the construction of situs formulations. Hatt isolated eight situses by employing the

criteria of similar kinds of relationships between the occuparion and its consuming public (Hatt, 1950). Morris and Murphy (1959*), assuming that all situses are equally evaluated although within any situs specific occupations and occupational families may reflect status differentials, present a series of ten situs categories differentiated on the basis of the nature of the task or primary work function. Perhaps the most widely used situs formulation has been Edwards' socioeconomic grouping of occupations and its variant used in the 1940, 1950, and 1960 census, major occupational groups (Edwards, 1957). The Edwards classification of major occupational groups is used because of its specification of the situs for every occupation classifiable in the 1960 census.

The problem which now remains is to formulate socioeconomic status divisions on the basis of the differential evaluations of the major occupational situses. In the literature, there is disagreement as to whether occupational situses are differentially evaluated. Hatt presents data to suggest that occupational families within a given situs may be differentially evaluated while occupations falling in different situses are not (Hatt, 1950). In a secondary analysis of NORC data, Reiss (1961) maintains that although the general standings of occupations are not a unidimensional variable, satisfactory Guttman

---

*See also Morris and Murphy, 1961.

scales can be found for occupations in various situs categories as long as the choice of occupations does not result in the selection of those occupations with similar prestige scores; for it is commonly found that consistent discriminatory judgments are more likely for items which are more dissimilar. Morris and Murphy (1959) have shown that political preference and subjective class identification vary systematically by situs category when the effects of income and education are partialled. They maintain that situs categories must be equally evaluated even though there is a wide status range for occupations within any situs.

In the context of this research, we are most concerned with the differential evaluation of situs categories as horizontal differentiations of the occupational structure, not with the invidious evaluations of specific occupations or occupational families. McTavish (1964) presents data bearing on the assumption that situses are not differentially evaluated. McTavish finds that the situs formulations of both Hatt and Morris and Murphy do not meet the criterion of equal evaluation and reflect socioeconomic differentials in occupational evaluation. The equal evaluation assumption is not met for the cumulative scale values yield consistent differentials for the prestige of situs categories. Reiss (1961) also

finds that in terms of Duncan's socioeconomic index and Edwards' index for major occupational groupings, social status divisions can be made.

Employing Duncan's socioeconomic index value for Edwards' major occupational groupings as of 1950, the following status divisions were made:

1. Professional Status Group (professional, technical, and kindred)
2. Business-Managerial Status Group (managers, officials, and proprietors; clerical and kindred; sales; farmers and farm managers; and service workers)
3. Manual Status Group (craftsmen, foremen, and kindred; operatives and kindred)

It should be noted that Duncan's index values would lead us to place farmers and farm managers in the manual status group. For our purposes, their placement is with the Business-Managerial status group; this was done on the basis of the occupational description which indicated that those so classifiable (two respondents out of 391 or less than 1%) owned and operated horse breeding "farms" and therefore were most appropriately classified as managers, officials, and proprietors rather than as farmers and farm managers. Again, Duncan's index value for the service workers would lead to their inclusion in the manual status group. McTavish found service to be approximately equidistant, in terms of cumulative scale values, from managerial-business and manual situses (McTavish, 1964). Because of the nature of the occupation

classified as service workers (Michigan State Police troopers), we felt justified to include them in the Business-Managerial status group.

A question should be raised as to the stability of the internal differentials of occupational families and of the differential evaluations of situs categories over time. Hodge, Siegal, and Rossi (1964) found that the occupational prestige structure is remarkedly stable over time. A rank-order correlation of .99 was found between the 1947 NORC study of occupations and a 1963 replication, including 90 matched occupational titles, performed by the authors. Additional correlations with other studies, employing a range of 23 to 38 matching titles, covering a period of forty years, range from .934 to .990. The conclusion is reached that these data present a picture of overwhelming homogeneity; there have been no appreciable changes in the prestige structure of occupations over the past four decades. The classification of respondents into socioeconomic status divisions on the basis of the relative prestige of the situs of the father's occupational grouping, shows remarkable stability.

Analysis Design

In the analysis of empirical data, the central concerns often revolve around the question of the degree to

which the observations in k independent and random samples justify the acceptance of the null hypothesis, i.e., sample values do not differ significantly from chance predictions and are presumed to come from the same population, or the rejection of the null hypothesis, i.e., observed sample values do differ significantly from chance and the samples are presumed not to come from the same population. Every statistic has its sampling distribution and its standard error and empirical samples almost always differ somewhat; the question is whether observed variation between sample values and predictions under chance reflect a true and significant difference or simply sampling variation due to error.

The usual parametric statistic utilized to test whether k independent samples have come from the same or different populations in the one-way analysis of variance or the "F" ratio. The assumptions underlying the "F" ratio and all other interval statistics are (1) that independent random samples have been drawn from an operational population, (2) that these samples have been drawn from normally distributed populations, (3) that there is homogeneity or variance and thus independence between the components of error both within and between samples, and (4) that an interval level of measurement has been obtained.*

---

*When utilizing the Product-Moment, multiple, and partial correlation the additional assumption of linearity must be added.

Although certain of these assumptions are more appropriate for our data than are others, we are proceeding on the premise that these assumptions have been satisfied by our data and by our methods of data collection. "Statistical assumptions must not be turned into prohibitions against particular kinds of experiments . . . these assumptions should be borne in mind . . . in matching the particular experimental situation with appropriate forms of analysis" (Phillips, 1966, 269).

In our design, statistical conclusions will not be made by virtue of a significant "F" independent of other statistical procedures. For our data, the "F" test will examine the relationships between certain specified categories of variables, e.g., deprivation in any dimension, and the dependent variable in comparison with all other categories of independent variables. A significant "F" will not be interpreted as sufficient to justify conclusions regarding our hypotheses for these are stated in terms of specific dimensions. The "F" ratio provides an omnibus measure regarding a set of data and in line with Hays' directive (1963) we will interpret a significant "F" as a signal for further analysis.

Independent of other statistics, the "F" ratio tells you that some effect is occurring. A significant "F" tells you that effects presumably exist which may be

expected upon experimental repetition and in other similar situations. An insignificant "F" should not be interpreted as an analytical closure in the sense that no effect has occurred, although this may be the case; some effect may be occurring but whose potency is being masked by other extraneous variation. If the overall F test is significant at the alpha level, then some comparison must be significant at or beyond this level. A significent "F" can be interpreted as evidence that at least one true comparison value among all possible is not zero. An overall insignificant "F" may mask data germaine to our hypotheses; additional statistical techniques will be necessary.

These additional statistical techniques will consist of the multiple, zero-order, and partial correlation. As interval statistics, these statistics make the same assumptions regarding the data as does the "F" ratio.

Multiple correlation coefficients will be used in association with the "F" ratio not as tests of the hypotheses but as signals for further analysis. Whereas the "F" ratio examines the relationship between the dependent variable and categories of independent variables, the multiple correlation examines the predictive power between all identified independent variables and the dependent variable; the square of the multiple correlation coefficient indicates the portion of the total

variance explained by variation in all of the independent variables taken together. A strong multiple correlation indicates the presence of statistically significant associations in the partials; however, a weak multiple correlation does not imply the lack of all such associations for, as with the case of the insignificant "F" ratio, a weak multiple correlation coefficient may be the result of variable fluctuation in certain independent variables which mask significant differences.

The techniques employed to control for these variable fluctuations is the partial correlation coefficient. The partial correlation reflects the association between an independent variable and the dependent variable with the values of all other independent variables controlled or adjusted. It is the partial coefficient that will be tested for significance and which will yield information relevant to the testing of hypotheses. By examining the differences between the zero-order correlation and the appropriate partial correlation, we have an indication of how much of the correlation between the independent variable and the dependent variable is due to the effects of all additional independent variables.

The method of analysis will take the following steps:

1. The total unrestricted F will be examined to indicate differences in the association between all independent variables acting together and delinquency.

2. The total multiple correlation will be examined to shed light on the total unrestricted F by indicating the percentage of variation in delinquency explained by all independent variables acting in consort.

3. The F Ratio for restricted variables will be examined to indicate the association between the classifications of the independent variable (i.e., threat in athletics) and delinquency.

4. The F Ratio for unrestricted variables will be examined to indicate differences between the remaining independent variables and delinquency.

5. To test the hypotheses, partial correlations will be examined for significance under varying conditions of the test variables.

6. Differences between the zero order correlation, between classifications of the independent variable and delinquency will indicate the direction of change in the partial clue to controls imposed on all classifications of each independent variable.

In order to establish the relationship between our independent variables and delinquency, a total unrestricted F. ratio will be computed for all variables in their combined effect on delinquency. Corresponding to this total unrestricted F. a multiple correlation will be obtained and squared to indicate the percentage of variation in delinquency explicable in terms of variation in the independent variables. Additionally, each independent variable will be restricted* from the regression equation

---

*The computer program employed for this analysis isolates or restricts one classification of variables (e.g. deprivation) from the least squares equation. By a one-way analysis of variance, its predicative effect on the dependent variable is presented as an F statistic. At the same time, all additional classifications of variables are simultaneously tested for their relation to the dependent variable by a one-way analysis of variance.

in an attempt to assess its relative contribution to variation in delinquency. Corresponding to this restricted F, a nonrestricted F will be computed for all variables remaining in the regression equation to indicate the variation in delinquency which can be accounted for in terms of their combined variation. Partial correlations will be computed for each independent variable in each of four socie dimensions in the high school, i.e., athletics, grades, clubs, dating. The partial correlations will be examined as the explicit test of our research hypotheses. The partials will aid our specification of the relationship by indicating the relative importance of classifications of the independent variables. Differences between the zero order correlation and the partial will indicate both direction and amount of change in the partial when controlling for all other independent variables. The above design was employed for males as stratified by high school and social class and tested under conditions of varying salience.

Since the analysis of variance is not a central part of the testing of our hypotheses, the reader is referred to Appendix III where the total unrestricted F statistics, nonrestricted and restricted F statistics, and the multiple correlations are presented between our dependent variable and our independent variables as classified by (1) salience, (2) high school class, and (3) social class.

CHAPTER VI

ANALYSIS

Socie Status Dimensions

Logically prior to testing our hypotheses regarding the association between the independent variables and delinquent behavior is the establishment of the "existence" of the socie dimensions utilized. Previously, we contended that these dimensions could be established empirically or theoretically. In view of the development of the theoretical literature, we decided to employ the latter procedure; however, an open ended item was presented, prior to the items referring to any specific status context, which would empirically evaluate our choice of status dimensions. Respondents were asked, "In your opinion, what does it take to be popular here at school?" Responses were coded according to the scheme presented by Coleman (1962) and were classified by high school and social class:

0. Ascriptive factors: e.g., family background, neighborhood, parental associations, and adult status implications
1. Personality factors: e.g., cool, likeable, one of the guys, fun to be with, and a sense of humor
2. Sports
3. Grades

4. Club membership and/or participation
5. Dating
6. Money
7. Car
8. Looks and Clothes
9. Not ascertainable, not reported*

From this procedure, two measures of dimensional salience were obtained: (1) frequency with which the item was mentioned first, and (2) frequency with which the item was mentioned without regard to its serial position. By ranking these data, it was possible to obtain an indication of dimensional stability, within and between groups, by means of the Spearman Rank Order Correlation (Siegal, 1956). A general picture of agreement on the salience of the various socie status dimensions and the stability of such agreement across both high school and social class was obtained.

Table 6-1 presents data relevant to the within group comparison of the relative frequency by which each popularity item (dimension) was mentioned first and the total frequency of its being mentioned at all. With regard to our first question, i.e., dimensional salience, we see that sports, grades, and clubs are generally in the more salient end of the distribution. Disappointing is the relatively low salience position attributed to the dating dimension. It seems that the relatively salient position of "looks and clothes" may account for "dating's"

---

*Less than 2% (5) of the total number of respondents (N=391).

TABLE 6-1. Rank order correlation for popularity items by high school and social class.

Control	FROSH		SOPH		JR		SR		PROF		BUS		MANUAL	
Item	R_1	R_T	R_1	R_T	R_1	R_T	R_1	R_T	R_1	R_T	R_1	R_T	R_1	R_T
Personality	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Looks & Clothes	2	2.5	3	3	3.5	3	3	2	2.5	3	3	3	2	2
Grades	3	4	4	4	3.5	4	6	6	4	4	4	5	4	4
Sports	4	2.5	2	2	2	2	2	3	2.5	2	2	2	3	3
Clubs	5	6	6.5	5	9	5	5	4	6	5	5.5	4	6	6
Money	6	5	5	6	5	6	4	5	5	6	5.5	6	5	5
Ascription	7.5	8.5	8.5	9	7	9	7.5	7	8.5	9	7	7	7	7.5
Car	7.5	8.5	8.5	7.5	7	8	9	9	8.5	8	9	9	9	7.5
Dating	9	9	6.5	7.5	7	7	7.5	8	7	7	8	8	8	9
r_s	.93*		.97*		.81*		.96*		.97*		.97*		.98*	

^{x}P .05 *P .01 R_1=Rank First Mention R_T=Rank Total Frequency

position. These two responses may be two aspects of the same variable: boy-girl dating relationships. Our data is not able to explore this presumption and in view of the logical connection between these two responses, we postulate both responses to tap the dating relationship. We feel that it is justifiable to utilize dating as the achieved aspect and looks and clothes as the ascribed aspect of this relationship. Since our research design calls for achieved rather than ascribed factors, dating ability or success will presume a combination of the achieved and ascribed aspects of the dating relationship.

Our second question asks the stability of rankings for the popularity items when comparing first mention and total frequency of mention within each group. Possibly, an item may not be mentioned first but will frequently be mentioned as part of a series to such an extent as to change its rank according to its frequency of being mentioned first. An examination of the Rank Order correlation (r_s) reveals that this, definitely, is <u>not</u> the case. The r_s range from a low of .81 for juniors to a high of .96 for seniors; for social class, the range is from .97 for both professional and business situses to .98 for the manual situs. All coefficients are significant at better than .01. A significant extent of agreement as to the relative salience of the popularity items exists over time and within social classes. This agreement is

underscored by the degree of ranking stability that was obtained within the groups. These findings confirm our original presumption of the salience of the status contexts chosen.

The question of the salience and stability should be raised regarding between group comparisons. Table 6-2 presents data relevant to this question.

In general, the same picture emerges as in the within group comparison. Sports, grades, and clubs are ranked consistently high with the exception of juniors' first mention which ranks clubs lowest. Again, dating is ranked consistently low while looks and clothes is ranked consistently high; we again assume this differentiation to be the variance between achieved and ascribed dimensions of the boy-girl relationship. Over time and between social classes, we see a picture of general salience of the theoretically chosen socie status dimensions. The assumption that we have isolated "socie" values it supported by the consistently low evaluation of "car" as a road to popularity in terms of within and between group comparisons both over time and between social class.

The r_s provide information as to the stability of between group rankings. The range between high school classes range from .76 (juniors' first mention with both freshmen and seniors' first mention) to .99 (junior and seniors' total frequency). The social class range is

TABLE 6-2.--Rank order correlation for popularity between high school and social class.

Control Item	FR-SO+				FR-JR				FR-SR				SO-JR				SO-SR				JR-SR				PR-BU				PR-MAN				BU-MAN			
	FM+		TF		FM		TF		FM		TF		FM		TF		FM		TF		FM		TF		FM		TF		FM		TF		FM		TF	
	R_F	R_S	R_F	R_S	R_F	R_J	R_F	R_J	R_F	R_S	R_F	R_S	R_S	R_J	R_S	R_J	R_S	R_{Sr}	R_S	R_{Sr}	R_J	R_S	R_J	R_S	R_P	R_B	R_P	R_B	R_P	R_M	R_P	R_M	R_B	R_M	R_B	R_M
Personality	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Looks & Clothes	2	3	2.5	3	2	3.5	2.5	3	2	3	2.5	3	3	3.5	3	3	3	3	3	2	3.5	3	3	2	2.5	3	3	3	2.5	2	3	2	3	2	3	2
Grades	3	4	4	4	3	3.5	4	4	3	6	4	5	4	3.5	4	4	4	6	4	6	3.5	6	4	6	4	4	4	5	4	4	4	4	4	4	5	4
Sports	4	2	2.5	2	4	2	2.5	2	4	2	2.5	2	2	2	2	2	2	2	2	3	2	2	2	3	2.5	2	2	2	2.5	3	2	3	2	3	2	3
Clubs	5	6.5	6	5	5	9	6	5	5	5	6	4	6.5	9	5	5	6.5	5	5	4	9	5	5	4	6	5.5	5	4	6	6	5	6	5.5	6	4	6
Money	6	5	5	6	6	5	5	6	6	4	5	6	5	5	6	6	5	4	6	5	5	4	6	5	5	5.5	6	6	5	5	6	5	3.5	5	6	5
Ascription	7.5	8.5	8.5	9	7.5	7	8.5	9	7.5	7.5	8.5	7	8.5	7	9	9	8.5	7.5	9	7	7	7.5	9	7	8.5	7	9	7	8.5	7	9	7.5	7	7	7	7.5
Car	7.5	8.5	8.5	7.5	7.5	7	8.5	8	7.5	9	8.5	9	8.5	7	7.5	8	8.5	9	7.5	7	7	9	8	9	8.5	9	8	9	8.5	9	8	7.5	9	9	9	8.5
Dating	9	6.5	9	7.5	9	7	9	7	9	7.5	9	8	6.5	7	7.5	7	6.5	7.5	7.5	8	7	7.5	7	8	7	8	7	8	7	8	7	9	8	8	8	9
r_s	.85*		.94*		.76[x]		.94*		.81*		.91*		.90*		.99*		.92*		.88*		.76[x]		.88*		.96*		.93*		.96*		.91*		.98*		.90*	

[x] $P < .05$ *$P < .01$ +High School/Social Class +First Mention/Total Frequency .Rank by High School/Social Class

from .90 (business and manual situses total frequency) to .98 (business and manual first mention). All r_s are significant at better than .01 with the exception of the comparison of juniors' first mention with the first mention of freshmen and seniors, which is significant beyond .05.*

The general conclusion is that athletics, grades, clubs, and dating are salient and stable status values for all high school and social class males. This supports the preliminary presumption that these dimensions constitute relatively salient status dimensions for high school students and are contexts within which deprivation, frustration, threat, and consistency may be related to delinquent behavior.**

Variation in Involvement in Delinquent Behavior

Logically prior to the presentation of results should be a statement as to the extent to which variation in the dependent variable was obtained for our primary

---

*An intriguing line of analysis might be to follow up the findings that those deviations which do occur, occur in junior class comparisons. This study was not designed to proceed in this direction.

**It seems that we have identified a high school status system in the sense that by viewing the distribution of items over high school and social classes, in terms of mode rankings per popularity item, the r_s for male and female was .54 (.60 was needed for significance at .05). Although not significant, the r_s is strongly in the predicted direction, leading to a tentative conclusion that boys and girls see approximately the same status system.

statistic, the partial correlation, is based on a "sufficient" amount of variance in the dependent variable. Respondents in our two high schools were presented with ten delinquency scale items which had already provided a cumulative scale for Nye-Short and Dentler-Monroe, and were asked to indicate the extent to which they had committed the action. Responses ran from an extreme of very often to never. The mean involvement of our sample in delinquency behavior for the total sample and by high school and social class is presented in Table 6-3.

The first observation which should be made concerning involvement in delinquent behavior is that, as far as self-reported delinquent behavior is concerned, there is relatively little delinquent behavior in these high schools. This finding supports Schwartz and Merten's contention that, in terms of "socie" values, relatively minor delinquent behavior occurs in such status contexts (Schwartz and Merten, 1967*). It is also interesting that our Guttman analysis failed to yield a cumulative scale, in view of the fact that the items had previously yielded such a scale. Had we utilized a larger number of

---

*Contrary to this analysis, Vaz contends that delinquent behavior in middle class contexts may be a result of a youth's adherence to culturally esteemed values. In terms of the present context, although Vaz classified respondents into high, medium, and low delinquent, we do not know the extent to which delinquent behavior is present. See Vaz, 1967.

TABLE 6-3.--Mean involvement in delinquent behavior for males by high school and social class.

Condition / Statement	Male	Frosh	Soph	Jr	Sr	Pro	Bus	Lab
Driven a car without a license	1.34[x]	1.44[x]	1.53	1.44[x]	1.17[x]	1.17	1.34	1.39[x]
Truancy from school	.96[x]	.64[x]	.84[x]	1.12[x]	1.13[x]	.91[x]	.89[x]	1.02[x]
Fist fight	1.06	1.14[x]	1.11	1.08[x]	1.00	1.02	.99[x]	1.12
Defied parental authority	.84[x]	.67[x]	.81[x]	.85[x]	.93[x]	.65	.84[x]	.89[x]
Minor theft (less than $2)	.89[x]	.89[x]	.97	.98[x]	.84[x]	.86[x]	.84[x]	.93[x]
Gang fight	.22[x]	.29	.19[x]	.26[x]	.18[x]	.20[x]	.15	.27[x]
Theft from school desk or locker	.48	.61[x]	.59[x]	.57[x]	.34	.39	.45	.52[x]
Joyride	.13[x]	.15	.19[x]	.26[x]	.05	.09	.10	.16[x]
Liquor	1.40[x]	.96[x]	.18[x]	1.67[x]	1.64[x]	1.24[x]	1.38[x]	1.47[x]
Vandalism	.69[x]	.76[x]	.76[x]	.85[x]	.58[x]	.65	.61[x]	.75[x]

[x]Accepted as an index item

Very often (3) Once or twice (1)
Frequently (2) Never (0)

scalable items, it is conceivable that a cumulative scale could be obtained. It is not our conclusion that delinquency is multidimensional, but that for our respondents at the time they were tested delinquency did not yield a cumulative scale.

Although all stratifications of our sample committed all delinquent acts in question, an inspection of Table 6-3 shows that certain items seem universal interest as indicated by the strong connection these items show to our specific delinquent indices (see Appendix I). Vandaism, liquor violation, gang fight*, minor theft**, defiance of parental authority, fist fight, school truancy and driving without a license seem to form an identifiable delinquent constellation. Only for the junior sub-role are all possible index items included. Our results will

---

*"Gang fight" does not refer to the confrontation between rival gangs over some real or imagined dispute. Rather this variable refers to a fight when the various sides are peopled by two or more individuals. This interpretation is borne out by Gold's Flint data. Personal conversation with Martin Gold, Institute of Social Research, University of Michigan, March, 1968.

**It could be argued that "minor theft" and "theft from school desks or locker" refer to the same variable. Our data seem to indicate that these are not the same variables, for when minor theft is included as an index item, theft from school desk or locker is included less than 45% of the time. Perhaps minor theft should be restated as shoplifting; if so restated, this differentiation reminds us of Scott's distinction between "impersonal" and interpersonal dimensions. It could be the inclusion of such items, tapping these dimensions, which resulted in the failure of our scalogram analysis. See Scott, 1959.

show that our hypothesized relationships show most convincingly for the total male sample, for juniors, and for labor. Table 6-3 emphatically states that these results are not artifactual due to either (1) differences in the amount of delinquency committed, or (2) the specific index items utilized.

Results for Males (N = 391) Under Varying Conditions of Salience

With the exception of the status consistency hypothesis*, which predicts an indirect relationship between the independent variable and delinquency, all hypotheses support a direct relationship** between the independent variables in the high school's socie status values and delinquent behavior. Each hypothesis is to be specified under various conditions of salience; (1) system salience and nonsalience, (2) personal salience and nonsalience, and (3) combined, i.e., system and personal, salience.

---

*Statistics relevant to the consistency hypothesis will be presented. Conclusions drawn will be predicated upon the untried assumption of an equivalence of salience for all dimensions. We are assuming that, without regard to degree of dimensional salience, youth desire to be consistent across these dimensions; they desire to present a consistent self. As a check on the possible depressant effect of grades, the consistency concept is measured with (consistency) and without (revised consistency) the grade dimensions.

**This analysis is not concerned with the relative power of one status dimension as compared with another. Hence, no attempt was made to inquire as to the relative salience of the various dimensions; this information could be inferred from our rank order correlation of popularity items reported in the previous chapter.

These three salience conditions deal with each dimension taken one at a time. It would be statistically possible to take two, three, ..., X at a time under the same conditions of salience. Such an analysis, however desirable, was not able to be performed with the data at hand, because such subsampling would result in an extremely small number of observations and consequently, results would be highly suspect. This curtailment of the sample was encountered by the present analysis even when dealing with only one dimension at a time; to deal with two or more dimensions simultaneously or to increase the number of variables controlled, would multiply the present problem. This is not to say that such an analysis could not be performed with a larger sample.

Under each of the varying conditions of salience, the analysis will consist of a one-way analysis of variance. Multiple correlations were computed to establish the probability of an association between the various independent variables and delinquency, and to indicate the proportion of variance in the dependent variable accountable to variation in all variables in combination under systematic conditions of restriction. (Tables for the analysis of variance are presented in Appendix III.) Partial correlations were computed for each classification of each independent variable and is the basic statistic to provide the explicit test of hypothesized relationships.

System Salience

In attempting to examine the relationship between each independent variable and delinquency, independent of all other independent variables, variables were classified by status dimension and partial correlations were computed. These partials are presented in Table 6-4.

Hypothesis I (hereafter referred to as the deprivation hypothesis) predicts a direct relationship between deprivation in status dimensions of the high school's socie status values and delinquent behavior. When athletics is defined as salient for the system, deprivation in athletics should be significantly associated with delinquency. The same associations are expected for the additional status dimensions.

When grades are defined as salient, a partial representing deprivation in grades is obtained which yields a significance of better than .0005; when athletics is defined as salient, deprivation in athletics is significant at .002; when clubs is seen as salient, deprivation in clubs is related to delinquency at .05. In all cases obtained (dating, when defined as salient produces a singular matrix), the deprivation hypothesis is supported.

Hypothesis II (hereafter referred to as the frustration hypothesis) predicts a direct association between frustration in the dimensions of the high school's socie values and delinquency. Whenever a dimension is defined

TABLE 6-4.--Partial and zero-order correlation between status problems and delinquent behavior by system salience of status dimensions for males.

	Athletics 102		Grades 51		Clubs 244		Dating 7	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	.33+	.16	.56++	.11	.12[x]	.04	σ	σ
Frustration	.24*	-.11	.62++	.08	.16*	-.15	σ	σ
Threat	.24*	.25*	-.09	-.11	-.06	-.02	σ	σ
Consistency								
Actual	-.26*	-.09	-.61++	-.22	-.25++	-.04	σ	σ
Desired	.25*	-.007	.59++	.001	.25++	-.04	σ	σ
Revised Consistency								
Actual	.10	-.02	.18	.01	-.09	-.0004	σ	σ
Desired	.03	.05	-.11	.14	.09	.11	σ	σ

[x]P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observation σSingular matrix

as salient, frustration in that dimension should be significantly related to delinquency. When grades are salient, the obtained partial for frustration is significant at .0005; when clubs are salient, the partial is significant at .01; when athletics is salient, frustration is related to delinquency at .02. In all cases obtained, the frustration partials indicate a significant relationship with delinquency.

Hypothesis III (hereafter referred to as the comparative hypothesis) states that the relation obtained between deprivation and delinquency should exceed that which is obtained by frustration. When we compare the significance levels of deprivation relative to frustration, given the salience of a dimension, significant partials are obtained for both variables at .0005, in the grade dimension. In terms of clubs, frustration is significant at .01 as compared with .05 for deprivation. However, for athletics, deprivation is significant at .002 while frustration is at .02. Inconclusive results are obtained.

Hypothesis IV (hereafter referred to as the threat hypothesis) predicts a direct association between threat in the dimensions of the high school's socie values and delinquent behavior. Whenever a dimension is defined as salient, threat in that dimension should be significant associated with delinquency. In terms of both direction and significance (.02) only the athletic dimension

supports the threat hypothesis. Partials are obtained for grades and clubs revealing a negative and non-significant association. The threat hypothesis is rejected.

Hypothesis V (hereafter referred to as the consistency hypothesis) predicts an inverse relation between status consistency across the high schol's socie values and delinquency. It is to be remembered that we computed two measures of consistency; (1) utilizing all four socie values, and (2) utilizing all but grades. Additionally, each measure was split into actual and desired referents. The partials relevant to an explicit test of the consistency hypothesis are actual consistency and actual revised consistency. Desired consistency and desired revised consistency, although not treated as hypothetical, will be reported and suppositions as to their relationships with delinquency will be stated as a hypothesis for further research.

For actual consistency, in all obtained dimensions, partials are obtained which indicate strong support of the hypotheses. When athletics is defined as salient, a negative and significant (.01) partial is obtained. When grades are defined salient, the partial is in the predicted direction and is significant (.0005). When clubs are salient, the partial is in the predicted direction and is significant (.0005). In terms of actual revised consistency, partials are obtained in all dimensions which

are in the opposite direction to prediction and are not significant. The consistency hypothesis received support from actual consistency.

Desired consistency obtains partials which are all in a positive direction. When athletics is salient, the partial obtained is significant at .01; when grades are salient, the partial's significance is better than .0005; and when clubs are salient, significance is better than .0005. We have no a priori reason to expect directionality.

For males, the threat hypothesis receives the least support. Table 6-4 presents the zero order correlation between each independent variable and delinquency by salience of status dimension and shows the direction of change in the partials. This table reflects for all hypotheses.

System Nonsalience

In attempting to examine the relationship between each independent variable and delinquency, independent of all additional variables, variables were classified by status dimension and partial correlations were computed and are presented in Table 6-5.

Partials relevant to the deprivation hypothesis indicate a contradictory picture. When grades and dating are nonsalient, partials are in the expected direction

TABLE 6-5.--Partial and zero-order correlations between status problems and delinquent behavior by system nonsalience of status dimension for males.

	Athletics 289		Grades 340		Clubs 147		Dating 384	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	.10	.08	.15*	.08	-.03	-.07	.13*	.03
Frustration	.06	-.08	.14*	.09	-.03	-.02	.10*	-.07
Threat	.06	.05	-.01	-.01	-.04	-.05	.04	.06
Consistency								
Actual	-.07	.03	-.08	.01	.01	.02	-.12*	.01
Desired	.08	.07	.08	.02	-.0002	.04	.12*	.02
Revised Consistency								
Actual	-.04	-.002	-.04	-.01	-.09	.01	.01	-.001
Desired	.09	.05	.12*	.08	.05	-.009	.07	.06

x P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observation σSingular matrix

and are significant (.007, .01). When athletics is defined nonsalient, the deprivation partial while in the expected direction is so only by chance. When dealing with clubs, the partial is negative and is not significant. Contradictory results are obtained as the deprivation hypothesis is supported for grades and dating but not for athletics and clubs.

In terms of the frustration hypothesis, the same results are obtained as were found for the deprivation hypothesis. When grades and dating are nonsalient, significant (.009, .01) partials are found. When athletics is nonsalient, frustration is in the predicted direction but only by chance.

When clubs are nonsalient, the results are not significant and are negative. The frustration hypothesis receives support when grades and dating are considered, but receives no support when athletics and clubs are considered. The frustration hypothesis can be neither accepted nor rejected.

When we compare the significance levels of frustration relative to deprivation in the grade dimension, we find deprivation significant at .007 while frustration is significant at .009. In dating, deprivation is significant at .01 while .03 is the level obtained by frustration. While these levels do not differ greatly, they are in the direction predicted by the comparative hypothesis.

Partials in threat reveal a disappointing picture. When athletics and dating are nonsalient, threat is positively related to delinquency but only by chance. When grades and clubs are nonsalient, the results are both nagative and not significant. No support is received by the threat hypothesis.

The consistency hypothesis produces results which are mostly in the predicted direction. When actual consistency is considered, only when clubs are nonsalient, is a positive partial obtained. When actual revised consistency is examined, the club dimension produces the only positive partial. However, all partials are not significant. While, in terms of directionality the consistency hypothesis receives support from both actual consistency conditions, no support is attained in terms of significance for either condition. The consistency hypothesis is rejected.

In terms of desired consistency, only when clubs are nonsalient is a negative partial found. Significance (.01) is attained only for grades. In terms of desired revised consistency, all partials are positive and when grades are defined as not salient, significance (.02) is reached.

Table 6-5 presents the zero order correlation between each independent variable and delinquency by salience of status dimension and also presents the

direction of change in the partials. Although we only obtained positive support for the comparative hypothesis, Table 6-5 indicates contradictory results for this hypothesis, since the amount of change is greater for deprivation than frustration in grades but this is reversed when dating is examined. All other conclusions are borne out in this table.

Personal Salience

To examine the relationship between each independent variable and delinquency, taking account of all other variables, partial correlations were computed and are presented in Table 6-6.

Deprivation partials show significant results for athletics (.05) and grades (.008). Partials corresponding to clubs and dating, while not able to attain alpha, are in the predicted direction. The results indicate qualified support for the hypothesis.

Frustration partials show exactly the same picture. Partials are significant for athletics (.05) and grades (.01); partials for clubs and dating while not significant are in the predicted direction. Results lend qualified support to the hypothesis.

Only partials for athletics and grades can be examined. In terms of athletics, both deprivation and frustration are significant at .05; in terms of grades,

TABLE 6-6.--Partial and zero-order correlations between status problems and delinquent behavior by personal salience of status dimension for males.

	Athletics 138		Grades 170		Clubs 201		Dating 87	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	.17[x]	.01	.21*	.11	.04	-.03	.19	-.14
Frustration	.17[x]	-.02	.19*	.19	.07	-.18*	.21	.09
Threat	.15	.15	.09	.01	.006	.04	.26*	.28*
Consistency								
Actual	-.11	-.02	.07	-.13	-.15[x]	-.13*	-.24[x]	-.14
Desired	.16	.10	.05	-.09	.14[x]	-.09	.20	-.009
Revised Consistency								
Actual	-.18[x]	-.04	.09	.01	.03	.01	.26*	.08
Desired	.30+	.15	.11	.17[x]	.11	.16[x]	.02	.13

[x]P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observation σSingular matrix

deprivation is significant at .008 while frustration is significant at .01. Results indicate qualified support of the hypothesis.

Partials relevant to the threat hypothesis are all in the predicted direction, however, only in dating does threat become significant (.02). Worthy of note but not significant (.09) is the athletic dimension. The threat hypothesis must be rejected.

In terms of actual consistency, negative partials are obtained for all dimensions but grades. Significant partials are obtained for clubs (.03) and dating (.04). Partials for actual revised consistency only in the athletic dimension are in the direction predicted and significant (.04). While for dating a significant partial is obtained (.02), it is in the direction opposite to expectation. The consistency hypothesis, in terms of actual revised consistency is rejected; in terms of actual consistency, qualified support is obtained.

In terms of both desired consistency and the revised condition, all dimensions yield positive partials. Significance is attained for clubs (.05), under desired consistency. Although not significant but worthy of note are the partials obtained for athletics (.07) and dating (.08). For desired revised consistency only in athletics (.001) does the partial reach significance.

Table 6-6 presents the zero order correlation between each variable and delinquency by salience of status dimension and also presents the direction of change in the partials. It will be recalled that both the deprivation and frustration hypotheses produced only qualified support. Examining the direction of change from the zero order correlation to the partial, both deprivation and frustration show movement in the expected direction. Only qualified support was received by the consistency hypothesis in terms of actual consistency. An examination of this table shows that, in terms of direction of change, the actual consistency partials yield movement in the direction expected. All conclusions are supported by this table.

Personal Nonsalience

To examine the relationship between each independent variable and delinquency, controlling for the effect of all additional measured variables, partial correlations were computed for each variable as classified by status dimension and are presented in Table 6-7.

All deprivation partials are in the direction predicted by the hypothesis. Significant results are obtained for athletics (.001), grades (.01), and dating (.02). Not significant but worthy of note is the partial obtained for clubs (.06). Results strongly support the deprivation hypothesis.

TABLE 6-7.--Partial and zero-order correlations between status problems and delinquent behavior by personal salience of status dimensions for males.

	Athletics 253		Grades 221		Clubs 190		Dating 304	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	.20+	.18*	.17*	.07	.13	.11	.13*	.07
Frustration	.10	-.12[x]	.19°	-.07	.07	.03	.10	-.06
Threat	.11	.08	-.06	-.06	-.08	-.03	-.01	.003
Consistency								
Actual	-.16*	.01	-.19°	-.004	-.16	.001	-.11[x]	.02
Desired	.15*	.01	.19°	-.01	.06	-.01	.12[x]	.04
Revised Consistency								
Actual	.08	.03	-.05	-.02	.02	-.02	-.04	-.03
Desired	.007	-.0001	.01	-.03	.0008	.01	.06	.03

[x]P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observation σSingular matrix

All frustration partials are in the predicted direction but only in grades is significance (.004) attained. Worthy of note are the results for athletics (.09) and dating (.07). The frustration hypothesis receives qualified support.

The partials generally support the comparative hypothesis. Deprivation in athletics is significant at .001 as compared to a strong but chance association of .09 for frustration. For grades, the deprivation partial is significant at .01 whereas for frustration, the partial exceeds alpha at .004. In dating, deprivation is significant at .02 while frustration attains only a chance association of .07. Although not significant, deprivation in clubs in strongly (.06) in the expected direction, while the frustration partial does not approach alpha.

Only threat in athletics produces a partial in the predicted direction and this partial does not reach alpha. All other partials are both negative and insignificant. The threat hypothesis is rejected.

In terms of actual consistency, all partials are in the direction predicted by the hypotehsis and significance is reached in athletics (.01), grades (.006), and dating (.04). In terms of actual revised consistency, partials for athletics and clubs are in the predicted direction; grades and dating produce positive partials,

however, no partial attains significance. The consistency hypothesis is supported by actual consistency.

For both desired and revised consistency, all partials are positive. Significant results are obtained for athletics (.01), grades (.005), and dating (.03) by actual consistency.

Table 6-7 presents the zero order correlation between each variable classified by status dimension and delinquency. Information as to the direction of change from the zero order to the partial is also provided. Information provided by the partials lead us to reject the frustration hypothesis. Examining the direction of change in the partial relative to the zero order correlation, indicates that the direction of change although not sufficient for significance, is in the predicted direction. We found support for the comparative hypothesis, but Table 6-7 shows that while both deprivation and frustration change in the partial in the expected direction, frustration exhibits a greater amount of change.

Combined (system and personal) Salience

To examine the relation between each independent variable and delinquency, controlling for their joint effects, partial correlations were computed for each variable classified by status dimension and delinquency and are presented in Table 6-8.

TABLE 6-8.--Partial and zero-order correlations between status problems and delinquent behavior by combined salience of status dimensions for males.

	Athletics 39		Grades 33		Clubs 153		Dating	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	.33	-.03	.50*	-.05	.09	.06	σ	σ
Frustration	.21	-.02	.44*	.28	.05	-.23*	σ	σ
Threat	.34	.36[x]	.33	.005	.09	.10	σ	σ
Consistency								
Actual	-.16	-.04	-.37	-.18	-.11	-.13	σ	σ
Desired	.28	.12	.31	-.03	.11	-.08	σ	σ
Revised Consistnecy								
Actual	-.54°	-.06	.42	.11	.04	.01	σ	σ
Desired	.64+	.19	-.19	.01	.18[x]	.21	σ	σ

[x]P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observation σSingular matrix

Deprivation partials obtained are all in the direction predicted by the hypothesis, but only in grades does deprivation attain alpha (.02). No observations were attained for the dating dimension. The deprivation hypothesis receives qualified support.

The same picture is found for frustration. All frustration partials are in the direction predicted, but only in grades does frustration reach alpha (.05). No observations were encountered for dating; the frustration hypothesis receives qualified support.

Although the absolute value of the partials obtained for athletics and clubs might support the comparative hypothesis, the only legitimate comparison that should be made is in the grade dimension where the only reliable differences were obtained. In grades, deprivation is significant at .02 while frustration is significant at .05. The comparative hypothesis is supported.

All threat partials are in the predicted direction, however, only in athletics is significance even approached (.08). The threat hypothesis must be rejected.

For actual consistency, in all obtained dimensions, partials are in the predicted direction but only by chance. For actual revised consistency, only in athletics is the expected direction attained and significantly so (.005). The partial in grades is in the direction opposite to prediction and strongly so (.06). In terms of

both actual and revised consistency, the consistency hypothesis must be rejected.

For desired consistency, all partials are positive but only by chance. For the revised condition, the only negative partial is found where grades are salient. When athletics is salient and when clubs are salient, significant (.001, .03) results are obtained.

Table 6-8 presents the zero order correlation between each independent variable classified by status dimension and delinquency. Our partials indicated only tentative support for the deprivation and frustration hypotheses. Table 6-8 reveals that, as regards the change from the zero order to the partial correlation, for both deprivation and frustration, the changes are in the expected direction. Such changes are not of sufficient magnitude to support either hypothesis in terms of significance. All other conclusions are reflected in this table.

Combined (system and personal) Nonsalience

In order to examine hypothesized relationships controlling for the combined effects of the independent variables, partial correlations were computed and are presented in Table 6-9.

All deprivation partials are in the expected direction, but significance is attained by the club dimension

TABLE 6-9.--Partial and zero-order correlations between status problems and delinquent behavior by combined nonsalience of status dimensions for males.

	Athletics 190		Grades 303		Clubs 99		Dating 298	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	.06	.10	.13[x]	.08	.23[x]	.21[x]	.15[x]	.08
Frustration	.02	-.10	.13[x]	.01	-.11	-.03	.11[x]	-.09
Threat	.04	.05	-.06	-.05	.001	-.04	-.02	-.01
Consistency								
Actual	-.04	.10	-.12	.03	.09	.05	-.14*	.01
Desired	.04	.08	.12	-.004	-.06	.07	.14*	.04
Revised Consistency								
Actual	.03	.05	-.05	-.006	-.21[x]	-.003	.007	-.01
Desired	.03	.03	.05	.01	.16	.05	.07	.06

[x]P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observation σSingular matrix

(.03). While not significant, deprivation in grades is strong (.07). The partial obtained for dating is significant at .007. The deprivation hypothesis receives qualified support.

Frustration partials are all in the predicted direction with the exception of the club dimension. Significant association with delinquency are found for grades (.05) and dating (.05). With the exception of the grade dimension, qualified support of the hypothesis is obtained.

No comparison in athletics can be made relevant to the comparative hypothesis. For grades, frustration is significant at .05 whereas deprivation approaches significance at .07. For clubs, the results are reversed for deprivation is significant at .03 while frustration produces a chance and negative partial. For dating, deprivation is more significant (.007) than frustration (.05). Qualified support is found for the comparative hypothesis.

The threat partials in athletics and clubs are in the expected direction while those for grades and dating are in the opposite direction. No partial reaches alpha and the threat hypothesis must be rejected.

In terms of actual consistency, only in clubs is a positive partial obtained. Significance is obtained only for dating (.01), although grades (.09) approaches significance. In terms of actual revised consistency, both athletics and dating produce positive partials. Although

both grades and clubs reveal negative partials, only for the latter is significance (.01) found. In terms of both measures of consistency, the consistency hypothesis must be rejected.

Desired consistency reveals positive partials in all dimensions but for clubs and dating the partial is significant at .01. For desired revised consistency, all partials are in the positive direction but are not significant.

Table 6-9 presents the zero order correlation between each independent variable classified by status dimension and delinquency. Information is also presented as to the direction of change of the partial relative to the zero order association. Our obtained partials indicated only qualified support for the frustration and deprivation hypothesis. Table 6-9 reveals that for both hypotheses, the predominant direction of movement in the partial is in the predicted direction. The amount of change in the partial for frustration, relative to deprivation, shows results in line with a rejection of the comparative hypothesis. The direction of change for both measures of consistency indicates support rather than rejection as indicated by the partials. All other conclusions are supported by Table 6-9.

Results for High School Class Under Various Conditions of Salience

In an attempt to specify the relationships that have been hypothesized within the male sample between our independent variables and delinquent behavior, the total sample was stratified by high school and social class. This section presents the results of the high school class analysis where it was found that the independent variables had their weakest effect among the freshmen class and were only slightly more associated for juniors, regardless of whether system, personal, or combined salience was considered. For sophomores, the variables have a moderate effect and it seems that the effect shows itself most frequently in the salient dimensions. The data show the strongest association for the senior class and although the definition of a status dimension as salient seems to be relatively important, in comparison with the results of the other class analyses, the strongest effect is found in those dimensions which are defined nonsalient.

Freshmen Class Analysis

System Salience

Although few significant associations between the independent variables and delinquency are expected (see Appendix III), partial correlations were computed so that we could check the directionality of obtained partials

and note the directions of change in the partial relative to the zero order correlation. In attempting to examine these associations, independent of all other independent variables, variables were classified by status dimension and partial correlations were computed and are presented in Table 6-10.

Out of a possible four,* only two deprivation partials are obtained relevant to the test of the deprivation hypothesis, under conditions of system salience. While both deprivation partials (athletics and clubs) fail to attain alpha only the former is in the direction predicted by the hypothesis. In terms of significance, either hypothesis would lead us to rejection of the hypothesis; in terms of direction, only deprivation in clubs would lead us to rejection. We feel that insufficient information is present to provide a conclusive test of the hypothesis and that is would be unjustified to render a favorable conclusion in the presence of non-significant partials.

None of the obtained frustration partials is able to attain adpha and only in athletics is the partial in the predicted direction. No partials were able to be

---

*Although decisions as to rejection or acceptance of a hypothesis could be made on the basis of whatever proportion of the total possible number of partials is obtained, it seems reasonable that no conclusion can be reliably drawn unless at least 50% of the total relevant partials are obtained.

delinquent behavior by system salience of status dimensions for freshmen.

	Athletics 21		Grades 16		Clubs 47		Dating 3	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	.19	.18	θ	θ	-.06	.11	σ	σ
Frustration	.17	.27	-.01	-.41	-.18	.11	σ	σ
Threat	-.24	.06	-.78	.08	.16	.14	σ	σ
Consistency								
Actual	-.04	-.23	-.71	-.26	.11	-.16	σ	σ
Desired	-.02	-.35	.72	-.21	-.14	-.20	σ	σ
Revised Consistency								
Actual	-.16	.28	.87	.15	-.04	-.09	σ	σ
Desired	.16	.31	-.50	.19	.13	.09	σ	σ

x P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observation σSingular matrix

uted for the dating dimension for a singular matrix
obtained. In all cases obtained, the frustration
ials indicate only a chance association with delin-
icy. The frustration hypothesis is rejected.

Legitimately, no statement can be made relevant to
comparative hypothesis since no deprivation nor frus-
ion partial attains significance. Comparison of the
tive magnitudes attained by deprivation and frustra-
in athletics shows that deprivation (.19) exceeds
tration (.17). For clubs, both partials are negative
frustration (-.18) obtains a higher partial than does
ivation (-.06). However, all obtained differences
only by chance, and therefore, insufficient informa-
is presented to constitute an adequate test of this
thesis.

Partials relevant to the threat hypothesis show
dating to produce a partial in the appropriate dir-
on. All obtained partials fail to achieve signifi-
e and upon this basis, the threat hypothesis must be
cted.

In terms of actual consistency, no partial attains
a while for athletics and grades, partials are in the
dicted direction that for clubs are not. In terms of
al revised consistency, only in grades is the partial
site to predictions; but in all cases, alpha is not

hed. For both consistency measures, the consistency
thesis must be rejected.

Desired consistency produces no significant par-
s; only in the grade dimension is a positive partial
ined. Desired revised consistency produces insigni-
nt partials in all dimensions. However, a positive
ction is found in athletics and clubs.

Table 6-10 presents the zero order correlation
een each independent variable and delinquency. Infor-
on is presented to indicate the greatest amount of
lute movement in the partial relative to the zero
r correlation. With the exception of the deprivation
comparative hypothesis, where insufficient informa-
was obtained, no hypothesis received support. These
lts are shown by an examination of this table.

em Nonsalience

For freshmen, the general picture is one of a com-
e lack of effect. Relative to the findings under
itions of system salience, we find that for system
alience, a qualitatively smaller amount of the total
ance is being accounted for. Few significant corre-
ons are expected, however, the partials were computed
rder to check the directionality of obtained results
to note the direction of change in the partial rela-
to the zero order correlation. These results are
ented in Table 6-11.

	Athletics 70		Grades 75		Clubs 44		Dating 88	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	-.13	-.07	.09	.15	θ	θ	-.06	.009
Frustration	-.09	-.002	-.01	.11	-.005	.001	-.09	-.04
Threat	.04	.14	-.04	.03	-.13	-.02	.15	.16
Consistency								
Actual	.07	.14	.13	.07	.03	.27	.08	.05
Desired	-.04	.14	-.13	.004	-.02	.24	-.09	.04
Revised Consistency								
Actual	.10	.10	.02	.08	.30	.34	.09	.14
Desired	-.11	-.01	.05	.03	-.26	.04	.02	.05

xP<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observation σSingular matrix

Deprivation partials indicate the rejection of the
ivation hypothesis. Only when grades are defined non-
ent is a positive partial obtained. No partial is
to exceed chance expectations. No observations
rred for deprivation in clubs; the deprivation hypo-
is is rejected.

Frustration partials indicate the same picture. All
ined partials are unable to exceed alpha and all are
he direction opposite to prediction. The frustra-
hypothesis is rejected.

In terms of the absolute magnitude of the partials,
ivation exceeds frustration in athletics (-.13, -.09)
grades (.09, .01). In dating, frustration exceeds
ivation (-.09, -.06). With the exception of depri-
on in grades, all partials are in the opposite direc-
and association with delinquency proves only by
ce. Since no significant partials are obtained for
er deprivation or frustration, there is insufficient
rmation upon which to base an adequate test of the
arative hypothesis.

While no threat partial is able to exceed alpha,
partials indicate a contradictory directional picture.
at in athletics and dating are in the predicted direc-
while for grades and clubs, positive partials are
ined. The threat hypothesis is rejected.

In terms of actual consistency, in addition to only
nce association, all partials are positive, a dir-
n opposite to expectations. For actual revised
stency, partials obtained in all dimensions are posi-
and only by chance. For both measures, the consis-
hypothesis is rejected.

For desired consistency, all partials are negative
nable to exceed alpha. In terms of desired revised
stency, partials for athletics and clubs are nega-
while for grades and dating, positive partials are
ned. All partials indicate only a chance association.

Our general conclusions are supported by Table 6-11
presents the zero order correlation between each
endent variable classified by status dimension and
quency. Information is also present relative to
solute amount of change in the partial relative to
ero order correlation. A comparison of the absolute
s in the deprivation and frustration partisls
nts a contradictory picture, but one in the direction
rejection of the comparative hypothesis. As com-
to deprivation, frustration in athletics and grades
es a greater degree of change while in dating the
te picture emerges. In terms of actual revised
stency, the relative change in the partial indicates
ction in support of the consistency hypothesis. All
conclusions are supported by Table 6-11.

onal Salience

Again, for freshmen, few significant associations expected. We can check the directionality of obtained lts in the partials and their direction of change tive to the zero order correlation. The partials are ented in Table 6-12.

Partials relevant to the deprivation hypothesis ds a partial for only the grade dimension in the cted direction and though not significant, relative he other results for freshmen, strongly (.10) in the cted direction. All other partials are in the oppo- direction than expected and revealing only a chance ociation. The deprivation hypothesis is rejected.

Frustration partials yield the same picture; only he grade dimension is a positive partial obtained. obtained partials are unable to exceed alpha. The tration hypothesis is rejected.

Comparing the absolute magnitudes of the depriva- partials relative to frustration, we find that only grades does the deprivation partial attain a stronger ociation than frustration. In athletics and dating, tration partials indicate a stronger association than he deprivation partials. For the club dimension, the partial is obtained. With the exception of grades parti ls are negative. Since no significant

	Athletics 32		Grades 53		Clubs 52		Dating 17	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	-.14	.19	.26	.20	-.10	.09	-.10	-.14
Frustration	-.16	-.03	.04	-.02	-.10	-.20	-.15	-.30
Threat	.26	.26	.12	.09	-.10	.08	.11	.09
Consistency								
Actual	.24	-.15	-.03	-.10	.02	-.07	.09	-.09
Desired	-.21	.21	-.004	-.15	-.04	-.13	-.10	.13
Revised Consistency								
Actual	-.18	.07	.08	.01	-.09	-.04	.25	-.04
Desired	.45	.27	.11	.09	.15	.06	-.16	.10

^{x}P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observation σSingular matrix

ociations were attained, insufficient data are pre-
to constitute an adequate test of the hypothesis.

Only threat in clubs produces a negative partial;
obtained partials are only by chance. The threat
othesis is rejected.

In terms of actual consistency, only when grades
salient, do partials manifest the expected direc-
n. Actual desired consistency obtains negative par-
ls only when athletics and clubs are salient. In
ns of both measures, only chance association is pro-
ed.

Desired consistency produces uniformly negative
ults, whereas desired revised consistency produces a
ative partial only in the dating dimension. All
ials indicate only a chance association.

Table 6-12 presents the zero order correlation
ween each independent variable classified by status
nsion and delinquency. Information is also pro-
d as to the direction of change in the partial rela-
to the zero order correlation. Although all hypo-
es were rejected, the table shows that partials for
tration and threat changed, in most cases, in the
ction expected. In two dimensions, an squal amount
hange occurred from the zero order association to
partial for both deprivation and frustration; in
etics, deprivation changed more than frustration but

a direction contrary to expectations. Frustration in
ing changed in a direction predicted more than did
rivation. This, in combination with the general pic-
e of change in the appropriate direction for frustra-
n, leads to the support of a rejection of the compara-
e hypothesis. Although our partial analysis would lead
to reject both the frustration and threat hypotheses,
ilable data would indicate that, for both variables,
75% of the cases the movement of the partial is in
direction supported by the hypothesis. All other con-
sions are supported by the table.

sonal Nonsalience

Since few significant relationships are expected,
can check the hypotheses as to directionality of
ained partials and the direction of change from the
o order association to the partial correlation. These
tials are presented in Table 6-13.

No observations are obtained when clubs are defined
nonsalient and when deprivation is considered. Of
remaining dimensions, only grades produces a positive
tial. All obtained partials fail to exceed alpha
icating only a chance association between deprivation
delinquency.

Partials relative to the frustration hypothesis
duce a positive partial only when clubs are nonsalient.

delinquent behavior by personal nonsalience of status dimensions for freshmen.

	Athletics 59		Grades 38		Clubs 39		Dating 74	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	-.08	-.08	.11	.12	θ	θ	-.04	.007
Frustration	-.04	.09	-.05	.08	.04	.06	-.08	-.02
Threat	.26	.001	.12	.19	-.10	.03	.11	.20
Consistency								
Actual	.01	.13	.05	.07	.09	.23	.09	.08
Desired	-.01	-.03	-.01	-.03	.008	.27	-.10	.05
Revised Consistency								
Actual	.20	.16	.26	.20	.27	.31[x]	.10	.16
Desired	-.12	-.09	-.37	-.10	-.50*	.06	.03	.06

[x]P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observation σSingular matrix

›btained partials indicate only a chance association
·en frustration and delinquency.

Comparing the absolute magnitude of the frustra-
and deprivation partials, we see that the depriva-
partials exceed frustration in athletics and grades
: frustration partials exceed deprivation in dating.
›nly positive partial obtained is for deprivation in
·s. Insufficient information is available to test
hypothesis.

Positive threat partials are obtained when athletics
lating are defined nonsalient and while not signifi-
(.07) threat in dating is worthy of note. In grades
·lubs, negative partials are obtained and the grade
·al exceeds alpha (.05). The threat hypothesis is
·ted.

In terms of both actual and actual desired consis-
, all partials are in the direction opposite to pre-
·on and are unable to exceed alpha. The consistency
·hesis is rejected.

For desired consistency, with the exception of when
are nonsalient, all partials are negative. For
·ed revised consistency, all partials are negative
·t when dating is defined nonsalient. When clubs
·efined nonsalient, a significant (.01) partial is
·ned. Although not significant (.08), the partial

the grade dimension is strong. All other partials lect only a chance association.

Table 6-13 presents the zero order association ween each independent variable classified by status ension and delinquency. Supplementary information is vided for the relative direction of change in the tial. Actual consistency shows changes from the zero er association to the partial in the direction of the othesis. Comparing the relative amount of change in zero order association relative to the partial for rivation and frustration indicates that deprivation duces a lesser amount of change than do the frustra- n partials. All other results are supported by this le.

bined (system and sonal) Salience

For freshmen under these salience conditions, no ervations are obtained for the dating dimension and gular matrices are obtained for athletics and grades. a was obtained only for the club dimension. Since y one out of four possible partials is obtained by analysis, we feel that insufficient information is llable for the adequate testing of any hypothesis. a general statement we can say (1) no intervariable intraclass association was obtained, (2) with the eption of actual and desired revised consistency, all

tials are in the direction opposite to prediction, no partial is able to exceed alpha, and (4) in terms inter- and intraclass variance explained, a relatively h proportion of the variance in delinquency is ounted for by the operation of our variables solely the club dimension.

bined (system and sonal) Nonsalience

Few consistent associations should be expected in partials. We can check the directionality of the tials and the direction of change from the zero order ociation to the partial by an examination of Table 6-14.

No deprivation partials were obtained for the club ension. The partials for athletics and dating are in direction opposite to predictions; only grades pro- e a positive partial. All partials refelct only a nce relationship; the deprivation hypothesis must be ected.

Only frustration in clubs produces a positive par- l and no partial is able to exceed alpha. The frus- ion hypothesis is rejected.

Comparing the absolute magnitude of deprivation tive to frustration we see that deprivation partials ed frustration only for athletics. Since no signi- nt associations were found, however, we conclude

	Athletics 48		Grades 36		Clubs 31		Dating 71	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	-.16	-.11	.05	.11	θ	θ	-.04	.01
Frustration	-.13	.03	-.12	.13	.13	.05	-.08	-.003
Threat	-.05	.02	-.06	-.08	-.22	-.02	.22	.18
Consistency								
Actual	.05	.20	.12	.03	-.03	.30	.09	.10
Desired	-.03	.04	-.10	.20	.11	.32	-.10	.05
Revised Consistency								
Actual	.19	.16	.27	-.15	.25	.40^{x}	.10	.16
Desired	-.21	-.10	.25	-.06	-.46^{x}	.13	.03	.05

^{x}P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observation σSingular matrix

t obtained data do not constitute a sufficient test of hypothesis.

Only threat in dating produces a positive partial one which, while not significant (.09) shows a strong ociation. All other threat partials are negative and eat in grades exceeds alpha (.05). The threat hypo-sis is rejected.

In terms of both actual consistency and actual lsed consistency, only when grades are nonsalient, s actual consistency produce a negative partial; in other cases, positive partials are obtained. All ained partials reflect only a chance association. consistency hypothesis is rejected.

Desired consistency and desired revised consistency duce negative partials in all dimension but clubs and ing, respectively. Desired revised consistency pro-es a significant (.05) negative partial when clubs are ined nonsalient.

Table 6-14 presents the zero order association ween each variable classified by status dimension and inquency. Information is also provided indicating relative change of the partial to the zero order asso-tion. Examination of the deprivation and frustration tials show the latter to manifest the greater degree of ement from the zero order to the partial, which would d support for the rejection of the comparative

esis. With the exception of the grade dimension,
consistency shows consistent movement in the
ed direction. All other conclusions are reflected
e table.

Sophomore Class Analysis

m Salience

To examine these relationships between each inde-
nt variable and delinquency, controlling for the
t of additional independent variables, variables
classified by status dimension and partial corre-
ns were computed and are presented in Table 6-15.
Out of a possibility of four partials relative to
rustration hypothesis, only deprivation in athletics
tained significant (.001) and is in the expected
tion. No deprivation observations are revealed for
and singular matrices are obtained for grades and
g. Although deprivation in athletics lends strong
rt to the hypothesis, we feel that insufficient
mation is present to constitute an adequate test of
eneral hypothesis.

Frustration in athletics and clubs are in the
ted direction, but only in athletics is the partial
to exceed alpha (.01). The frustration hypothesis
ves qualified support.

	Athletics 23		Grades 8		Clubs 40		Dating 2	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	.88+	.36	σ	σ	θ	θ	σ	σ
Frustration	.80*	-.13	σ	σ	.27	-.16	σ	σ
Threat	.69[x]	.17	σ	σ	-.31	-.18	σ	σ
Consistency								
Actual	-.85°	-.17	σ	σ	-.42[x]	-.14	σ	σ
Desired	.84°	-.03	σ	σ	.38[x]	-.05	σ	σ
Revised Consistency								
Actual	.13	.17	σ	σ	.01	-.06	σ	σ
Desired	-.82°	-.11	σ	σ	-.31	-.06	σ	σ

[x]P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observation σSingular matrix

The only meaningful comparison between deprivation frustration that can be made is for athletics. Here level of significance for the deprivation partial 01) exceeds that obtained by the frustration (.01) tial. A comparison in terms of absolute value of tial obtained cannot be made for the club dimension ce no observation was obtained for deprivation in os. The comparative hypothesis receives qualified port.

The partials relative to the threat hypothesis pre- t a picture of qualified support. Threat in athletics in the direction predicted by the hypothesis and sig- icance is reached (.05). Threat in clubs is negative manifests a chance association.

In terms of actual consistency, both partials ained are in the expected direction and are signifi- t (.005, .05). Actual revised consistency present tials which are in the direction contrary to expecta- ns and manifesting only a chance association. The sistency hypothesis receives qualified support in ms of actual consistency, but receives no support in ms of actual revised consistency.

For both the club and the athletic dimension, ired consistency reveals positive partials that are nificant (.05, .005) in their association with delin- ncy. Desired revised consistency produces partials

both dimensions which are negative and the partial
lded by athletics is significant (.005).

Table 6-15 presents the zero order correlation
ween each independent variable classified by status
ension and delinquency. Information is also provided
to the direction of change in the partial relative to
zero order association. Available data indicates
port of all conclusions with the exception of the com-
ative hypothesis. The magnitude of movement of the
stration partial exceeds that of the deprivation par-
l and both partials move in the predicted direction.

tem Nonsalience

To examine the relations between each independent
iable and delinquency, each variable was classified by
tus dimension and partial correlations were computed
are presented in Table 6-16.

With the exception of deprivation in clubs, all
tials are in the direction expected by the hypothesis.
partial is able to attain significance; the depriva-
n hypothesis must be rejected.

Only frustration in grades yields a positive par-
l and no partial is able to reveal anything but a
nce association with delinquency. The frustration
othesis is also rejected.

Since neither the deprivation nor frustration hypo-
is yielded anything but random effects, no legitimate

	Athletics 32		Grades 32		Clubs 19		Dating 1	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	.18	.22	.17	-.06	-.31	-.34*	.19	.08
Frustration	-.007	-.24x	.20	-.05	-.07	.08	-.01	-.16
Threat	.16	.08	-.12	-.14	-.19	-.15	-.21	-.16
Consistency								
Actual	-.005	-.11	-.24	-.20	-.06	-.35	-.04	-.08
Desired	-.03	-.01	.21	-.14	-.006	-.10	.01	-.02
Revised Consistency								
Actual	-.16	-.30*	-.17	-.19	-.03	-.27	.08	-.10
Desired	.003	.08	.002	.13	-.03	.21	-.22	.02

xP<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observation σSingular matrix

risons can be made. However, it is possible to
n some information by examining the relative mag-
e of the absolute score indicated by each partial.
boslute value of the deprivation partial is, for all
sions but clubs, greater than that obtained by the
sponding frustration partial. However, we feel that
ficient information is available to constitute an
ate test of the general hypothesis.

Only in the athletic dimension does the threat
al show the predicted direction. All partials fail
tain significance. On the basis of all available
mation, the threat hypotehsis must be rejected.

Actual consistency yields partials which are all
e predicted direction and although not significant
, the grade dimension shows a strong association.
l revised consistency shows negative partials in
ut the dating dimension. In terms of directionality,
ot significance, the consistency hypothesis receives
fied support from both consistency measures. In
of significance, the consistency hypothesis must be
ted.

Both desired consistency and desired revised con-
ncy show neither significance nor direction. For
ed consistency, all partials are by chance and while
thletics and clubs negative partials are found, for
s and dating, partials in a positive direction are

elded. In terms of desired revised consistency, nega-
ve partials are found for clubs and dating while posi-
ve results are obtained for athletics and grades.

Table 6-16 presents the zero order correlation
etween each independent variable classified by status
mension and delinquency. Information is also provided
to the relative change in the partial correlation.
esults show that the direction of movement from the zero
der association to the partial is in the direction
pected for all dimensions except deprivation in ath-
etics. Our partial analysis was insufficient to reach
y conclusion regarding the comparative hypothesis.
able 6-16 indicates that, in terms of absolute magni-
ude of movement, frustration partials in all but the
lub dimension show greater movement; in all but the
ating dimension, the movement is in the direction
pected by the hypotehsis. These results would lead us
o suspect the comparative hypothesis. All other results
re supported by this table.

ersonal Salience

In attempting to specify the relationship between
ach independent variable and delinquency, taking account
all additional variables, each variable was classified
y status dimension and partial correlations were com-
uted which are presented in Table 6-17.

	Athletics 25		Grades 36		Clubs 34		Dating 17	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	.85**	.18	.20	-.05	-.27	-.23	σ	σ
Frustration	.79+	-.04	.30	.30	.10	-.13	σ	σ
Threat	.61^{x}	.10	-.02	.03	-.36^{x}	-.12	σ	σ
Consistency								
Actual	-.74°	.03	-.14	-.06	-.36^{x}	-.34^{x}	σ	σ
Desired	.73*	.03	.12	.12	.32	.05	σ	σ
Revised Consistency								
Actual	-.79+	-.20	.28	.02	-.11	-.07	σ	σ
Desired	.46	-.15	-.30	-.01	-.04	.19	σ	σ

^{x}P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observation σSingular matrix

Partials relevant to the deprivation hypothesis
a picture of general support. Of all partials
ned (no observations for dating) only deprivation in
is negative and only by chance. When grades are
dered, the partial is positive but reflects no sig-
ant effect. Deprivation in athletics is not only
e direction expected but is significant (.0005).
eprivation hypothesis receives qualified support.
Frustration partials are all in the expected dir-
n and frustration in athletics is significant
). The frustration hypothesis is supported.
Comparing deprivation and frustration in athletics
5, .001) produces results in line with expectations.
rms of absolute magnitude, frustration in grades
re closely related to delinquency than is depriva-
in terms of direction, both partials are appro-
e. For grades results are only by chance and the
tude obtained by frustration exceeds deprivation.
rms of absolute magnitude, deprivation exceeds frus-
on by in an inappropriate direction. Nevertheless,
esults for grades and clubs are by chance. The par-
s for athletic support the comparative hypothesis.
Only in athletics is both an appropriate direction
significance (.05) obtained. All other partials are
ive and though not significant, threat in grades is

ong (.06). The threat hypothesis receives qualified
port.

Actual consistency produces negative partials for
dimensions and significant (.005) effects are pro-
ed in athletics. Actual revised consistency produces
gative partials for all dimensions but grades and
in significant results (.001) are obtained for ath-
ics. The consistency hypothesis is supported by
ual consistency and receives qualified support from
ual revised consistency.

Desired consistency produces all positive partials
in athletics significance is attained (.01). Desired
ised consistency produces a positive partial only for
letics and no obtained effect is significant.

Table 6-17 presents the zero order correlation
ween each independent variable classified by status
ension and delinquency. Information is also provided
the relative change in the partial. Whereas our par-
al analysis gave qualified support to the comparative
othesis, information presented in this table show
at only in grades does the magnitude of change in the
rivation partial exceed that obtained by frustration;
l changes are, however, in the predicted direction.
is would lead us to suspect the comparative hypothesis.
l other conclusions are substantiated by this table.

onal Nonsalience

To examine the relations between each independent able and delinquency, controlling for all contami- ng effects, variables were classified by status nsion and partial correlations were computed. These ials are presented in Table 6-18.

No partials were obtained for deprivation in the dimension. All obtained partials are in the expected ction and in athletics the result is significant l). The deprivation hypothesis receives qualified ort.

Contradictory results are obtained relative to the tration hypothesis. While the athletic and grade ials are positive, in clubs and dating the partials negative. No partial is able to exceed alpha. The tration hypothesis must be rejected.

Only in athletics is a comparison between depriva- and frustration partials legitimate. Here depriva- in athletics is significant at .001 whereas frustra- , although positive, is not significant. Although results for grades are only by chance, the absolute itude of the deprivation partials exceed the results rustration. For dating, in terms of absolute magni- , deprivation exceeds frustration. The comparative thesis receives qualified support.

delinquent behavior by personal nonsalience of status dimensions for sophomores.

	Athletics 46		Grades 35		Clubs 37		Dating 54	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	.55+	.40*	.27	.03	θ	θ	.08	.16
Frustration	.27	-.28[x]	.06	-.22	-.01	.02	-.06	-.09
Threat	.07	.07	-.40	-.14	-.13	-.12	-.10	-.18
Consistency								
Actual	-.41*	-.26	-.14	-.32	.01	.01	.04	-.006
Desired	.31	-.05	.01	-.28	-.06	-.26	-.06	-.009
Revised Consistency								
Actual	.05	-.03	-.19	-.19	.05	-.17	-.03	-.19
Desired	-.23	.10	.05	.04	-.16	-.13	-.27	-.11

[x]P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observations σSingular matrix

Only threat in athletics yields a positive partial
d all results reflect only a chance association with
linquency. The threat hypothesis is rejected.

Partials yielded by actual consistency show nega-
ve partials for athletics and grades but positive par-
als for clubs and dating. Alpha is reached by actual
nsistency in the athletic dimension (.01). For actual
vised consistency, no partial is significant and the
pected direction is revealed only by grades and dating.
alified support of the hypothesis is yielded by actual
nsistency.

Desired consistency yields positive partials only
r athletics and grades and while not significant,
nletics shows a strong effect (.08). In terms of
sired revised consistency, only grades reveals a posi-
ve partial. Negative and strong (.08) is desired
vised consistency when dating is nonsalient.

Table 6-18 presents the zero order correlation
tween each variable classified by status dimension and
linquency. Information is provided as to the relative
ange in the partial as regards the zero order correla-
on. While contradictory results were obtained for the
ustration hypothesis in our partial analysis, the
rection of partial movement seems to indicate support
the hypothesis. In terms of the comparative hypothesis,
sults indicate that, in terms of absolute magnitude of

novement, the comparative hypothesis should be rejected. While our partial analysis showed qualified support of the consistency hypothesis in terms of actual consistency, the direction of partial change would seem to contradict this conclusion. All other conclusions are supported by this table.

Combined (system and personal) Salience

Each variable was classified by status dimension and partial correlations were computed and are presented in Table 6-19.

No deprivation partial is observed in the club dimension and while the partial for deprivation in dating is positive, it is so only by chance. On the basis of only one partial, we feel that insufficient data is available to constitute an adequate test of the general hypothesis.

While neither frustration in clubs or in dating is significant, the former is positive while the latter is negative. A contradictory picture is presented by available information. Again, we do not feel that sufficient information is available for a test of the general hypothesis.

The only comparison that can be made between deprivation and frustration is in dating. Results are inconformity with expectations for while deprivation in dating

TABLE 6-19.--Partial and zero-order correlations between status problems and delinquent behavior by combined salience of status dimensions for sophomores.

	Athletics 9		Grades 5		Clubs 22		Dating 53	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	σ	σ	σ	σ	θ	θ	.13	.20
Frustration	σ	σ	σ	σ	.07	-.25	-.10	-.28
Threat	σ	σ	σ	σ	-.21	-.25	-.13	-.21
Consistency								
Actual	σ	σ	σ	σ	-.22	-.28	-.002	-.007
Desired	σ	σ	σ	σ	.31	.03	-.02	.01
Revised Consistency								
Actual	σ	σ	σ	σ	-.24	-.05	.06	-.11
Desired	σ	σ	σ	σ	.64	.22	-.29	-.05

^{x}P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observations σSingular matrix

is positive and frustration is negative, in terms of absolute magnitude of the partial, deprivation reveals a stronger association than does frustration. Since only one of four comparisons could be made and since only chance results are obtained, we feel that insufficient data is available to constitute an adequate test of the general hypothesis.

Threat in both clubs and dating are negative and nonsignificant. On the basis of available information, the threat hypothesis is rejected.

Although not significant, actual consistency presents negative partials in both dimensions, while actual revised consistency presents a negative partial only in clubs. In terms of available information, the consistency hypothesis has not been adequately tested.

Desired consistency presents a positive partial in clubs and a negative partial in dating. Desired revised consistency yields the same picture. Although not significant, both desired revised consistency partials show a strong (.08 and .06) association with delinquency.

Table 6-19 presents the zero order correlation between each independent variable classified by status dimension and delinquency. Information is also provided as to the movement of the partial relative to the zero order correlation. Only deprivation in dating is present and the partial change is in the direction predicted.

Although the direction of the zero order correlation for both frustration in clubs and dating is negative, the direction of the partial change is positive. Comparing deprivation and frustration shows frustration to yield a change of greater magnitude than does deprivation. Both threat partials are negative but show the direction of change supported by the hypothesis. Both actual consistency coefficients are negative, and show an appropriate direction of change. All other conclusions are supported by the table.

Combined (system and personal) Nonsalience

Few significant effects would be expected as to any hypothesis, but we can check each as to directionality. To examine these relations, variables were classified by status dimension and partial correlations were computed and are presented in Table 6-20.

No statement can be made relative to either significance nor directionality of the deprivation hypothesis, for no observation in any dimension was obtained.

Frustration partials show negative results for athletics and grades and positive partials only for clubs. All partials reveal only a chance association and thus the frustration hypothesis must be rejected.

Since no observations were encountered for deprivation, no test of the comparison hypothesis can be made.

TABLE 6-20.--Partial and zero-order correlations between status problems and delinquent behavior by combined nonsalience of status dimensions for sophomores.

	Athletics 32		Grades 32		Clubs 19		Dating 1	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	θ	θ	θ	θ	θ	θ	σ	σ
Frustration	-.28	-.25	-.05	-.22	.14	.07	σ	σ
Threat	.16	.22	-.47[x]	-.16	-.21	-.02	σ	σ
Consistency								
Actual	.25	.04	-.06	-.33	-.25	-.19	σ	σ
Desired	-.27	.16	-.04	-.32	.22	-.43[x]	σ	σ
Revised Consistency								
Actual	-.01	-.09	-.27	-.20	-.12	-.35	σ	σ
Desired	.05	-.39[x]	.19	.05	.31	.34	σ	σ

[x]P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observations σSingular matrix

Threat in grades is significant at .05 but in a direction contrary to the hypothesis. Threat in athletics and dating, while in the expected direction, are only by chance. The threat hypothesis is rejected.

Actual consistency and actual revised consistency present no significant partials for any dimension. While the former yields a positive partial for athletics, the latter produces all negative partials. The consistency hypothesis receives no support in terms of significance.

Desired consistency produces a positive partial only for the club dimension and no partial is able to exceed alpha. Desired revised consistency obtains all positive partials but again, no result is significant.

Table 6-20 presents the zero order correlation between each independent variable classified by status dimension and delinquency. Information is also provided as ot the change in the partial relative to the zero order correlation. All conclusions drawn from the partial analysis are supported by this table.

Junior Class Analysis

System Salience

Few significant effects are expected for any hypothesis; checks can be made by noting the directionality of obtained results. In attempting to examine the relation between each independent variable and delinquency,

each variable was classified by status dimension and partial correlations were computed and are presented in Table 6-21.

In terms of significance, no deprivation partial exceeds alpha. For athletics a positive partial is revealed while the partial for clubs is negative. In terms of directionality, a contradictory picture is obtained. Relative to significance, the deprivation hypothesis must be rejected.

No frustration partial is able to exhibit more than a chance association with delinquency. A positive partial is found in athletics, while clubs produce a negative partial. In terms of directionality, a contradictory picture is obtained, but the hypothesis must be rejected because obtained direction are only by chance.

In terms of absolute magnitude of association, deprivation exceeds frustration in athletics while frustration exceeds deprivation in clubs. However, these partials are only by chance and little confidence should be placed upon them. Insufficient information is available to provide an adequate test of the general hypothesis.

Although both threat in athletics and clubs produce positive partials, their magnitude is not sufficient to attain significance and thus the threat hypothesis must be rejected.

TABLE 6-21.--Partial and zero-order correlation between status problems and delinquent behavior by system salience of status dimensions for juniors.

	Athletics 20		Grades 6		Clubs 35		Dating 2	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	.41	-.18	σ	σ	-.07	.04	σ	σ
Frustration	.35	-.03	σ	σ	-.08	-.18	σ	σ
Threat	.52	.68*	σ	σ	.37	.38*	σ	σ
Consistency								
Actual	-.33	.17	σ	σ	.02	-.08	σ	σ
Desired	.36	.30	σ	σ	-.006	.05	σ	σ
Revised Consistency								
Actual	-.73	-.20	σ	σ	-.35	-.14	σ	σ
Desired	.70	.19	σ	σ	.47^{x}	.32^{x}	σ	σ

^{x}P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observations σSingular matrix

While actual revised consistency produces a negative partial in both dimensions, actual consistency produces the expected direction only in athletics. Since no partial is significant, only chance results are obtained and the hypothesis must be rejected.

Desired consistency produces only chance associations which finds a positive direction for athletics and a negative partial for clubs. While both desired revised consistency partials are positive, in clubs the result is significant (.05).

Table 6-21 presents the zero order association between each independent variable classified by status dimension and delinquency and presents information relevant to the change in the partial relative to the zero order association. Our partial analysis led us to a rejection of the frustration hypothesis; available information shows both frustration in athletics and in clubs to manifest the appropriate partial movement. Although insufficient data was available to test the comparative hypothesis, available data indicates a contradictory picture in that for athletics, frustration movement is in a positive direction and exceeds that of deprivation; for clubs, deprivation exceeds frustration but the movement is in a negative direction. The most interesting finding is that while threat in athletics and clubs, as the zero order association indicates, were positive and significant

(.01, .05), the direction of change in the partials was negative and of sufficient magnitude to lose significance. All other partial conclusions are supported.

System Nonsalience

In attempting to examine the relation between each independent variable and delinquency, all variables were classified by status dimension and partial correlations were computed and are presented in Table 6-22.

All deprivation partials obtained are in the direction predicted by the hypothesis but are all only by chance. Deprivation in athletics is nonsignificant only by convention (.06). We feel that the deprivation hypothesis should be supported with qualifications by these data.

Frustration in athletics and dating yield positive partials while grades reveal a negative direction. Since all directions are only by chance, the frustration hypothesis must be rejected.

Insufficient information upon which to test the general comparative hypothesis is presented by available data. As a suggestion, we can see that all deprivation partials are in support of the comparative hypothesis in terms of directionality and magnitude; but since no significant results were obtained, both directionality and magnitude reflect only chance association with delinquency.

TABLE 6-22.--Partial and zero-order correlation between status problems and delinquent behavior by system nonsalience of status dimensions for juniors.

	Athletics 36		Grades 50		Clubs 21		Dating 54	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	.40	.11	.04	.06	σ	σ	.12	.008
Frustration	.30	-.22	-.005	.02	σ	σ	.08	-.01
Threat	-.21	.12	.14	.15	σ	σ	-.001	.16
Consistency								
Actual	-.16	-.12	-.004	.05	σ	σ	-.03	-.03
Desired	.17	-.06	.08	.11	σ	σ	.10	.04
Revised Consistency								
Actual	-.37	-.18	-.37*	-.14	σ	σ	-.34*	.19
Desired	.14	.20	.37*	.19	σ	σ	.37*	.29[x]

[x]P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observations σSingular matrix

Threat partials in athletics and dating are negative while in grades the direction is positive. Since all partials are not significant, only random association can be inferred and the hypothesis must be rejected.

Actual consistency and actula revised consistency reveal partials in all dimensions in the predicted direction. Actual revised consistency obtains significance in grades (.01) and dating (.01) and though not significant, the partial for athletics is strong (.09). No actual partial is able to exceed alpha. The consistency hypothesis is supported in terms of actual revised consistency.

Both desired consistency and desired revised consistency yield uniformly positive partials. Although no desired consistency partial exceeds alpha, desired revised consistency in the grade dimension and in dating are significant (.01, .01).

Table 6-22 presents the zero order correlation between each independent variable classified by status dimension and delinquency and presents the direction of change in the partial relative to the zero order association. Our partial analysis provided us with insufficient information upon which to base an adequate test of the comparative hypothesis. Available data shows results contrary to expectation, i.e., in terms of absolute magnitude of movement for all but dating, the frustration partials exceed those obtained by deprivation. The consistency

hypothesis was rejected in terms of actual consistency and supported by actual revised consistency. Table 6-22 indicates support in terms of both consistency measures. All other conclusions are supported by this table.

Personal Salience

Although no significant intraclass effects are expected, the hypothesis can be examined in terms of magnitude and directionality. In order to do so, variables were classified by status dimension and partial correlations were computed and are presented in Table 6-23.

Partials relative to the deprivation and frustration hypothesis show direction in line with expectations for athletics while for grades and clubs negative partials are obtained. Since all results fail to exceed alpha, both thd deprivation and frustration hypotheses are rejected.

Although insufficient information is available to constitute an adequate test of the comparative hypothesis, comparison can be made in terms of the absolute magnitude of the partials. In athletics, frustration shows a stronger association with delinquency than does deprivation. For all other dimensions, the reverse is true.

All threat partials are in the direction predicted by the hypothesis but fail to achieve significance.

TABLE 6-23.--Partial and zero-order correlation between status problems and delinquent behavior by personal salience of status dimension for juniors.

	Athletics 24		Grades 20		Clubs 23		Dating 16	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	.02	-.30	-.28	.37	-.08	.04	σ	σ
Frustration	.22	.15	-.004	-.01	-.04	-.39	σ	σ
Threat	.04	.27	.55	.07	.40^{x}	.40^{x}	σ	σ
Consistency								
Actual	.04	.07	.12	-.35	-.10	-.21	σ	σ
Desired	.14	.22	-.20	-.33	.08	-.15	σ	σ
Revised Consistency								
Actual	-.19	-.18	.24	-.42^{x}	-.23	-.21	σ	σ
Desired	.23	.07	.69	.37	.10	.13	σ	σ

θNo observation σSingular matrix

^{x}P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005

Since only chance associations are encountered the threat hypothesis is rejected.

Actual consistency partials for athletics and grades are positive while for clubs the result is negative. Actual revised consistency obtains partials in the expected direction for athletics and clubs while the partial for grades is positive. All results are not significant and the hypothesis is rejected. Only desired revised consistency for grades is negative and all partials are only by chance.

Table 6-23 presents the zero order correlation between each independent variable classified by status dimension and delinquency and also presents the amount of change in the magnitude of the partial as compared to the zero order association. Results of the partial analysis lead us to a rejection of the frustration hypothesis. This table shows that all partial changes are in the direction predicted by the hypothesis but not of sufficient magnitude to achieve significance. In terms of absolute magnitude of change, in athletics and grades, deprivation exceeds frustration whereas for clubs, frustration exceeds deprivation. While we rejected the consistency hypothesis by partial data, Table 6-23 shows movement for grades and clubs in the expected direction. All other conclusions are supported by the table.

Personal Nonsalience

In order to specify the relationships between each independent variable and delinquency, each variable was classified by status dimension and partial correlations were computed and are presented in Table 6-24.

All deprivation partials are in the direction expected by the hypothesis, but all are the result of chance fluctuation. (No observations are encountered for grades). The deprivation hypothesis must be rejected.

Only frustration in grades shows a negative association; all others are in the expected direction. Nevertheless, no partial is significant and the hypothesis must be rejected.

Since no significant partials for either deprivation or frustration are obtained, insufficient information is available to adequately test the general hypothesis. For all dimensions where comparable partials are present, deprivation exceeds frustration in terms of magnitude of association. But since these magnitudes are by chance alone, no conclusions should be drawn.

Only in dating does the threat partial reveal a negative direction. All other partials are positive with significance (.05) being obtained in the club direction. The threat hypothesis receives qualified support.

In terms of both actual consistency and actual revised consistency, all partials are in the expected

TABLE 6-24.--Partial and zero-order correlations between status problems and delinquent behavior by personal nonsalience of status dimensions for juniors.

	Athletics 32		Grades 36		Clubs 33		Dating 40	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	.05	.20	θ	θ	.26	.19	.28	.15
Frustration	.02	-.25	-.04	-.05	.18	.22	.10	-.006
Threat	.34	.30	.20	.27	.45[x]	.19	-.07	.05
Consistency								
Actual	-.01	.12	-.03	.06	-.05	.08	-.01	-.06
Desired	.04	.10	.06	.11	.15	.11	.08	.03
Revised Consistency								
Actual	-.30	-.02	-.12	-.04	-.43	.15	-.49*	-.30[x]
Desired	.31	.30	.25	.16	.29	.29	.31	.13

θNo observation σSingular matrix

[x]P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005

direction. Although all actual consistency partials reflect only chance associations with delinquency, actual revised consistency for clubs is significant (.01) and shows a strong association for clubs (.07). The consistency hypothesis receives qualified support in terms of actual revised consistency.

Desired consistency and desired revised consistency yield all positive partials which reflect only a chance association with the dependent variable.

Table 6-24 presents the zero order correlation between each independent variable classified by status dimension and delinquency and presents the magnitude of change in the partial relative to the zero order association. Our partial analysis leads us to reject the deprivation hypothesis, but this table shows that in two of three possible changes, the direction of movement is in the direction supported by the hypothesis. Magnitude of partial changes indicates qualified support of the comparative hypothesis. All other conclusions are supported by this table.

Combined (system and personal) Salience

An examination of Appendix III reveals that data was obtained only for the club dimension; no observations were encountered for dating and athletics and grades produced singular matrices. Appendix III indicates that no

significant effects were produced either between or within classifications of the independent variables.

No partials were significant, thus any statements would be made on the basis of an extremely small number (19). We conclude that, as far as clubs are concerned, that (1) all independent variables operating together produce no significant intervariable or intraclass association with delinquency variation, and (2) there is insufficient evidence available to constitute a sufficient test of any general hypothesis.

Combined (system and personal) Nonsalience

Although few significant effects are expected, our hypotheses can be checked by noting the magnitude and directionality obtained by partials computed between each variable classified by status dimension and delinquency. These partials are presented in Table 6-25.

Both deprivation partials are in the predicted direction and in dating, deprivation is significant (.01). Available information lends qualified support to the hypothesis.

Frustration partials show a negative direction for grades and a positive partial for dating. Since all results are by chance, the frustration hypothesis is rejected.

TABLE 6-25.--Partial and zero-order correlation between status problems and delinquent behavior by combined nonsalience of status dimension for juniors.

	Athletics 19		Grades 34		Clubs 17		Dating 38	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	σ	σ	θ	θ	σ	σ	.47*	.22
Frustration	σ	σ	-.03	-.01	σ	σ	.22	-.08
Threat	σ	σ	.13	.21	σ	σ	-.08	.007
Consistency								
Actual	σ	σ	-.02	.12	σ	σ	-.14	-.15
Desired	σ	σ	.05	.11	σ	σ	.16	-.02
Revised Consistency								
Actual	σ	σ	-.12	-.01	σ	σ	-.36	-.33
Desired	σ	σ	.25	.12	σ	σ	.24	.28

^{x}P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observation σSingular matrix

In terms of absolute magnitude of association, deprivation shows a closer relation to delinquency in both grades and dating. Deprivation in dating obtained significant (.01) associations with delinquency while frustration did not. The comparative hypothesis is supported with qualifications.

Threat in grades yields a positive partial while the dating dimension produces a negative partial. Since both reflect only chance fluctuation, the threat hypothesis is rejected.

Actual consistency and actual revised consistency obtain negative partials in all dimensions but all results only reflect chance associations. Even though actual revised consistency for dating is strong (.08), the hypothesis must be rejected.

Table 6-25 presents the zero order association between each independent variable classified by status dimension and delinquency and also presents the movement of the partial relative to the zero order association. All conclusions of the partial analysis substantiated with the exception that actual revised consistency shows expected movement in all obtained dimensions.

Senior Class Analysis

System Salience

In attempting to examine the relations in the grade dimension and to note directionality and magnitude for the other status contexts, each independent variable was classified by status dimension and partial correlations were computed and are presented in Table 6-26.

No partials relevant to the deprivation hypothesis were observed for either clubs or dating. For athletics and grades, all partials are in the direction expected by the hypothesis and for grades, deprivation is significantly related to delinquency (.005). Although not significant, deprivation in athletics produces a strong effect (.09). The deprivation hypothesis receives qualified support.

Frustration in clubs is the only partial to reflect a negative direction. While frustration in athletics is positive it reflects only a chance association while for grades, frustration is both positive and significant (.05). The frustration hypothesis receives qualified support.

Comparative partials are obtained only for athletics and grades. In terms of the absolute magnitude of the partials, deprivation in athletics exceeds the level of significance obtained in frustration. In the grade dimension, both frustration and deprivation achieve

TABLE 6-26.--Partial and zero-order correlations between status problems and delinquent behavior by system salience of status dimensions for seniors.

	Athletics 38		Grades 22		Clubs 23		Dating 0	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	.35	.25	.87°	.03	θ	θ	θ	θ
Frustration	.02	-.40	.75^{x}	.25	-.29	-.28	θ	θ
Threat	.27	.16	-.73^{x}	-.49^{x}	-.12	-.004	θ	θ
Consistency								
Actual	-.27	-.07	-.90+	-.25	.11	-.02	θ	θ
Desired	.30	.07	.90+	-.11	.12	.09	θ	θ
Revised Consistency								
Actual	-.02	-.14	-.49	-.09	.24	.08	θ	θ
Desired	-.13	-.04	.71^{x}	-.26	.34	.35	θ	θ

^{x}P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observation σSingular matrix

significance, but deprivation is more significant (.005) than is frustration (.05). The comparative hypothesis is supported.

No observations are encountered for threat in dating. Threat in athletics obtained the direction predicted by the hypothesis but only by chance. Threat in grades and clubs reflects a negative direction and for grades, the partial is significant (.05). The threat hypothesis is rejected.

Actual consistency obtains a negative partial for both athletics and grades and a positive direction for clubs. While for athletics and clubs, the results reflect only chance associations, significant results (.001) are obtained for grades. Actual revised consistency yields a positive partial for clubs and while the expected direction is revealed for athletics and grades, all results reflect only chance associations. Qualified support is given the consistency hypothesis by actual consistency.

Desired consistency yields a positive partial in the club dimension and while the positive partial for athletics is by chance, that for grades is significant (.001). Desired revised consistency yields a significant (.001) and positive partial for grades. In the athletic dimension, a negative partial is obtained

while positive results are encountered for clubs, both of which reflect only chance associations.

Table 6-26 presents the zero order association between each independent variable classified by status dimension and delinquency and also presents the direction of movement of the partial relative to the zero order association. All conclusions of the partial analysis are supported by this table with the exception of the comparative hypothesis, where deprivation exceeds frustration, in terms of magnitude of partial movement, for grades but the reverse is present for athletics.

System Nonsalience

In order to examine the relations between delinquency and the independent variables classified by status dimension, partial correlations were computed and are presented in Table 6-27.

All partials relevant to the deprivation hypothesis are in the direction supported by the hypothesis and in athletics (.01), grades (.005), and dating (.001) deprivation is significantly related to delinquency.

Frustration partials yield an even more impressive picture. While all partials are in the expected direction, all are significant (athletics: .05, grades: .001, clubs: .005, and dating: .001. The frustration hypothesis is supported.

TABLE 6-27.--Partial and zero-order correlations between status problems and delinquent behavior by system nonsalience of status dimensions for seniors.

	Athletics 136		Grades 152		Clubs 151		Dating 174	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	.20*	.12	.25*	.15	.05	.009	.26+	.06
Frustration	.17[x]	-.02	.27+	.22*	.23°	-.06	.23+	-.09
Threat	.12	.09	-.10	-.08	-.14	-.06	-.04	.04
Consistency								
Actual	-.18[x]	.05	-.18[x]	.05	-.29++	.02	-.28++	.004
Desired	.17[x]	.02	.17[x]	.02	.29++	-.01	.27++	.001
Revised Consistency								
Actual	.04	.05	.05	.01	.29++	-.01	.08	-.0006
Desired	.03	-.004	.04	.02	.06	-.07	.006	-.01

[x]P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observation σSingular matrix

Partials relevant to the comparative hypothesis reveal a truely contradictory picture for while deprivation in athletics and dating attains a higher significance level than do the frustration partials, the exact opposite picture is found for grades and clubs.

Only threat in athletics produces a positive partial and while no partial achieves significance, threat in clubs shows a strong (.08) negative association. The threat hypothesis is rejected.

Actual revised consistency produces all partials in the direction opposite to expectations and all are only by chance. Actual consistency produces all negative and significant partials (athletics: .05, grades: .05, clubs: .0005, and dating: .0005). The consistency hypothesis receives support in terms of actual consistency.

Both desired consistency and desired revised consistency yield all positive partials. For the latter, all partials are by chance, but for the former, all results are significant (athletics: .05, grades: .05, clubs: .001, and dating: .0005).

Table 6-27 presents the zero order association between each independent variable classified by status dimension and delinquency and also presents the direction of change in the partial relative to the zero order association. Our partial analysis yielded a contradictory picture for the comparative hypothesis. The magnitude of

the partial change for the deprivation and frustration partials shows that deprivation exceeds frustration only in grades. All other results of the partial analysis are reflected by the table.

Personal Salience

In attempting to examine the relations between each independent variable classified by status dimension and delinquency, partial correlations were computed and are presented in Table 6-28.

While all deprivation partials are in the expected direction, deprivation in athletics (.05) and in grades (.001) are significant. The deprivation hypothesis is supported.

While all frustration partials are in the direction predicted, significance is achieved only by frustration in grades (.001). Although not significant, frustration in athletics (.09) and in dating (.09) show strong associations with delinquency. The frustration hypothesis receives qualified support.

Partials relative to the comparative hypothesis show that deprivation exceeds frustration, in terms of significance level, for athletics while frustration exceeds deprivation in grades. The comparison for clubs shows only chance relations, but in terms of absolute magnitude of the partials, frustration exceeds deprivation. Although only by chance, frustration again exceeds

TABLE 6-28.--Partial and zero-order correlations between status problems and delinquent behavior by personal salience of status dimensions for seniors.

	Athletics 57		Grades 61		Clubs 92		Dating 38	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	.28[x]	.06	.43+	.16	.04	.04	.24	-.08
Frustration	.25	-.08	.46+	.39*	.06	-.16	.35	-.13
Threat	.29[x]	.06	-.02	-.12	.07	.14	.14	.29
Consistency								
Actual	-.32[x]	-.04	-.23	-.14	-.11	-.12	-.47*	-.14
Desired	.35*	.05	.22	.12	.10	-.12	.38	-.11
Revised Consistency								
Actual	-.01	-.04	.10	.04	.07	.09	.49*	.14
Desired	.13	.16	.18	.23	.10	.18	.01	-.02

[x]P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observation σSingular matrix

deprivation in dating and the frustration partial is strong (.09). The conclusion of a contradiction must be based on the athletic and grade dimensions where reliable differences were obtained.

Only threat in grades produces a negative partial. While threat in clubs and dating reflect only chance results, threat in athletics is significant (.05). The threat hypothesis receives qualified support.

Actual consistency produces partials which are all in the expected direction and for athletics (.05) and dating (.01) significance is achieved. Actual revised consistency produces a negative partial only in athletics and significance is achieved for dating (.01). The consistency hypothesis is supported by actual consistency.

Desired consistency produces a series of entirely positive partials and significance is achieved for athletics (.01) and though not significant, the partial is strong (.06) in dating. Desired revised consistency yields all positive partials, but reflects only chance associations.

Table 6-28 presents the zero order correlation between delinquency and each independent variable classified by status dimension and also presents the direction of change in the partial relative to the zero order association. The table shows the partial movement for frustration to exceed deprivation in all dimensions but

grades. All other conclusions of the partial analysis are readily supported by this table.

Personal Nonsalience

To examine these relations, independent variables were classified by status dimension and partial correlations between each classification of each variable and delinquency were computed and are presented in Table 6-29.

No deprivation in clubs was observed. All other partials, relative to the deprivation hypothesis, are in the expected direction and significance is produced by athletics (.005) and grades (.005). The deprivation hypothesis is supported.

All frustration partials are in the direction predicted by the hypothesis and while frustration in athletics is not significant (.09), strong association is indicated. All other partials are significant (grades: .0005, clubs: .01, and dating: .01. The frustration hypothesis is supported.

In athletics and dating the level of significance attained by deprivation exceeds frustration. In clubs, no observations were obtained for deprivation and frustration yielded a significant partial. Only in grades does frustration exceed deprivation. The comparative hypothesis receives qualified support.

Threat partials produce a paradoxical picture. Threat in athletics is positive and is significant (.05).

TABLE 6-29.--Partial and zero-order correlations between status problems and delinquent behavior by personal nonsalience of status dimensions for seniors.

	Athletics 117		Grades 113		Clubs 82		Dating 136	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	.29°	.24*	.28°	.05	θ	θ	.27+	.09
Frustration	.16	-.15	.39++	.12	.31*	.06	.23*	-.10
Threat	.20[x]	.12	-.07	-.13	.22	-.11	-.13	.04
Consistency								
Actual	-.23*	.06	-.34++	.02	-.37+	-.05	-.28+	.04
Desired	.22	.05	.34++	.001	.34°	-.11	.39+	.03
Revised Consistency								
Actual	.13	.05	-.02	-.03	.02	-.11	-.03	-.03
Desired	-.01	-.09	-.004	-.12	.03	-.10	.05	-.009

[x]P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observation σSingular matrix

All other threat partials are negative and show a chance association with delinquency. A strong (.07). but not significant negative association is revealed for threat in clubs. The threat hypothesis is rejected.

Actual consistency reveals an extremely strong and significant association with delinquency in all dimensions. All partials are in the direction predicted and are significant (athletics: .01, grades: .0005, clubs: .001, and dating: .001). Actual revised consistency shows only chance associations and negative partials are obtained only in grades and dating. Support for the consistency hypothesis is received in terms of actual consistency.

Desired consistency yields all positive partials and all are significant (athletics: .01, grades: .005, clubs: .005, and dating: .001). Desired revised consistency shows only chance relations and while positive partials are obtained for clubs and dating, negative associations are revealed for athletics and grades.

Table 6-29 presents the zero order correlation between each independent variable classified by status dimension and delinquency and also presents the direction of movement in the partial as relative to the zero order association. This table reflects the results of our partial analysis with the exception of the comparative hypothesis where qualified support was concluded. Here

we see that, where the magnitude of the partial changes can be made, all changes show frustration to exceed deprivation.

Combined (system and personal) Salience

An examination of Appendix II reveals that no data was obtained for this condition of salience for singular matrices for all status contexts but dating, where no observations were encountered, were obtained.

Combined (system and personal) Nonsalience

To examine the relationships, each independent variable was classified by status dimension and partial correlations with delinquency were computed and are presented in Table 6-30.

No observations for deprivation in clubs were obtained and while all deprivation partials are in the expected direction, deprivation in athletics (.05) and dating (.001) are significant. The deprivation hypothesis is supported.

All frustration partials are in the predicted direction and significance is achieved by frustration in grades (.01), in clubs (.01), and in dating (.01). Although not significant, frustration in athletics (.07) shows a strong association. The frustration hypothesis is supported.

TABLE 6-30.--Partials and zero-order correlations between status problems and delinquent behavior by combined nonsalience of status dimensions for seniors.

	Athletics 92		Grades 101		Clubs 71		Dating 136	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	.24[x]	.16	.12	.12	θ	θ	.27+	.09
Frustration	.20	-.07	.26*	.13	.32*	.04	.23*	-.10
Threat	.18	.12	-.03	-.08	-.22	-.15	-.13	-.04
Consistency								
Actual	-.23[x]	.09	-.21[x]	.07	-.36°	-.03	-.28+	.04
Desired	.22[x]	.02	.21[x]	.03	.33*	-.07	.29+	.03
Revised Consistency								
Actual	.13	.08	-.04	-.03	.005	-.12	-.03	-.03
Desired	.08	.004	.05	-.04	-.0004	-.14	.05	-.009

[x]P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observation σSingular matrix

Comparing the derpivation and frustration partials, we see that deprivation exceeds frustration in athletics and dating. For grades, significance is achieved by frustration (.01) while deprivation shows only chance relations. For clubs, frustration is again significant (.01) but no observations were obtained for deprivation in clubs. The comparative hypothesis receives qualified support.

Only threat in athletics yields a positive partial and all results manifest only a random association with delinquency. The threat hypothesis is rejected.

Actual consistency yields all negative and significant partials (athletics: .04, grades: .05, clubs: .006, and dating: .001). Actual revised consistency yields negative partials for grades and dating and all partials reflect only a chance association. The consistency hypothesis is supported by actual consistency.

Desired consistency shows the same picture as actual consistency with the exception of direction, i.e., all partials are positive and significant (athletics: .05, grades: .05, clubs: .01, and dating: .001). Desired revised consistency shows positive partials for all dimensions but clubs and all partials reflect only chance association.

Table 6-30 presents the zero order association between each independent variable classified by status

dimension and delinquency and presents the direction of movement in the partial relative to the zero order association. Our partial analysis lent qualified support to the comparative hypothesis. The table shows the direction of partial movement to favor frustration for all observable dimensions. While the threat hypothesis was rejected, we see that the direction of partial movement was in the expected direction for threat in athletics and grades. While the consistency hypothesis receives no support from actual revised consistency, we see that the partial movement in the grade and dating dimension is in the predicted direction.

Results for Social Class Under Various Conditions of Salience

The previous section presented the results of our specification of the relationship between our independent variables and delinquency among high school aged males in a middle-size mid-western community. This section presents further data relevant to the specification of this relationship controlling for social class. In general, we discovered that the professional and business situses provide contexts within which the independent variables account for only a moderate proportion of the total variance in delinquency and reveal only moderate statistical associations with delinquency. The

independent variables show their strongest effect in the labor situs.

Professional Situs

System Salience

In view of the general lack of association indicated in Appendix III, the hypotheses can be checked by noting the directionality and absolute magnitude of obtained results. To this end, partial correlations between each independent variable, classified by status dimension, and delinquency were computed and are presented in Table 6-31.

Only one (deprivation in clubs) of four possible deprivation partials is encountered which is in the direction supportive of the hypothesis but does not exceed alpha. We feel that this is an insufficient basis upon which to either accept or reject the hypothesis.

Frustration in clubs obtains a partial which is in the direction of the hypothesis but is not significant. Frustration in athletics yields a partial which is both contrary to expectations and significant (.05). Upon the basis of available information, the frustration hypothesis is rejected.

The only comparison that can be made in terms of either significance level, directionality, or absolute magnitude of the partial is for clubs where deprivation

TABLE 6-31.--Partial and zero-order correlation between status problems and delinquent behavior by system salience of status dimensions for professionals.

	Athletics 18		Grades 9		Clubs 47		Dating 0	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	θ	θ	σ	σ	.19	.05	θ	θ
Frustration	-.84[x]	-.28	σ	σ	.17	-.26	θ	θ
Threat	-.67	-.09	σ	σ	-.18	.02	θ	θ
Consistency								
Actual	.81[x]	-.12	σ	σ	-.23	-.05	θ	θ
Desired	-.82[x]	-.09	σ	σ	.26	.24	θ	θ
Revised Consistency								
Actual	.22	-.26	σ	σ	-.08	-.10	θ	θ
Desired	.01	-.12	σ	σ	.12	.06	θ	θ

[x]P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observation σSingular matrix

exceeds frustration in terms of the absolute magnitude of the obtained partial. We feel that insufficient information is available to constitute an adequate test of the general hypothesis.

Both threat in athletics and clubs are negative and not significant. On the basis of available information, the threat hypothesis is rejected.

Actual consistency yields a positive and significant (.05) partial for athletics and a negative and nonsignificant partial for clubs. Actual revised consistency presents a positive and nonsignificant partial for athletics and a negative nonsignificant partial for clubs. The consistency hypothesis is rejected.

Desired consistency reveals a negative and significant (.05) partial in athletics and a positive and strong (.06) partial for clubs. Desired revised consistency reveals a positive and nonsignificant partial for athletis and a negative nonsignificant partial for clubs.

Table 6-31 presents the zero order correlation between each independent variable, classified by status dimension, and delinquency and presents the direction of movement in the partial relative to the zero order association. Our partial analysis leads us to reject all hypotheses and with the exception of deprivation in clubs (the only obtained deprivation partial) which shows

movement in the expected direction, all results are mirrored in this table.

System Nonsalience

Hypotheses can be checked by noting direction and magnitude of obtained results. To this end, partial correlations for each independent variable, classified by status dimension, were computed and are presented in Table 6-32.

No observations were encountered for deprivation in clubs. All other partials are in the expected direction and significance is obtained by deprivation in athletics (.01) and in grades (.01). The deprivation hypothesis is supported.

All frustration partials are in line with expectations and significance is achieved in the athletic dimension (.01). Although not significant, some effect (.09) is manifested in the grade and the club (.06) dimension. The frustration hypothesis is supported.

The significance levels of deprivation and frustration in athletics are the same. While a significant effect is revealed by deprivation in grades (.01), a strong but not significant effect (.09) is revealed by frustration in grades. In terms of absolute magnitude deprivation exceeds frustration in dating. No observation for deprivation in clubs was encountered while

TABLE 6-32.--Partial and zero-order correlation between status problems and delinquent behavior by system nonsalience of status dimensions for professionals.

	Athletics 55		Grades 64		Clubs 26		Dating 73	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	.34*	-.08	.31*	.21	θ	θ	.20	.09
Frustration	.34*	.02	.24	.04	.50^{x}	.001	.15	-.16
Threat	.38*	.28	.17	.10	-.47	.04	.27^{x}	.29
Consistency								
Actual	-.29^{x}	-.10	-.24	.02	-.45	-.20	-.22	-.10
Desired	.31^{x}	.09	.26	.16	.41	-.23	.22	.04
Revised Consistency								
Actual	-.26	-.15	-.10	-.13	.25	-.27	-.12	-.18
Desired	-.14	-.16	-.10	-.12	-.51^{x}	-.47^{x}	-.15	-.15

^{x}P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observation θSingular matrix

frustration in clubs shows a strong association (.06). The comparative hypothesis is supported.

Threat in clubs presents a partial which is contrary to expectation and which is strong (.08). All other partials are positive and significance is achieved by athletics (.01) and dating (.05). The threat hypothesis is supported.

Actual consistency yields a partial for all dimensions in line with expectations and significance is obtained for athletics (.05). Not significant, but some effects are encountered for grades (,09) and dating (.09). With the exception of the club dimension, actual revised consistency yields all negative partials and for athletics (.09) a strong effect is shown. The consistency hypothesis is supported by actual consistency.

All desired consistency partials are positive and significance is achieved in athletics (.05). Grades (.06) and dating (.08) show a strong effect. All desired revised consistency are negative and significance (.05) is achieved in the club dimension.

Table 6-32 presents the zero order correlation between each independent variable, classified by status dimension, and delinquency and presents also the movement of the partial relative to the zero order coefficient. Our partial analysis leads us to support the comparative hypothesis whereas Table 6-32 reveals frustration to

exceed deprivation, in terms of the relative movement of the partial, for the grade and dating dimensions. All other results are reflected in the table.

Personal Salience

In order to examine these relations between each independent variable and delinquency, independent of the contribution of all other variables, each independent variable was classified by status dimension and partial correlations with delinquency were computed and are presented in Table 6-33.

Partials relevant to the deprivation hypothesis yield coefficients which are all in the direction supporting the hypothesis but all reflect only a chance association with delinquency. Although, not significant, deprivation in grades shows a strong (.06) effect. Nonetheless, the deprivation hypothesis must be rejected.

With the exception of frustration in dating, all frustration partials show the direction expected. Frustration in grades is able to exceed alpha (.05) but this alone is insufficient to accept the hypothesis.

Relative to the comparative hypothesis, the only comparison that can be made is in the grade dimension where frustration (.05) exceeds deprivation (.06). Although significance levels in the other dimensions cannot be compared, magnitude and direction of obtained results may. For all other dimensions, the magnitude of

TABLE 6-33.--Partial and zero-order correlations between status problems and delinquent behavior by personal salience of status dimensions for professionals.

	Athletics 26		Grades 35		Clubs 40		Dating 19	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	.31	-.24	.41[x]	.31	.10	.07	.07	.13
Frustration	.35	-.13	.42[x]	-.02	.20	-.22	-.49	-.49
Threat	.43	.38	.54	.15	-.13	.15	.93*	.73
Consistency								
Actual	-.49	-.31	-.20	-.01	-.15	-.24	.12	-.09
Desired	.49	.11	.25	.26	.20	.02	.14	.39
Revised Consistency								
Actual	-.09	-.22	-.25	-.03	-.32	-.19	-.43	.01
Desired	-.32	-.08	-.22	-.04	-.06	.01	-.09	.23

[x]P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observation σSingular matrix

frustration's partials exceeds those obtained by deprivation and with the exception of frustration in dating, all partials are in the expected direction. The comparative hypothesis is rejected.

Partials relative to the threat hypothesis show the expected direction for all but threat in clubs. Significant results are obtained for threat in grades (.01) and in dating (.01). The threat hypothesis is accepted.

Actual consistency produces partials in the expected direction for all dimensions but dating and though not significant, results are obtained which indicate a strong effect (.07) in athletics. Actual revised consistency produce all negative partials and show a strong (.09) effect in clubs. The consistency hypothesis must nonetheless be rejected.

Desired consistency produces all positive partials while desired revised consistency produces all negative partials. No significant effects are encountered but a strong effect is revealed by desired consistency in athletics (.08).

Table 6-33 presents the zero order correlation between each independent variable classified by status dimension and delinquency and also presents the direction and magnitude of movement of the partial, relative to the zero order, correlation. Our partial analysis leads us to reject both the deprivation and frustration hypotheses.

Table 6-33 shows that with the exception of grades, all deprivation partials move in the predicted direction. With the exception of dating, where no change occurs, all frustration partials move in the predicted direction. Our partial analysis leads us, also, to reject the comparative hypothesis but the magnitude of the zero order, relative to the partial, correlation shows that frustration exceeds deprivation for all but the dating dimension. While we rejected the consistency hypothesis, an examination of the movement of the actual revised consistency partials, shows the expected direction for all dimensions but athletics.

Personal Nonsalience

Because of a general lack of association, few significant partials are to be expected. However, a check of the hypotheses can be made in terms of directionality and absolute magnitude of the obtained partials. To this end, each independent variable was classified by status dimension and partial correlations with delinquency were computed and are presented in Table 6-34.

No statement concerning the deprivation hypothesis can be made since observations were encountered only for deprivation in athletics. Here the partial is not significant but is in the appropriate direction. Insufficient information is available to constitute an adequate test of the general hypothesis.

TABLE 6-34.--Partial and zero-order correlations between status problems and delinquent behavior by personal nonsalience of status dimensions for professionals.

	Athletics 47		Grades 38		Clubs 33		Dating 54	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	.14	.02	θ	θ	θ	θ	θ	θ
Frustration	.09	-.07	-.25	-.09	.20	.008	.21	-.11
Threat	.20	.02	-.009	.08	-.11	-.06	.16	.21
Consistency								
Actual	-.09	-.06	.17	-.24	-.16	.05	-.27	-.17
Desired	.10	-.04	-.18	-.18	.11	-.01	.26	.01
Revised Consistency								
Actual	.21	-.23	-.32	-.26	.15	-.14	-.13	-.24
Desired	-.30	-.26	.10	-.23	-.41	-.33	-.06	-.12

^{x}P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observation σSingular matrix

Only frustration in grades produces a negative partial and all partials are by chance alone. The frustration hypothesis is rejected.

In terms of absolute magnitude of the partial, deprivation exceeds frustration in athletics. Since no observations were encountered for deprivation in grades, clubs, or dating, we feel that these data do not constitude an adequate basis upon which to refute the general hypothesis.

Threat in athletics and dating presents partials in line with expectations while threat in grades and clubs yield negative partials. Since all results indicate only chance associations, the threat hypothesis is rejected.

Actual consistency yields a negative partial for all dimensions but grades and does manifest a strong effect in dating (.08). Actual revised consistency produces a negative partial for all dimensions but clubs. Since only chance associations are reflected in the partials, the consistency hypothesis is rejected.

Desired consistency yields a positive partial for all dimensions but grades and shows some relation (.09) in dating. Desired revised consistency yields a negative partial for all dimensions but grades and shows an effect in athletics (.09) and clubs (.06).

Table 6-34 presents the zero order correlation between each independent variable, classified by status

dimension, and delinquency and the partial relative to the zero order correlation, movement. Our partial analysis leads us to reject the frustration hypothesis, but an examination of the above table shows the partial movement is in the expected direction for all dimensions but grades. Relevant to the comparative hypothesis, the only comparison that can be made shows frustration to exceed deprivation. The movement of the partial for actual consistency shows the expected direction for all dimensions but grades. All other results are shown by this table.

Combined (system and personal) Salience

Appendix III shows that under conditions of combined salience, only the club dimension yielded observations. No observations were encountered for dating and singular matrices were obtained for grades and athletics. Any conclusions that would be drawn from these data would be based upon the club dimension (N=33). We feel that insufficient information is available to either (1) establish the presence of absence of a relationship, or if present (2) to test the significance of hypothesized relationships.

Combined (system and personal) Nonsalience

Although few significant partials are expected, the hypotheses may be checked in terms of directionality and absolute magnitude of the obtained partials. To this end, partial correlations between each independent variable, classified by status dimension, and delinquency were computed and are presented in Table 6-35.

No observations for deprivation in grades, clubs, or dating were encountered. Deprivation in athletics yields a positive partial which is unable to exceed alpha. Insufficient information is yielded upon which to base any rejection of acceptance decision.

Frustration partials yield the expected direction for all dimensions but grades and no partial is able to exceed alpha. The frustration hypothesis is rejected.

Since no observations are encountered for deprivation in grades, clubs or dating, the only comparison possible is in athletics where deprivation's absolute magnitude exceeds that obtained by frustration. To base the conclusion on these partials alone (N=34) would be dangerous; we feel that insufficient information is available to constitute an adequate test of the comparative hypothesis.

Threat in athletics and dating yield positive partials while for grades and clubs, the threat partials are

TABLE 6-35.--Partial and zero-order correlations between status problems and delinquent behavior by combined nonsalience of status dimensions for professionals.

	Athletics 34		Grades 34		Clubs 19		Dating 54	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	.25	.03	θ	θ	θ	θ	θ	θ
Frustration	.21	.01	-.26	-.14	.54	.04	.21	-.11
Threat	.34	.24	-.03	.08	-.65	-.18	.16	.21
Consistency								
Actual	-.16	.01	.18	-.13	-.35	-.14	-.27	-.17
Desired	.18	.03	-.16	-.03	.30	-.24	.26	-.01
Revised Consistency								
Actual	-.35	-.14	-.34	-.22	-.16	-.33	-.13	-.24
Desired	-.15	-.18	.14	-.15	-.21	-.48	-.06	-.12

^{x}P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observation σSingular matrix

negative. While nonsignificant threat in clubs is strongly (.07) in the direction opposite to expectations. The threat hypothesis is rejected.

Actual consistency yields nonsignificant and negative partials for all dimensions but grades while actual revised consistency yields all nonsignificant and negative partials. Since no partial reflects more than a chance association, the consistency hypothesis is rejected.

Desired consistency yields all negative partials while desired revised consistency yields positive partials only for grades. No partial exceeds alpha.

Table 6-35 presents the zero order correlation between each independent variable, classified by status dimension, and delinquency and presents the movement of the partial correlation relative to the zero order association. Our partial analysis leads us to reject the frustration hypothesis whereas the above table shows the frustration partials to move in the expected direction for all but the grade dimension. In the only comparison possible, deprivation is found to exceed frustration, in terms of absolute magnitude of the partial's movement. Table 6-35 reveals actual consistency to produce partial movement in the expected direction for all dimensions but grades. All other results are reflected in the above table.

Business Situs

System Salience

Attempting to examine relations between each independent variable and delinquency, independent of extraneous effects, all variables were classified by status dimension and partial correlations were computed and are presented in Table 6-36.

No observations were encountered for deprivation in dating. Deprivation in athletics yields a negative partial which is not able to exceed alpha. Deprivation in grades and clubs presents partials which are in the direction expected and for grades, significance (.005) is achieved. While not significant, some effect (.06) is shown by deprivation in clubs. The deprivation hypothesis is supported.

No observations are encountered for frustration in dating. All other frustration partials are in the expected direction and frustration in grades (.005) and in clubs (.05) are significant. The frustration hypothesis is supported.

In comparing the significance levels of deprivation and frustration in grades, we find that the same level (.005) is attained. When clubs are examined we find frustration in clubs to be significant at .05 whereas deprivation shows only chance, but strong nevertheless

TABLE 6-36.--Partial and zero-order correlations between status problems and delinquent behavior by system salience of status dimensions for business.

	Athletics 22		Grades 17		Clubs 72		Dating 0	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	-.06	-.04	.99°	-.06	.24	.03	θ	θ
Frustration	.30	-.01	.99°	-.15	.28^{x}	-.13	θ	θ
Threat	-.28	.43^{x}	.99°	-.20	.07	.15	θ	θ
Consistency								
Actual	-.20	-.18	-.99°	-.43	-.37°	-.12	θ	θ
Desired	.19	-.12	.99°	-.01	.34*	-.04	θ	θ
Revised Consistency								
Actual	-.38	-.12	-.98°	-.22	.14	-.09	θ	θ
Desired	.37	.09	.99°	.33	-.09	.06	θ	θ

^{x}P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observation σSingular matrix

(.10). In terms of direction, the frustration partials show the expectation and also obtain a greater absolute magnitude in comparison with appropriate deprivation partials. The comparative hypothesis is rejected.

Only threat in athletics yields a negative partial. Threat in grades and clubs are in the expected direction and for grades significance (.001) is attained. The threat hypothesis is accepted.

Actual consistency presents negative partials in all obtained dimensions while actual revised consistency obtains a positive partial only in clubs. Actual consistency yields significance for grades (.001) and clubs (.005) while actual revised consistency yields significance for grades (.01). The consistency hypothesis is supported by actual consistency and actual revised consistency.

Desired consistency yields all positive partials and significant effects for grades (.007) and clubs (.01). Desired revised consistency yields a negative partial only in clubs and significance is shown (.001) for grades.

Table 6-36 presents the zero order association between each independent variable, classified by status dimension, and delinquency and also presents the direction and magnitude of movement in the partial relative to the zero order association. With the exception of the threat hypothesis where partial movement for athletics

and clubs show the reverse of expectations, all results of the partial analysis are reflected in the table.

System Nonsalience

Hypotheses can be checked in terms of directionality and absolute magnitude of obtained results. To this end, partial correlations for each independent variable, classified by status dimension, and delinquency were computed and are presented in Table 6-37.

No observations were encountered for deprivation in clubs. All other deprivation partials are in the direction supportive of the hypothesis but are unable to exceed alpha. A strong effect (.07) is shown by deprivation in athletics. The deprivation hypothesis is rejected.

Only frustration in clubs reveals a negative partial. All other partials are in the predicted direction and frustration in grades (.06) shows a notable effect. The frustration hypothesis is rejected.

Since only chance was reflected by the deprivation and frustration hypotheses, significance levels cannot be compared. In terms of absolute magnitude, deprivation exceeds frustration for athletics and dating while the reverse is encountered for grades. We feel that insufficient information is available to adequately test the general hypothesis.

TABLE 6-37.--Partial and zero-order correlations between status problems and delinquent behavior by system nonsalience of status dimensions for business.

	Athletics 87		Grades 92		Clubs 37		Dating 109	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	.20	.16	.18	.02	θ	θ	.16	.11
Frustration	.06	-.16	.21	.15	-.21	.12	.05	-.15
Threat	-.002	-.01	.0004	.02	-.21	-.20	.02	.04
Consistency								
Actual	-.09	-.06	-.10	-.04	.18	-.04	.10	-.03
Desired	.07	-.01	.08	-.07	-.13	-.02	.10	-.03
Revised Consistency								
Actual	-.04	-.11	-.02	-.13	-.29	-.18	-.04	-.14
Desired	.05	.02	-.005	-.01	.21	.05	.02	.04

^{x}P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observation σSingular matrix

Threat in athletics and clubs reveals a negative partial while for grades and clubs all partials are positive. All obtained partials reflect only chance association and thus the threat hypothesis must be rejected.

Actual consistency yields a negative partial for all dimensions but clubs while actual revised consistency yields all negative partials. No partial is able to exceed alpha and thus the consistency hypothesis is rejected.

Desired consistency yields a negative partial only for clubs while desired revised consistency yields a negative partial only for grades. No significant effect is encountered.

Table 6-37 presents the zero order correlation between each independent variable, classified by status dimension, and delinquency and also presents the direction and magnitude of the partial's movement relative to the zero order correlation. Our partial analysis leads us to reject the deprivation and frustration hypotheses. The above table indicates that for each variable, the movement of the partial relative to the zero order association is in the expected direction for three of four dimensions. The same result is found for actual consistency. Whereas insufficient information was available to test the comparative hypothesis, here we find frustration to exceed deprivation for athletics and dating.

frustration to exceed deprivation for athletics and dating. All other conclusions are reflected in this table.

Personal Salience

Few significant partials would be expected, but the hypotheses can be checked by noting the directionality and absolute magnitude of obtained results. To this end, each independent variable was classified by status dimension and partial correlations with delinquency were computed and are presented in Table 6-38.

All deprivation partials are in the direction supporting the hypothesis and some effect (.08) is shown by deprivation in dating. But since only chance association is revealed, the deprivation hypothesis is rejected.

All frustration partials are in the expected direction and frustration in dating is significant (.01). The frustration hypothesis receives qualified support.

Comparing the significance levels of deprivation and frustration in dating, we find frustration exceeds deprivation. In terms of directionality, all partials are in the expected direction and in terms of absolute magnitude of the partial, deprivation exceeds frustration for all the other dimensions. The comparative hypothesis is rejected.

TABLE 6-38.--Partial and zero-order correlation between status problems and delinquent behavior by personal salience of status dimensions for business.

	Athletics 32		Grades 32		Clubs 19		Dating 1	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	.28	.12	.04	.02	.10	.04	.07	-.29
Frustration	.15	-.08	.007	.07	.02	-.21	.84*	.009
Threat	.21	.13	.12	.16	.02	.16	.60	.35
Consistency								
Actual	-.22	.03	.07	-.18	-.08	-.12	-.78[x]	-.37
Desired	.29	.21	-.09	-.06	.07	-.10	.85*	-.35
Revised Consistency								
Actual	-.05	-.17	.01	-.11	.01	-.05	-.40	-.29
Desired	.25	-.03	.08	.14	-.04	.08	.73	.34

[x]P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observation σSingular matrix

All threat partials are in the expected direction but no partial is able to exceed alpha. Since only chance is observed, the threat hypothesis is rejected.

Actual consistency yields negative partials for all dimensions but grades and significance is achieved for dating (.05). Actual revised consistency yields the appropriate direction only for athletics and clubs and no partial is significant. The consistency hypothesis receives qualified support by actual consistency.

Desired consistency yields positive partials for all dimensions but grades and significance is achieved by clubs (.01). Only in clubs does desired revised consistency yield a negative partial and some effect (.06) is revealed for dating.

Table 6-38 presents the zero order association between each independent variable, classified by status dimension, and delinquency and also presents the direction and magnitude of partial movement as compared to the zero order association. Our partial analysis leads us to reject the deprivation hypothesis but the above table shows partial movement for all deprivation partials in the expected direction. All other conclusions of the partial analysis are mirrored in this table.

Personal Nonsalience

In order to examine these relations, independent of extraneous influences, each independent variable was

classified by status dimension and partial correlations with delinquency were computed and are presented in Table 6-39.

No observations are encountered for deprivation in clubs. Deprivation in grades and dating yields a partial in support of the hypothesis while a negative direction is indicated by deprivation in athletics. Deprivation in grades is significant (.01). The deprivation hypothesis receives qualified support.

Frustration in athletics and dating yields a negative direction while for grades and clubs, the deprivation partial is positive. Significant association is indicated for the grade dimension (.01). The frustration hypothesis receives qualified support.

Comparing the significance levels of deprivation and frustration in grades, we discover that frustration exceeds deprivation. In terms of absolute magnitude, frustration exceeds deprivation for athletics and dating. Deprivation in athletics and frustration in athletics and dating yield partials in the unexpected direction. The hypothesis is rejected.

All threat partials are in the opposite direction from prediction and no partial is able to exceed alpha. The threat hypothesis is rejected.

Actual consistency yields a negative partial for grades and clubs and significance is achieved by grades

TABLE 6-39.--Partial and zero-order correlation between status problems and delinquent behavior by personal nonsalience of status dimensions for business.

	Athletics 66		Grades 60		Clubs 46		Dating 87	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	-.002	.10	.32*	-.03	θ	θ	.07	-.23
Frustration	-.13	-.16	.39*	.10	.10	.14	-.11	.18
Threat	-.02	.03	-.10	-.03	-.26	-.13	-.06	-.08
Consistency								
Actual	.05	-.19	-.34*	-.10	-.06	-.17	.01	-.03
Desired	-.11	-.12	.30[x]	-.09	-.01	-.13	-.03	.04
Revised Consistency								
Actual	.22	-.03	-.11	-.14	-.003	-.19	.05	-.10
Desired	-.02	.13	.03	.004	.19	.20	-.08	-.01

[x]P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observation σSingular matrix

(.01). With the exception of significance for grades, actual revised consistency produces the same picture. The consistency hypothesis is rejected.

Desired consistency shows negative partials for all dimensions but grades where a positive and significant (.05) partial is obtained. Desired revised consistency produces a negative partial for grades and clubs and a positive partial for athletics and dating.

Table 6-39 presents the zero order correlation between each independent variable, classified by status dimension, and delinquency and also presents the directionality and absolute magnitude of the movement in the partial as compared to the zero order association. Our partial analysis leads us to reject the comparative hypothesis. The above table shows partial movement for athletics and grades for deprivation in excess of frustration. But in athletics the movement is in the opposite direction than expected, thus adding further support to the rejection of the hypothesis. All partial conclusions are supported by this table.

Combined (system and personal) Salience

An examination of Appendix II reveals that no observations were encountered for dating and grades and athletics obtained singular matrices leaving only observation for the club dimension. No effect for either

restricted or nonrestricted variables is shown thus indicating only chance relationships with delinquency. Although significant partials might be encountered, any conclusion based only on one dimension (N=45) would be extremely hazardous. We feel that insufficient information is available either to (1) establish the presence or absence of an effect, or (2) to test the significance of hypothesized relationships.

Combined (system and personal) Nonsalience

In order to examine these association, independent of extraneous influences, each independent variable was classified by status dimension and partial correlations with delinquency were computed and are presented in Table 6-40.

All obtained deprivation partials are in the direction predicted by the hypothesis and deprivation in grades achieved significance (.01). The deprivation hypothesis receives qualified support.

Frustration in athletics and grades show the expected direction and in grades significance (.001) is achieved. Frustration in clubs and dating show the direction opposite to expectations and in clubs significance (.05) is achieved. A truly contradictory picture is revealed by the frustration hypothesis to such a degree that neither support nor rejection can be concluded.

TABLE 6-40.--Partial and zero-order correlation between status problems and delinquent behavior by combined nonsalience of status dimensions for business.

	Athletics 53		Grades 54		Clubs 19		Dating 87	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	.21	.13	.39*	.08	θ	θ	.07	.18
Frustration	.10	-.29^{x}	.47+	.14	-.89^{x}	-.03	-.11	-.25^{x}
Threat	-.04	-.03	-.10	-.01	.42	-.22	-.06	-.08
Consistency								
Actual	-.19	-.17	-.39*	-.02	.81	.05	.01	-.03
Desired	.14	-.06	.35*	-.10	-.74	-.03	-.03	.04
Revised Consistency								
Actual	.21	-.03	-.02	-.10	.70	-.22	.05	-.10
Desired	.08	.10	.003	-.02	.85	.30	-.08	-.01

^{x}P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observation σSingular matrix

Comparing deprivation and frustration in grades, we find that the significance level for frustration exceeds that obtained by deprivation. Since no observations were encountered for deprivation in clubs, the negative significance of frustration in clubs cannot be compared. Frustration exceeds deprivation for dating but it is in the unexpected direction while deprivation exceeds frustration for athletics in the expected direction. The comparative hypothesis is rejected.

Only threat in clubs reveals the presence of the hypothesized direction and all partials reflect only chance variation. The threat hypothesis is rejected.

Actual consistency in athletics and grades reveal the expected direction and significance is achieved in grades (.01). For clubs and dating, positive partials are reported and for clubs the effect is notable (.09). Actual revised consistency yields a negative partial only for grades and clubs and no partial is significant. The consistency hypothesis is rejected.

Desired revised consistency yields a positive partial only for athletics and grades and significance (.01) is achieved in grades. Desired revised consistency reveals a positive direction for all dimensions but dating and clubs show some effect (.06).

Table 6-40 shows the zero order correlation between each independent variable, classified by status dimension,

and delinquency and also presents the direction and magnitude of the partial movement relative to the zero order association. All conclusions of the partial analysis are borne out in this table.

Labor Situs Analysis

System Salience

In order to specify these relationships, all independent variables were classified by status dimension and partial correlations were computed with delinquency and are presented in Table 6-41.

All partials relevant to ehd deprivation and frustration hypotheses indicate a picture of strong support for each hypothesis. All obtained partials are in the direction predicted by the hypothesis and are significant: athletics (.0005, .005), grades (.001, .001), and clubs (.05, .005).

As can be seen, deprivation exceeds frustration's significance level only in the athletic dimension whereas the hypothesis predicted that deprivation should exceed frustration in all salient status dimensions. The comparative hypothesis is rejected.

Partials relevant to the threat hypothesis produce the predicted direction for threat in athletics and grades. Significant results are obtained in the athletic (.01) dimension. Since threat in clubs is negative and a

TABLE 6-41.--Partial and zero-order correlations between status problems and delinquent behavior by system salience of status dimensions for labor.

	Athletics 58		Grades 25		Clubs 121		Dating 7	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	.51++	.22	.83+	.24	.20	.06	σ	σ
Frustration	.44°	-.16	.84+	.02	.27°	-.12	σ	σ
Threat	.37*	.27	.32	-.15	-.08	-.01	σ	σ
Consistency								
Actual	-.48+	-.06	-.84+	-.01	-.34++	-.002	σ	σ
Desired	.47+	.10	.84+	.23	.34++	.006	σ	σ
Revised Consistency								
Actual	.13	.12	.48	.28	.09	.12	σ	σ
Desired	-.01	.01	-.61[x]	-.43[x]	.08	.06	σ	σ

[x]P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observation σSingular matrix

singular matrix is obtained for the dating dimension, only qualified support is received by the threat hypothesis.

In terms of actual consistency, the consistency hypothesis is supported. All partials are in the expected direction and are significant: athletics (.001), grades (.001), and clubs (.0005). Actual revised consistency produces partials which are all opposite to expectations, none of which is more than chance.

Desired consistency produces partials which are all positive and significant: athletics (.001), grades (.001), and clubs (.0005). Desired revised consistency yields a negative partial for all dimensions but clubs and significance is obtained for grades (.05).

Table 6-41 presents the zero order correlation between each variable classified by status dimension and delinquency and shows the direction of movement of the partial correlation relative to the zero order association. With no exceptions, the results presented support the results of our analysis of the partial correlations.

System Nonsalience

Hypotheses can be checked by noting the direction and magnitude of obtained partials. Each independent variable was classified by status dimension and partial correlations were computed with delinquency are are presented in Table 6-42.

TABLE 6-42.--Partial and zero-order correlations between status problems and delinquent behavior by system nonsalience of status dimensions for labor.

	Athletics 147		Grades 180		Clubs 84		Dating 198	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	-.004	.07	.12	.07	-.0008	-.11	.10	-.05
Frustration	-.02	-.15[x]	.13	.07	-.06	-.06	.12	-.05
Threat	.01	.06	.008	-.01	-.03	-.05	-.006	.02
Consistency								
Actual	-.01	.04	-.09	-.01	.03	-.04	-.13	.01
Desired	.01	.08	.09	.03	-.02	.16	.13	.07
Revised Consistency								
Actual	.05	.06	.007	.02	-.07	.006	.11	.10
Desired	.07	.10	.13	.12	.08	.09	.04	.09

[x]P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observation σSingular matrix

No deprivation partial is able to exceed alpha and while deprivation in grades and dating are in the direction expected by the hypothesis, deprivation in athletics and clubs are in the opposite direction. The deprivation hypothesis is rejected.

Frustration in grades and dating yields partials in the predicted direction while frustration in athletics and clubs yields negative partials. No obtained partial is other than by chance and the frustration hypothesis is rejected.

In terms of directionality only deprivation and frustration in grades and dating are in the expected direction. The absolute magnitude of obtained partials shows frustration to exceed deprivation for all dimensions. Since all partials are only by chance, we feel that insufficient information is available to constitute an adequate test of the comparative hypothesis.

No threat partial is able to exceed alpha. The appropriate direction is shown by threat in athletics and grades while threat in clubs and dating are negative. The threat hypothesis is rejected.

Actual consistency yields negative partials for all dimensions but clubs and while not significant, actual consistency in dating is strong (.07). A negative partial for actual revised consistency is yielded only

for clubs and all partials reflect only chance association. The consistency hypothesis is rejected.

Desired consistency and desired revised consistency yield all positive partials, with the exception of desired consistency in clubs. All partials reflect only chance association.

Table 6-42 presents the zero order correlation between each independent variable classified by status dimension and delinquency and the direction of movement in the partial as compared to the zero order association. Our partial analysis leads us to reject all hypotheses. For the frustration hypothesis, the direction of movement in the partial is in the expected direction for all but the club dimension. Insufficient information was available to test the comparative hypothesis. Table 6-42 shows that the magnitude of the partial movement for frustration exceeds that of deprivation for all dimensions but clubs. In terms of actual consistency, the predicted direction of movement in the partial is revealed for all dimensions but clubs. All other results are reflected in the table.

Personal Salience

To examine these relations, each independent variable was classified by status dimension and partial correlations were computed for each independent variable and delinquency and are presented in Table 6-43.

TABLE 6-43.--Partial and zero-order correlations between status problems and delinquent behavior by personal salience of status dimensions for labor.

	Athletics 69		Grades 84		Clubs 95		Dating 45	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	.03	.002	.21	.06	.17	-.07	.16	-.26
Frustration	.06	-.08	.18	.25^{x}	.23^{x}	.16	.31	-.07
Threat	.08	.17	.10	-.01	-.06	-.03	.17	.31
Consistency								
Actual	.07	-.06	-.10	-.16	-.32°	-.12	-.34	-.16
Desired	-.02	.16	.07	-.14	.30°	-.02	.29	.03
Revised Consistency								
Actual	-.26^{x}	.01	.20	.09	.11	.15	.43*	.20
Desired	.38°	.18	.09	.21	.11	.18	-.20	.12

^{x}P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observation σSingular matrix

All deprivation partials are in the direction predicted by the hypothesis, but all reflect only a chance association. A strong effect is observed for grades (.08). The deprivation hypothesis must be rejected.

All frustration partials are positive and a significant effect is achieved in clubs (.05). Strong positive effects are encountered for grades (.09). The frustration hypothesis is supported.

For clubs, a significant effect was obtained for frustration (.05) while deprivation in clubs obtains only a chance association. Although not significant, frustration in dating is strong (.09), while deprivation is by chance. In terms of absolute magnitude frustration exceeds deprivation in athletics. For grades, a strong effect is shown by deprivation (.08) while frustration is only by chance. The weight of evidence indicates a rejection of the comparative hypothesis.

With the exception of threat in clubs, all threat partials are in the expected direction and all results reflect only chance associations. The threat hypothesis is rejected.

Actual consistency yields a positive partial only in athletics. For clubs, a significant effect is observed (.005) and for dating, a strong effect (.06) is encountered. Actual revised consistency produces a negative and significant partial (.05) in athletics. However,

a significant positive partial is obtained for dating (.01) and for grades a strong positive effect is observed (.09). The consistency hypothesis is supported by actual consistency.

Desired consistency yields a negative partial only in athletics and produces a positive and significant partial (.005) for clubs. Desired revised consistency produces a significant partial (.005) for athletics and, with the exception of dating, all partials are positive.

Table 6-43 presents the zero order correlation between each independent variable classified by status dimension and delinquency and the direction of movement in the partial relative to the zero order association. Our partial analysis leads us to reject the deprivation hypothesis. The direction of the partial movement shows the deprivation partials to move in the predicted direction for all dimensions. Whereas our partial analysis supported a rejection of the comparative hypothesis, the magnitude of the partial chance shows deprivation to exceed frustration for all dimensions but athletics. All other results are reflected in this table.

Personal Nonsalience

In order to examine these relations, partial correlations were computed for delinquency and each independent variable classified by status dimensions and are presented in Table 6-44.

TABLE 6-44.--Partial and zero-order correlations between status problems and delinquent behavior by personal nonsalience of status dimensions for labor.

	Athletics 136		Grades 121		Clubs 110		Dating 160	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	.31++	.23*	.15	-.009	.17	.12	.11	.003
Frustration	.20*	-.19	.07	.05	.07	-.005	.11	-.03
Threat	.13	.12	-.04	-.06	-.06	-.006	-.01	-.01
Consistency								
Actual	-.29+	.05	-.18^{x}	.002	-.05	-.006	-.11	.04
Desired	.28+	.07	-.19^{x}	.03	.06	.03	.12	.09
Revised Consistency								
Actual	.19^{x}	.16	.02	.02	.09	.002	.006	.02
Desired	.004	.02	-.07	-.10	-.11	-.003	.03	.05

^{x}P<.05 *P<.01 °P<.005 +P<.001 +P<.0005 θNo observation σSingular matrix

All deprivation partials are in the direction supporting the hypothesis. Significant associations are indicated by deprivation in athletics (.0005). Although not significant, deprivation in clubs (.08) shows a close association. The deprivation hypothesis is supported.

All frustration partials are positive and significance is achieved by frustration in athletics (.01). Strong effects are revealed by frustration in grades (.07). The frustration hypothesis is supported.

Comparing the significance levels of deprivation relative to frustration in athletics (.0005, .01) leads in the direction of support of the hypothesis. In terms of magnitude and obtained strong relations, frustration exceeds deprivation in grades but deprivation exceeds frustration in clubs. Equal partials for deprivation and frustration are encountered in the dating dimension. The general picture is one of support for the comparative hypothesis.

Only threat in athletics produces a positive partial. All results reflect only chance associations and thus the threat hypothesis is rejected.

Actual consistency produces all partials in the expected direction and significance is achieved by athletics (.001) and grades (.05). Actual revised consistency produces all positive partials and significance is

achieved in athletics (.05). The consistency hypothesis is supported by actual consistency.

Desired consistency produces all positive partials and significant associations are indicated for athletics (.001) and grades (.05). Desired revised consistency yields positive partials only for athletics and dating and all partials are only by chance.

Table 6-44 presents the zero order association between delinquency and each independent variable classified by status dimension and the movement of the partial relative to the zero order correlations. With the exception of the comparative hypothesis where the magnitude of the partial movement for frustration exceeds deprivation in all dimensions but grades, all partial conclusions are verified by this table.

Combined (system and personal) Salience

In order to examine these relations more precisely, each independent variable was classified by status dimension and partial correlations with delinquency were computed and are presented in Table 6-45.

The exact same picture is presented by partials relevant to both the deprivation and frustration hypothesis. All obtained partials are in the direction expected by the hypothesis and significant results are encountered for clubs (.05, .05). In terms of available

TABLE 6-45.--Partial and zero-order correlations between status problems and delinquent behavior by combined salience of status dimensions for labor.

	Athletics 24		Grades 16		Clubs 72		Dating 1	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	.29	-.11	σ	σ	.25[x]	.08	σ	σ
Frustration	.26	-.008	σ	σ	.28[x]	-.21	σ	σ
Threat	.31	.46	σ	σ	-.006	.04	σ	σ
Consistency								
Actual	-.27	-.06	σ	σ	-.34*	-.05	σ	σ
Desired	.32	.33	σ	σ	.34*	.008	σ	σ
Revised Consistency								
Actual	-.25	.13	σ	σ	.11	.21	σ	σ
Desired	.67*	.21	σ	σ	.20	.21	σ	σ

[x]P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observation σSingular matrix

information, the deprivation and frustration hypotheses are supported.

The only legitimate comparison that can be made is for the club dimension. Here both deprivation (.05) and frustration (.05) are significant. The hypothesis predicts deprivation's significance level to exceed that of frustration and the obverse is obtained. In athletics, in terms of absolute magnitude, deprivation exceeds frustration but the results reflect only chance association. All partials are in the direction expected. The comparative hypothesis must be rejected.

Partials relevant to the threat hypothesis present a positive partial for threat in athletics and a negative partial for threat in clubs. All partials are only by chance and thus the threat hypothesis must be rejected.

Actual consistency yields a negative partial for both dimensions and significance (.01) is yielded in the club dimension. Actual revised consistency presents a negative partial for athletics and a positive partial for clubs, both of which reflect only a chance association. The consistency hypothesis received qualified support from actual consistency.

Table 6-45 presents the zero order association between each independent variable classified by status dimension and delinquency and shows the direction of movement in the partial relative to the zero order

association. The consistency hypothesis received qualified support in terms of actual consistency in our partial analysis. Table 6-45 shows actual revised consistency to manifest consistency movement in the direction supported by the hypothesis. All conclusions of the partial analysis are reflected in this table.

Combined (system and personal) Nonsalience

The hypotheses can be checked by the directionality and magnitude of the obtained partials. Thus, each independent variable was classified by status dimension and partial correlations with delinquency were computed and are presented in Table 6-46.

All deprivation partials are in the expected direction and are only by chance even though a strong effect was encountered by deprivation in dating (.07). The deprivation hypothesis is rejected.

Frustration in athletics and in clubs show negative partials and while for grades and dating, the partials are in the direction expected, all results reflect only a chance association. The frustration hypothesis is rejected.

In terms of direction, all deprivation partials and frustration in grades and dating are in the expected direction. In terms of absolute magnitude of the partial, frustration exceeds deprivation in athletics and grades

TABLE 6-46.--Partial and zero-order correlations between status problems and delinquent behavior by combined nonsalience of status dimension for labor.

	Athletics 102		Grades 112		Clubs 61		Dating 154	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	.0004	.07	.03	.04	.19	.21	.15	.02
Frustration	-.02	-.16	.12	.01	-.14	-.08	.13	-.07
Threat	.04	.09	-.02	-.02	.14	.02	-.04	-.05
Consistency								
Actual	-.02	.14	-.11	.006	.11	.05	-.15	.04
Desired	.03	.11	.11	.02	-.07	.23	.16[x]	.09
Revised Consistency								
Actual	.12	.18	.04	.02	-.26	.03	.07	.07
Desired	-.02	.08	-.04	-.05	.16	.12	.05	.10

[x]P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observation σSingular matrix

while deprivation exceeds frustration in clubs and dating. We feel that insufficient information is available to constitute an adequate test of the comparative hypothesis.

While threat in athletics and clubs are in the expected direction, the opposite picture is obtained for grades and dating. Since all partials reflect only a chance association, the threat hypothesis is rejected.

Actual consistency yields negative partials for all but the club dimension and while not significant, strong effects (.06) are observed in dating. All partials for actual revised consistency are positive and the effect in the club dimension is strong (.07). Since only chance associations are encountered the consistency hypothesis is rejected.

Only in clubs does desired consistency yield a negative partial and in dating significance is achieved (.05). Desired revised consistency shows all chance associations and positive partials are yielded for clubs and dating.

Table 6-46 presents the zero order correlation between each independent variable classified by status dimension and the movement of the partial correlation relative to the zero order association. Our partial analysis leads us to reject both the frustration and threat hypotheses. In terms of partial movement, both hypotheses reflect partial movement in three of four

dimensions in line with expectations. Insufficient information was obtained to test the comparative hypothesis, however, we see that frustration exceeds deprivation in terms of magnitude of movement in all dimensions but athletics. In athletics and clubs the movement is in the direction opposite to prediction. All other results are supported by this table.

Results for Males by High School and Social Class Under Conditions of No Control for Salience

Our results for males by high school and social class under all conditions of salience, i.e., (1) no salience, (2) system salience and nonsalience, (3) personal salience and nonsalience, and (4) combined system and personal salience and nonsalience, are oriented toward the presentation of data to establish an association between our status variables and delinquency, and under what conditions the obtained associations become more or less pronounced.

In an attempt to control for the effects of high school class and social class, the total male sample was stratified into four high school and three social classes. With the total male sample and each stratified subsample, the analysis partialled the subsamples into four conditions of salience wherein a one-way analysis of variance and multiple correlation were computed to establish the

probability of association between the various independent variables and delinquency and, in addition, to indicate the proportion of variance in the dependent variable accounted by all variables in combination and under systematic restricted conditions. Partial coefficients were computed for all classifications of each independent variable to form the statistic for the test of hypothesized relationships.

Appendix III presents the results of our one-way analysis of variance and multiple correlation analysis for males by high school and social class without any control for salience.*

All Male (N=391)

In attempting to examine the relationship between each independent variable and delinquency, independent of all other operationalized variables, partial correlations were computed and are presented in Table 6-47. In not controlling for degrees of salience, we are herein assuming an equality (i.e., no difference) of salience across all dimensions for all groups.

Hypothesis I partial correlations indicate results which are all in the predicted direction. Significant coefficients are obtained for deprivation in athletics

*All hypotheses assume the association to hold in conditions of salience. Such associations would mean comparatively little if corresponding data were not available under conditions of no control for salience.

TABLE 6-47.--Partial and zero-order correlation between status problems and delinquent behavior with no control for salience of status dimensions for males.

	Athletics		Grades		Clubs		Dating	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	.18++	.12*	.17+	.07	.04	-.01	.14°	.01
Frustration	.11^{x}	-.09^{x}	.18++	.08	.06	-.11	.12*	-.06
Threat	.11^{x}	.10^{x}	-.01	-.03	-.05	-.009	.06	.08
Consistency								
Actual	-.14°	.01						
Desired	.14°	.02						
Revised Consistency								
Actual	-.001	-.01						
Desired	.07	.05						

^{x}P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observation σSingular matrix

(.0005), in grades (.001), and in dating (.005). With the exception of deprivation in clubs, the deprivation hypothesis is supported for all males under conditions of no control for salience.

Hypothesis II partials indicate a general picture of support. Significant results are obtained for frustration in grades (.0005), in dating (.01), and in athletics (.01). Like deprivation, frustration in clubs does not attain the alpha level, even though it is in the predicted direction. With the exception of the club dimension, the frustration hypothesis is supported.

For hypothesis III predicted results are obtained when we compare the relative alpha levels attained by deprivation and frustration's partials by status dimensions. In terms of athletics and dating, deprivation is more highly related to delinquency than is frustration. Although both frustration and deprivation in grades are highly significant, our expectations are reversed and frustration is more highly related to delinquency than is deprivation. Neither deprivation nor frustration in clubs reaches significance and obtained results could be the result of random fluctuation. Because of the obtained significance of frustration in comparison to deprivation in the grade dimension, we conclude that the obtained results in athletics and dating indicate qualified support for the comparative hypothesis.

For hypothesis IV the results are generally disappointing. The only significant partial obtained for threat is athletics (.01). Threat in dating, although in the predicted direction, is not significant. Threat in grades and in clubs, in addition to not being significant, are in the direction opposite to that predicted. The threat hypothesis is rejected for males under conditions of no control for salience.

The partials relevant to an explicit test of the consistency hypothesis are actual consistency and actual revised consistency. Desired consistency and desired revised consistency, although not treated as hypothetical, will be reported and suppositions as to their relationships with delinquent behavior will be stated as a hypothesis for future research.

For actual consistency the partial correlation is significant (.005) and in the predicted direction. For actual revised consistency, the partial is in the predicted direction but does not attain sginificance. The consistency hypothesis receives support when tested by actual consistency, but does not when examined under the revised condition.

Desired consistency obtains a partial significant at (.005) but in a positive direction while the revised condition obtains a partial also in the positive direction but which is not significant. We have no a priori

basis upon which to postulate directionality for either condition.

For males, the threat hypothesis received the least support. A further indication of this situation is seen in Table 6-47 which also presents the zero order correlation between each classification of each independent variable and delinquency. With the exception of threat in clubs and dating and actual revised consistency, the direction of change from the zero order corelation to the partial is in the predicted direction for all classifications of the independent variables.

Freshmen (N=91)

In an attempt to specify the conditions under which obtained relations become more or less pronounced, the male sample was stratified by high school and social class and a similar analysis was performed. Again no controls were set on personal and/or system salience.

Non-significant F statistics may be obtained when, in fact, significant variation is revealed upon further analysis. In order to check this possibility, the partial correlations were computed and are presented in Table 6-48.

Information provided by the partials indicates what the non-significant F statistics imply, i.e., a general lack of support for our hypotheses. Results relevant to

TABLE 6-48.--Partial and zero-order correlation between status problems and delinquent behavior with no control for salience of status dimensions for freshmen.

	Athletics		Grades		Clubs		Dating	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	-.10	.003	.08	.16	-.01	.06	-.07	-.01
Frustration	-.10	.05	-.05	.01	-.13	-.09	-.11	-.06
Threat	.04	.11	.01	.03	.03	.05	.17	.18
Consistency								
Actual	.09	.04						
Desired	-.11	.05						
Revised Consistency								
Actual	.09	.14						
Desired	.02	.06						

^{x}P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observation σSingular matrix

the deprivation hypothesis show all partials to be insignificant and, with the exception of deprivation in grades, negatively related to variation in delinquency. The situation is the same for data relevant to the frustration hypothesis where all partials are insignificant and in the negative direction. Because of the variations by chance in the partials for deprivation and frustration, the data relevant to the comparative hypothesis is subject to extreme chance variations and, thus, the hypothesis cannot be tested with freshmen data. Similar findings occur in the examination of actual consistency and actual revised consistency: results are insignificant and in the direction opposite of that predicted. Partials obtained for the desired conditions manifest contradictory results. While both are insignificant, desired consistency is in the negative direction while desired revised consistency is positive.

The threat hypothesis, although the partials are insignificant, shows consistency as to directionality. This finding is interesting in view of the fact that the threat hypothesis made the poorest showing in the male data.

An examination of Table 6-48 shows that while a number of variables manifested directionality opposite of predictions in the zero order correlations, when the effects of all other independent variables are partialled

out, only actual revised consistency shows a change in the predicted direction. This leads us to suspect that our independent variables, at least under conditions of no control for salience, are positively correlated with certain non-identified variables (error variables) which are negatively related to variation in delinquency among freshmen.

Sophomores (N=71)

In order to examine the intraclass variations between the independent variables and delinquency, partial correlations were computed and are presented in Table 6-49. In not controlling for system and/or personal salience we are assuming an equality (i.e., no difference in) of salience across all dimensions and within all groups.

With the exception of the club dimension, the partials obtained within classifications of deprivation are all in the appropirate direction. Significant partials are obtained for athletics (.0005), dating (.001), and grades (.01). With the exception of deprivation in clubs, the deprivation hypothesis is supported.

As with deprivation, the partials obtained within the classifications of the frustration variable indicate a picture of support. Significant results are obtained for grades (.01, for athletics (.05), and for dating (.05).

TABLE 6-49.--Partial and zero-order correlation between status problems and delinquent behavior with no controls for salience of status dimensions for sophomores.

	Athletics		Grades		Clubs		Dating	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	.46++	.34*	.30^{x}	-.04	-.11	-.17	.41+	.03
Frustration	.26^{x}	-.22	.35°	.03	.18	-.06	.26^{x}	.09
Threat	.15	.07	-.006	-.07	-.29^{x}	-.12	-.12	-.01
Consistency								
Actual	-.32*	-.17						
Desired	.27^{x}	-.05						
Revised Consistency								
Actual	-.01	-.12						
Desired	-.19	.02						

^{x}P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observation σSingular matrix

Again the club dimension does not attain alpha. With the exception of frustration in clubs, the frustration hypothesis is supported.

With regard to the comparative hypothesis, predicted results are obtained when we compare the relative significance of deprivation and frustration in athletics and dating. Although both variables yield significant partials in the grade dimension, our expectations are reversed for frustration in grades is more highly significant than is deprivation. Since neither variable attained alpha in the club dimension, the partials could be the result of chance fluctuation and thus no statement should be made. With the exception of the grade dimension, the obtained partials support the comparative hypothesis among sophomores.

The partials obtained relative to the threat hypothesis are inconclusive, for while threat is significant for clubs (.05), its direction is opposite of prediction. While not significant, threat in grades and dating also are negatively associated with delinquency. The only partial in the predicted direction is for athletics but it does not attain alpha. The threat hypothesis is rejected for sophomores.

Both actual and actual revised consistency are in the predicted direction, but only the former attains significance (.01). As to our expectations, desired

consistency is in the positive direction and significant (.05); the revised condition is negative and insignificant. In terms of actual consistency, the consistency hypothesis receives support.

A further indication of these results is obtained upon examination of the direction of change from the zero order correlation between each classification of each independent variable and delinquency to the partial as presented in Table 6-49. The zero order correlation for threat in all dimensions but athletics is negative, and the change from the zero order correlation to the partial is in the negative direction. These threat variables, with the addition of actual and desired revised consistency, are the only variables that manifest a direction of change opposite to predictions.

Juniors (N=56)

In order to examine the relationships between classifications of each independent variable and delinquency partial correlations were computed and are presented in Table 6-50.

The partial correlations for deprivation, in all four dimensions, are in the predicted direction but they fail to attain alpha. Partials for frustration are nowhere significant and while athletic and dating yield partials in the predicted direction, grades and clubs

TABLE 6-50.--Partial and zero-order correlation between status problems and delinquent behavior with no controls for salience of status dimensions for juniors.

	Athletics		Grades		Clubs		Dating	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	.14	-.02	.05	.07	.07	.06	.07	-.01
Frustration	.13	-.12	-.01	-.01	-.003	-.10	.04	.008
Threat	.34[x]	.26	.17	.23	.37[x]	.26	-.004	.15
Consistency								
Actual	.001	.01						
Desired	.07	.09						
Revised Consistency								
Actual	-.41*	-.18						
Desired	.39*	.19						

[x]P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observation σSingular matrix

yield frustration partials opposite of that expected. In view of the total lack of significant correlations, the comparative hypothesis cannot be dealt with. Thus the deprivation, frustration, and comparative hypotheses are rejected for juniors.

The threat hypothesis produces partial correlations revealing that threat in clubs (.01) and in athletics (.01) are significant in the relation to delinquency. Threat in grades, although not significant, is in the predicted direction. Threat in dating is only related to delinquency by chance if it is in the direction opposite to prediction. For juniors, the threat hypothesis receives qualified support.

For actual consistency, we find the partial to indicate a relation that is neither significant nor in the predicted direction. For actual revised consistency, the partial indicates the appropriate direction and a significant (.01) relation. Thus, the consistency hypothesis is supported for juniors in terms of actual revised consistency.

Desired consistency manifests a partial in the predicted direction but one which does not attain alpha. The revised condition presents a partial which is in the expected direction and which is significant (.01).

For juniors, hypotheses I through III were rejected while IV and V received qualified support. Further

support of this picture is obtained in Table 6-50 where the direction of change from the zero order correlation to the partial is presented. With the exception of deprivation and frustration in grades all changes for the partials are in the predicted direction but of insufficient magnitude to attain significance. However, the magnitude was sufficient to produce the expected direction. The zero correlations for threat are all in the predicted direction, but the grades and dating dimensions reflect a negative change in the partial. With the exception of desired consistency, all changes are in the expected direction.

Seniors (N-174)

In order to examine the intraclass variations, while controlling for the effect of each classification of each independent variable, partial correlations were computed and are presented in Table 6-51. In not controlling for salience, we are assuming an equivalence of salience across all dimensions.

Partial correlations for the deprivation variable indicate results which are all in the predicted direction. Significant coefficients are obtained for athletics (.0005), grades (.001), and dating (.001). Although in the predicted direction, deprivation in clubs does not attain alpha. With the exception of deprivation in clubs, the deprivation hypothesis is supported.

TABLE 6-51.--Partial and zero-order correlations between status problems and delinquent behavior with no control for salience of status dimensions for seniors.

	Athletics		Grades		Clubs		Dating	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	.31++	.19*	.26+	.08	.06	.01	.26+	.06
Frustration	.21*	-.13[x]	.36++	.22*	.20*	-.09	.23*	-.09
Threat	.18*	.11	-.14[x]	-.13[x]	-.12	-.05	-.04	.04
Consistency								
Actual	-.28++	.004						
Desired	.27++	.001						
Revised Consistency								
Actual	.08	-.0006						
Desired	.006	-.01						

[x]P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observation σSingular matrix

Partials reflecting frustration in the socie status dimensions are all in the predicted direction and are all significant in their association with delinquency: athletics (.01), grades (.0005), clubs (.01), and dating (.01). The frustration hypothesis receives unqualified support for seniors.

The comparative hypothesis is supported for athletics and dating. Although both deprivation and frustration in grades are highly significant, our predictions are reversed. While frustration in clubs is significant, deprivation is not. In terms of athletics and dating, the comparative hypothesis is supported, but in terms of grades and clubs, the comparative hypothesis is rejected. Thus, highly contradictory results are obtained which leads us neither to rejection nor acceptance.

The partials for threat in athletics (.01) and grades (.05) are significant but for grades, the partial is not in the predicted direction. All other dimensions yield negative coefficients and threat in clubs is almost significant (.07). For seniors, the threat hypothesis is rejected.

The consistency hypothesis assumes an inverse association between status consistency and delinquency. In terms of actual consistency results are in the predicted direction and are extremely significant (.0005). When examining the revised condition neither directionality

nor significance are obtained. In terms of actual consistency, the consistency hypothesis is strongly supported for seniors.

The partial for desired consistency is in the direction expected and strongly significant (.0005). The revised condition is directionally expected but not significant.

Further support for these conslusions is provided by Table 6-51 which presents the zero order correlations and the directions of change in the partials. As can be seen in this table, all changes of the deprivation and frustration partials are in the predicted direction. For frustration, these change are of sufficient magnitude to change the negative direction of frustration in athletics, clubs, and dating to a highly positive and, in two cases, significant extent. The magnitude of change from frustration in athletics is sufficient to change a significant coefficient in the zero order (.05) to a highly significant partial (.01). The zero order correlation for threat shows that only in athletics are the changes in the expected direction. For athletics, the change in the partial is sufficient to attain significance, while for dating the change is in the direction opposite to that obtained in the zero order correlation. The negative and significant coefficient for threat in grades obtained in the partial is seen to have been significant in the zero association.

Whereas actual consistency is in the opposite direction in the zero association, the change is strongly in the predicted direction in the partial. Desired consistency increases strongly in the predicted direction in the partial. Actual revised consistency, while negative in the zero order increases in a negative direction in the partial, while desired revised consistency which is negative in the zero order correlation, increases in the direction predicted in the partial correlation.

With the exception of threat in grades, clubs, and dating, all changes in the partials are in the direction expected.

Professional Situs (N=73)

Information provided by the partials in Table 6-52 reveals a general lack of support for our hypotheses and contradictory data as regards directionality.

In terms of the deprivation hypothesis, only the grade dimension obtains significance (.01) and while athletics is strong (.09) and in the predicted direction, it does not attain alpha. Deprivation in clubs and dating are not significant but are in the predicted direction. For professionals, the deprivation hypothesis must be rejected.

The frustration hypothesis produces effects which are entirely in the predicted direction but none of which are significant. With the exception of directionality in

TABLE 6-52.--Partial and zero-order correlations between status problems and delinquent behavior with no control for salience of status dimensions for business.

	Athletics		Grades		Clubs		Dating	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	.22	-.03	.30	.20	.07	.03	.20	.09
Frustration	.21	-.05	.21	-.05	.17	-.15	.15	-.16
Threat	.28[x]	.17	.19	.12	-.17	.03	.27[x]	.29[x]
Consistency								
Actual	-.22	-.10						
Desired	.22	.04						
Revised Consistency								
Actual	-.12	-.18						
Desired	-.15	-.15						

[x]P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observation σSingular matrix

the partials, the frustration hypothesis must also be rejected.

With regard to the comparative hypothesis only one comparison can be made. Deprivation in grades attained alpha and deprivation in athletics is strong. Comparative significance levels for frustration partials are considerably below that obtained for these dimensions. Thus, the comparative hypothesis produces only suggestive results and neither rejection nor acceptance can be stated.

The threat hypothesis yields three partials which are in the predicted direction, two of which are significant: athletics (.01) and dating (.05). Only threat in clubs is in the direction opposite to that predicted. The threat hypothesis receives qualified support for professionals.

In terms of actual consistency and actual revised consistency, the consistency hypothesis produces only a chance association but one which is, in both cases, in the predicted direction. It should be noted that although unable to attain alpha, actual consistency yields a partial which is strongly (.09) in the expected direction. Nonetheless, the consistency hypothesis must be rejected.

In terms of desired consistency, we obtain a partial which, while strongly in the expected direction (.08), does not attain alpha. The revised ocndition is not only

in the direction opposite to expectation, it also fails to attain alpha.

This general lack of support is underscored by Table 6-52 which shows that only threat in dating is significantly related (.05) to delinquency in the zero order correlation. However, with the exception of threat in clubs and actual revised ocnsistency, the direction of change from the zero order association to the partial is in the predicted direction. This tends to indicate that in addition to those stated, the construction of additional independent variables may produce significant results. In passing, it should be noted that, while not significant in the zero order association, threat in athletics manifests a sufficient magnitude of change in the partial to attain significance.

Business Situs (N=109)

The partial correlations indicate a complete lack of support for the hypotheses. For the most part, obtained partials are in the expected direction. As regards the deprivation hypothesis, only athletics attains alpha (.05). Although not significant, deprivation in grades is strongly (.08) in the predicted direction. All results are in the predicted direction, nevertheless, the deprivation hypothesis must be rejected.

Only frustration in grades attains significance at (.05). All obtained partials are in the predicted

direction, but with the exception of the grade dimension, none strongly so. The frustration hypothesis is rejected.

Since the significant partials are obtained in different dimensions, the comparative hypothesis can only maintain that in terms of athletics, the hypothesis is supported while in terms of grades, it is rejected. Comparisons on the other dimensions cannot be made because of insignificant partials.

Results relevant to the threat hypothesis are contradictory as to direction. While threat in athletics and dating are in the predicted direction, threat in grades and clubs are in a negative direction. No partial obtained for the threat variable is significant indicating only random association. The threat hypothesis receives no support.

Results relevant to the consistency hypothesis follow directionality but none attains alpha. Thus the consistency hypothesis must be rejected. Desired and desired revised consistency are in the predicted direction but are not significant.

This general picture of non-significance and predicted directionality is revealed by Table 6-53 where only threat in grades, clubs, and dating in addition to actual and desired consistency, indicates changes contradictory to expectation.

Table 6-53.--Partial and zero-order correlations between status problems and delinquent behavior with no controls for salience of status dimensions for professionals.

	Athletics		Grades		Clubs		Dating	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	.20[x]	.13	.17	-.003	.08	.01	.16	.11
Frustration	.09	-.12	.20[x]	.12	.01	-.15	.05	-.15
Threat	.06	.07	-.03	.01	-.06	.04	.02	.04
Consistency								
Actual	-.12	-.10						
Desired	.10	-.03						
Revised Consistency								
Actual	-.04	-.14						
Desired	.02	.04						

[x]P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observation σSingular matrix

Labor Situs (N=205)

In order to examine the relation between each independent variable and delinquency, each variable was classified by status dimension and partial correlations were computed for each. In not controlling for salience, we assume an equivalence of salience across all dimensions.

All partial correlations obtained for deprivation reveal the direction expected. In addition, significant partials are obtained by athletics (.005), grades (.01), and dating. With the exception of the club dimension, the deprivation hypothesis is supported.

For the frustration hypothesis, all obtained partials are in the predicted direction. While only frustration in grades (.005) and in dating (.01) reach significance, the athletic (.08) and the club dimension (.07) are very strong. The frustration hypothesis receives support for labor situs.

In terms of the comparative hypothesis, only two dimensions can be legitimately compared. When we compare the significance levels obtained by deprivation and frustration in grades and dating, we find results contradictory to expectation; in each case, frustration has a stronger association with delinquency than does deprivation. This, combined with the strong associations encountered in athletics and clubs, leads us to reject the comparative hypothesis for labor.

With the exception of threat in clubs, all obtained partials are in the direction proposed by the threat hypothesis. No partial obtains alpha but threat in athletics is strong (.08). The threat hypothesis is rejected.

In terms of actual consistency, the consistency hypothesis receives support. Actual consistency presents a partial which is significant (.01) and in the direction predicted. Actual revised consistency, while in the predicted direction is not significant.

Desired consistency is significant (.01), and in the expected direction. Desired revised consistency is in the predicted direction but only by chance.

An examination of Table 6-54 shows the direction of change from the zero order association to the partial and reveals that, in general, the changes are in the predicted direction. The most interesting note is that in the zero association, frustration in athletics is negative and significant in its relation to delinquency; the magnitude of change in the partial is not sufficient to reach alpha.*

---

*Conceivably, this analysis could have dealt with approximately 1,200 hypotheses. Certain hypotheses, the relation between deprivation in clubs when athletics is system salient for example, were excluded from this analysis because there was no theoretical fraemwork from which to predict any relation. These correlations are a-theoretical because there was no basis upon which to predict, hypothesize or otherwise expect any significant association.

TABLE 6-54.--Partial and zero-order correlations between status problems and delinquent behavior with no control for salience of status dimensions for labor.

	Athletics		Grades		Clubs		Dating	
	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order	Partial	Zero-Order
Deprivation	.19°	.16[x]	.15[x]	.08	.09	-.03	.14[x]	-.07
Frustration	.12	-.17[x]	.20°	.06	.12	-.10	.17*	-.03
Threat	.12	.13[x]	.0009	-.05	-.05	-.03	.13	.08
Consistency								
Actual	-.18*	-.01						
Desired	.17*	.06						
Revised Consistency								
Actual	.07	.06						
Desired	.04	.06						

[x]P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observation σSingular matrix

CHAPTER VII

INTERPRETATION AND DISCUSSION

Results

The purpose of this chapter is to (1) make some general statements as to the degree of empirical support obtained by our research hypotheses and the nature of the effect revealed by our control variables of self-reported salience, high school and social class, and (2) discuss some of the possible factors, both methodological and substantive, that may account for obtained results, and (3) interpret our results within the theoretical context of the sociology of youth and constructing hypotheses for future research on the basis of these interpretations.

It will be recalled that our analysis was in two parts: (1) hypothesis testing for the total male sample controlling for salience, high school and social class, and (2) hypothesis testing for the total male sample controlling for high school and social class but with no controls set for salience.

The statement of the general hypotheses specified salience as a fundamental variable in the relationship between our "status problems" and involvement in the delinquent behavior. The hypotheses did not state that

the variables would operate under any and all conditions, but rather, that they would have their most pronounced effect under conditions of salience of the socie values of the high school.

Table 7-1, which takes all groups into consideration simultaneously, shows that when comparisons between all conditions of salience and nonsalience are made, an association between acceptance and rejection of the hypotheses is encountered only for the frustration hypothesis. A chi-square one sample test (Siegal, 1956) was performed on all hypotheses for all groups combined under all salience conditions. Cross-tabulations were constructed on the basis of the number of hypotheses accepted and rejected under conditions of salience and nonsalience. The chi-square test (df = 1) yielded significant associations for number of hypotheses rejected and accepted by salience of status dimensions only for the frustration hypothesis. The frustration hypothesis is accepted more often when the status dimensions are salient than when nonsalient, when all groups and salience conditions are combined by summation.

The weakest association is revealed by the deprivation hypothesis which revealed almost no differentiation, in terms of acceptance and rejection, by salience of status dimensions. The comparative hypothesis reveals a stronger association but not one sufficiently consistent

TABLE 7-1.--Results of Chi-Square and Fisher's Exact Probability Test for acceptance and rejection of hypotheses.*

All Groups	All Conditions S & $\overline{S}$ X^2 Test	System S & $\overline{S}$ Fisher P Test	Personal S & $\overline{S}$ Fisher P Test	Combined S & $\overline{S}$ Fisher P Test
Deprivation	1.83	$.30^{+}$	$.34^{-}$	$.41^{+}$
Frustration	6.42^{x}	$.18^{+}$	$.24^{+}$	$.30^{+}$
Comparative	1.99	$.40^{+}$	$.64^{-}$	$.55^{+}$
Threat	2.95	$.35^{+}$	$.24^{+}$	$.27^{+}$
Consistency	2.60	$.24^{+}$	$.39^{+}$	$.43^{+}$

*Coefficients do not indicate direction. *P<.05 ^{x}P<.01

S=Salience $\overline{S}$=Nonsalience

to indicate the presence of a reliable effect. The chi-square for the threat hypothesis shows an association in line with prediction, but not powerful enough to produce any reliable differences. The consistency hypothesis offers clear support to the notion of dimensional salience as an important variable. When all groups are combined and the efficacy of dimensional salience is put to the test, reliable association is indicated only by the frustration hypothesis but the expected direction is indicated by all general hypotheses.

In order to examine these associations more closely, dimensional salience was differentiated into three subtypes: (1) system salience and nonsalience, (2) personal salience and nonsalience, and (3) combined (i.e., system and personal) salience and nonsalience. The efficacy of these distinctions were examined* by means of Fisher's exact probability test (Siegal, 1956). Although no reliable association is revealed, which raises the question of the need to distinguish subtypes of salience, certain results are worthy of note.

With the exception of the threat and comparative hypotheses, where curvilinear associations seem indicated,

---

*In this section of Table 7-1, the lower the probability, the greater the association between acceptance and rejection of a hypothesis by specified categoreis of dimensional salience. The direction of the association is indicated by a plus (+) is in the direction expected and by a minus (-) is contrary to expectation.

the distinction between subtypes of salience seems to have a predictable effect. For the frustration and consistency hypotheses, a linear association is encountered where the hypotheses are most likely to be accepted where the condition of system salience is present, followed by personal salience, and lastly by combined salience. Although, in terms of probability, the deprivation hypothesis yields the same trends, when personal salience is examined, the unexpected direction is indicated. It is noteworthy that the only unexpected direction occurs when personal salience is examined. With the exception of the threat hypothesis, the strongest associations are revealed by system salience and these associations are all in the expected direction.

The general conclusion seems to indicate that little increase in information is added by a distinction between salience subtypes. In terms of directionality, the gross distinction between salience and nonsalience has a reliable effect only for frustration, but the expected direction is revealed by all hypotheses.

In order to examine the possible effects of high school and social class, the association between acceptance and rejection of a hypothesis by gross salience was examined for the total male sample and within categories of high school and social class (Table 7-2). For the total male sample, and when stratified by high school

TABLE 7-2.--Fisher's Exact Probability Test.

All Salience Conditions	Deprivation	Frustration	Comparative	Threat	Consistency
Males	1.0^{A}	$.60^{+}$	1.0^{A}	$.16^{+}$	$.45^{+}$
Frosh	1.0^{R}	1.0^{R}	1.0^{R}	1.0^{R}	1.0^{R}
Soph	$.66^{+}$	$.10^{+}$	1.0^{A}	$.20^{+}$	$.15^{+}$
Jr	$.30^{-}$	1.0^{R}	1.0^{R}	$.30^{-}$	$.30^{-}$
Sr	1.0^{A}	1.0^{A}	1.0^{A}	$.40^{+}$	1.0^{A}
Prof	$.66^{-}$	$.60^{+}$	$.66^{-}$	$.60^{+}$	$.60^{-}$
Bus	$.60^{+}$	$.16^{+}$	1.0^{R}	$.40^{+}$	$.10^{+}$
Labor	$.45^{+}$	$.20^{+}$	$.25^{-}$	$.25^{+}$	$.10^{+}$

1.0 indicates no differentiation between Salience and Non-salience

R=All rejected
A=All accepted

+=Expected direction
-=Unexpected direction

and social class, even the gross distinction of salience differentiates between acceptance and rejection of the general hypotheses only by chance. An inspection of those hypotheses which tend to show some effect ($P < .20$) shows that all hypotheses yield the expected direction.

In the body of the table, it will be noticed that a number of probabilities equaling unity. These probabilities indicate that as to acceptance and rejection, the distinction between salience and nonsalience has no effect on acceptance or rejection, i.e., all hypotheses are either accepted or rejected regardless of dimensional salience or nonsalience. With the exception of the freshmen and professionals, the predominate direction indicated is the support of all hypotheses.

General conclusions are as follows. When all groups are combined, the distinction between salience and nonsalience, as gross measures, has a directional effect for all hypotheses but reliable association is indicated only for the frustration hypothesis. When dimensional salience is classified by subtypes, no reliable associations are encountered for any hypothesis, although the same general directional trend seems indicated.

As will be dealt with in the succeeding section, we felt that our measures of salience might not be entirely adequate for the purposes at hand. In line with this hunch, our research hypotheses were re-examined with no

control for salience to see if an effect becomes evident. If an effect is manifested, it begs the question of whether the relationship is spurious due to the fact that dimensional salience has been left free to vary, or were our measures of salience so imprecise and subject to error as to render the effect across varying categories of salience overburdened with both measurement and response error.

In the second part of the analysis, we had an a priori basis upon which to suspect the effect of any hypothesis to be more pronounced for certain high school classes than for others. We should expect delinquency involvement to manifest a curvilinear function with increasing age, reaching its asymptote between 14-16 years which puts it somewhere between the sophomore and senior year. In view of these expectations, we felt that a control on the total male sample for increasing age would be called for.

Sociological research has recently questioned the differential degree of involvement in deliquent behavior by social class. It has been discovered that by using a research instrument such as the delinquency checklist, no reliable association is revealed between social class and delinquency involvement (Nye and Short, June, 1957; Nye and Short, Winter, 1957; Nye, Short and Olsen, 1958; Arnold, 1965). Other findings have questioned the

theoretical and empirical adequacy of items typically included in self-reporting instruments (Clark and Tifft, 1966) and that when the frequency of actions, within a specified time period and severity of the action is considered, the association between delinquency and social class remains (Gold, 1962*). We felt that the social background of a youth was still a very crucial control variable in the study of status problems and delinquency invovlement.

The major question of this part of the analysis was: in the total male sample and with appropriate control for high school and social class, but not for dimensional salience, what effect do status problems, in youth based status systems found in the high school, have on involvement in delinquent behavior?

Table 7-3 presents the results of our acceptance and rejection of the research hypotheses, by partial correlation, of the total male sample and as stratified by high school and social class, with no control for salience. Disregarding for the moment the control analysis, the male data indicate a picture of strong support for all hypotheses but status threat.

In order to see if these associations that did obtain for the total male sample were genuine or

---

*Current analysis of Flint data have also borne out this conclusion. See also Hirschi and Selvin, 1967.

TABLE 7-3.--Results of partial correlation analysis for male by high school and social class with no controls set for salience.

	Deprivation	Frustration	Comparative	Threat	Consistency[x] [*]
Male (391)	Support	Support	Support	Reject	Support[x]
Frosh (91)	Reject	Reject	Reject	Reject	Reject
Soph (71)	Support	Support	Support	Reject	Support[x]
Jr (56)	Reject	Reject	Reject	Qualified Support	Qualified Support[*]
Sr (174)	Support	Support	Contradictory	Reject	Support[x]
Prof (73)	Reject	Reject	Contradictory	Qualified Support	Reject
Bus (109)	Reject	Reject	Contradictory	Reject	Reject
Manual (205)	Support	Support	Reject	Reject	Support[x]

[x]Support in terms of actual consistency

[*]Support in terms of revised consistency

artifactual, due to increasing age, the total male sample was stratified by high school class and the hypotheses were re-examined. If increasing age had no effect we would expect the results of the high school analysis to mirror the results yielded by the total male sample.

The data indicate support for all hypotheses but status threat, for sophomores, and while the same general picture is indicated for seniors, the comparative hypothesis presents a contradictory picture. The freshmen data are unique in that only they among all groups examined reveal a universal rejection of all hypotheses. Although junior data yield approximately the same trend as freshmen, they are unique in that in addition to qualified support of the consistency hypothesis, they alone of all high school classes, show a support for the threat hypothesis. This result out of context would be of little theoretical import, but takes on an added significance when viewed in the context of the rejection of the deprivation and frustration hypotheses and the support of the consistency hypothesis. It seems that high school class does function as a relevant control variable in the analysis of status problems and delinquency.

Examining our results across social class, we encounter the traditional result. Few relationships are encountered between status problems and delinquency among professionals and business situses while for labor, a

picture of support for all but the threat and comparative hypotheses is indicated. Rather than contributing equally to the total male effect, only deprivation, frustration, and consistency receive support and only among labor. Professionals are the only one's wherein support for the threat hypothesis is encountered.

The effect encountered in the total male sample is greatly the function of the support of these hypotheses among sophomores, seniors, and labor.

Methodological Considerations

In light of our salience analysis, the general adequacy of the hypotheses may be questioned in terms of significance but not in terms of direction. Prior to drawing any general conclusions, a number of methodological problems should be brought to light.

The first general question should raise the methodological adequacy of the procedures by which the variables were operationalized. Our measures of deprivation and frustration were based on the untested assumption that a respondent would be willing to and capable of validly placing himself on a status hierarchy of involvements as related to various postulated status dimensions and would indicate his perception of why he was not where he wished he was. It was entirely possible that such a technique makes frustration too common an experience and deprivation too extreme an experience, thus obviating any

differentiation between deprivation and frustration. Unless these concepts can be tightly distinguished and relations between them rigorously maintained, the relationships between these variables and delinquency would be clouded by the inclusion of nonfrustrants and nondeprivants. Although theoretically distinguishable, our methodological procedures may not have rendered the concepts sufficiently distinct.

One of the most methodologically imprecise variables of our study was status threat. This variable was operationalized by asking the respondent to judge the likelihood with which they felt a reduction in involvement for a dimension was possible. This is an extremely primitive manner in which to measure a variable as complex and sensitive as status threat. Ideally, the measurement of status threat should require the collection of diachronic data and precise observations of group process.

In the literature (Short and Strodtbeck, 1965; Jansyn, 1966; Gordon, 1967), status threat has obtained the stature of a post hoc interpretative variable and has not been systematically employed as an empirical variable in its own right. Before an adequate measure of this variable can be obtained, the reference group of the actor must be established and the status dimension(s) of this group must be identified. It is conceivable that we have invoked an inappropriate reference perspective (other

kids in school) and rather than referring to the status context of the school, we should have dealt with the status values which are a prime orientation of youth be they in school or not. Perhaps we should have laid a greater emphasis on those qualities which make a young man attractive and a young woman desirable and their individual abilities to structure these status areas so as to manifest a sophisticated presentation of self (Schwartz and Merten, 1967). These status variables are peer based and though they operate within the social system of the school, this is only one of many conceivable reference perspectives. The status variables with which we are concerned may have relevance in placing the youth within the social system of the school, but producing only a conducive structure wherein status in the general youth culture may be attained by the presentation of additional status attributes. Our variables may represent an orientation toward achievement which may be cognitively associated with an emphasis upon adulthood and its values.

When we examine the operations measuring the consistency concept, it should be immediately recognized that we are making a <u>different assumption</u> as regards the nature of the stratification system. The status deprivation, frustration, and threat hypotheses assume a vertical structure with an independence between status

dimensions. When dealing with the consistency hypothesis, we are assuming a horizontal status structure with non-additive interdependent status dimensions.

In light of the methodological advances in the measurement of the consistency concept, our measurement is admittedly preliminary; the measurement of the consistency variable was after Lenski's original procedures (1954). The major difference between Lenski and this study is, in addition to the status dimensions employed, that we had no a priori basis upon which to presume a relationship between position on a single status dimension and variation in the dependent variable, whereas Lenski had ample evidence to suspect a relationship between education, occupation, and liberlaism. We assumed no relationship between position on any status dimension and involvement in delinquency. Our test of the consistency hypothesis was simply a continuation or extension of the deprivation and frustration model by examining the relationship between the discrepancy among an individual's current position on all status dimensions.* Our aim was not to test whether consistency was able to explain a greater proportion of the variance in delinquency than

---

*Two measures of consistency were computed, one utilizing all operationalized status dimensions and another utilizing all but the grade dimension. This differentiation was made in view of the possibility that grades might be perceived by the youths as representative of a particularily adult achievement orientation.

position on any status dimension, per. se., but to see if status consistency had an explanatory effect on delinquent involvement.

The basic question of adequacy lies not in the construction of the dimensional measures, but in whether or not a true status consistency effect has been isolated. Treiman (1966), Jackson (1965), and Blalock (1966; 1965) have argued that in order to isolate a consistency effect, the main effects of each component status variable must be controlled* and that consistency should be operationally conceived as the interaction between component status dimensions.** When comparing a model which incorporates only the main effects of the status variables involved with a model allowing for interaction effects, if an additive model is found to be as satisfactory as an interactive model, then the former and simpler model is to be preferred.

Thus two questions are raised: (1) has a consistency effect been isolated, and (2) does it predict variation in the dependent variable more satisfactorily than

---

*It might be argued that, during the salience analysis, the technique of partial correlation analysis, effectively controlled individual status position on each dimension.

**We do not plan to enter the argument of whether consistency should be conceived as a structural facet of the status system or perceptually in terms of the expectations that various locations on the status hierarchy imply for the actor. In this study, status consistency is conceived as a structural facet of the status system.

does the additive model. An in-depth consideration of these questions is not feasible. The second question is not relevant to the stated goals of this research and as regards the first question, we are assuming that, in light of no evidence to the contrary, that position on any given status dimension bears only a chance relation to variation in delinquent behavior. Any effect isolated by a measure of disperson around the mean position of the individual's status scores would isolate a consistency effect.

As regards the identification of consistents from nonconsistents, the methodological problem becomes one of at what point in the distribution of consistency scores are we to differentiate respondents into these two categories. Our procedures effectively by-passed this issue by assuming an interval level of measurement and employing Pearson's product-moment correlation. Rather than dichotomizing the distribution or classifying the respondents by type of consistency, our procedures called for a measure of covariation between the distribution of consistency scores and involvement in delinquent behavior.

A crucial question should be raised concerning the adequacy of our measurement of dimensional salience. This variable was measured by asking the respondent to rate (on a four point scale) the importance of athletics, grades, clubs, and dating to himself and to the school as

a whole. Responses were dichotomized into salient and nonsalient depending on whether the respondents scored above or below the mean for the group under consideration.* The assumption underlying this measure was that the respondent was able to report the absolute importance of a status dimension to himself and to the school as a whole. It seems to go unquestioned that an actor can rate the importance of any status dimension as regards his personal orientation toward it, but some question is usually raised as to the actor's adequacy of rating importance for the system as a whole. We raise conceptual questions as to both possibilities, based on the failure of our measures to differentiate effectively between (1) an individualistic perspective, (2) a reference group perspective, and (3) a general system perspective.

The manner in which the questions were phrased did not effectively distinguish between the first and second perspectives, for personal salience, and the second and third perspectives, for system salience. Our intention was to isolate his individual opinion at one end and his percaption of the general evaluation of the importance of the status dimension for the school as a whole at the

---

*Perhaps a more sensitive measure would have been to dichotomize the sample into salience and nonsalience on the basis of extreme positions (extreme importance vs. no importance). Although operationally feasible, such a procedure would have decreased the subsample N so that even less confidence could be placed on results. This problem will be dealt with at a later point in this section.

other. Our respondents may have reacted to our question of personal salience in terms of his reference group's evaluation. Usually these two evaluations correspond but, if not and this is an empirical question, we have no basis upon which to assume his referent to be himself or his group. When designating system salience, we have no basis upon which to assume the referent to be the general school system or his reference group. This problem could be partially alleviated by asking how important an activity is to (1) you, as an individual, (2) the school as a whole, and (3) the other kids you run around with.

Perhaps our decision to base our selection of the status dimensions on those reported in the literature in lieu of a factor analytical procedure may have been unfortunate. Because of the extremely small number of respondents in all of the salience subtypes, it might be argued that these dimensions are not as important as some other dimensions which could be identified. Additionally, it could be argued that school based status dimensions are not as important to the status of the youth in the youth culture as are status dimensions which reside external to the school system. Another, and perhaps more realistic line of argument, would be certain status dimensions transcent both school and nonschool actions of socie youth. Excellence in performance in school based status dimensions

may operate as a conducive structure for status in the youth culture but should not be equated with it.

When respondents were asked "what it takes to become popular here at school," the five most important variables isolated were (1) a good personality, (2) looks and clothes, (3) sports, (4) grades, and (5) clubs. Within class comparisons as to frequency of variable, in terms of first mention and total frequency of mention, shows rank order correlations for all high school and all social classes to be significant at better than .01, indicating a remarkable consistency of evaluation of these dimensions by youth in school. The same picture is revealed when rank order correlations were computed between high school class and between social classes. The overwhelming agreement as to the relative rank of these dimensions supports our contention of a social system with persistence through time. This analysis leads to further question of the adequacy of our operationalization of system and personal salience, but gives sufficient empirical justification for the inclusion of these status dimensions.

Perhaps the major difficulty lies in the measure of delinquency and the strictures placed upon it by the original scaling technique which was attempted. Originally, we had attempted to construct a delinquency scale by means of the Cornell technique of Guttman scalogram

analysis. The items to be tested for unidimensionality were a combination of scale items developed by other researchers (Dentler and Monroe, 1961; Nye and Short, 1957) and that were found to manifest a sufficient degree of unidimensionality.

The theory of scalogram analysis requires that, from a list of randomly selected items from a defined universe of content, a scale is evident when a respondent who commits one of the more serious actions commits all less serious items. Self-reported acts of delinquency will form a Guttman scale only if the time during which the acts may have been committed is not curtailed. Research using this technique is constrained to place no time limit on the duration during which delinquent acts have been committed. Such procedures may be grossly misleading, for two boys who committed the same types of acts will be designated as equally delinquent without regard to when, in relation to the present, the acts have been committed (Hirschi and Selvin, 1967). Our measurement of delinquent involvement may fail to differentiate between respondents who have been delinquent from those who currently are delinquent.

An additional difficulty revolves around the preconception that a scale or quasi-scale would be obtained from the data. In our research instrument, we included only ten items from which we attempted to isolate a

scale. When this attempt failed, we decided to measure delinquency by means of an index constructed by index and inter-item Pearson correlations. Thus for all groups, a total of only ten items were subjected to scale construction. It would be infinitely more desirable to increase the number of items included for the items utilized may not sufficiently differentiate between delinquent and nondelinquent youth.

Another difficulty in the design of this research was the sample number. The total number of males included in the analysis was 391 and when stratified by high school and social class, the number was reduced as follows:

Freshmen	91	Professional	73
Sophomore	71	Business	109
Junior	56	Labor	205
Senior	174		

When controls were set for salience conditions, the number in the subsamples were further reduced. These restrictions on sample numbers produced two basic problems.

The statistical procedures employed necessitate a number of respondents sufficiently large to allow variance in both independent and dependent variables. In our salience analysis, we discovered that with the reduction of sample size, the incidence with which singular matrices and no observations occurred increased. Singular matrices and no observations made it impossible to compute partial correlations and thus increasing the

proportion of research hypotheses which could not be tested because of insufficient data. If sufficient data had been obtained for these hypotheses, the catelogue of acceptance and rejection of hypotheses would be substantially altered.

A small sample number puts a severe strain on the statistical test. We know that there is a direct relation between the power of a statistical test (the ability to reject the null hypothesis at a stated level of significance when a true difference is encountered) and sample size. With a small number, we have no assurance that the assumption basic to interval statistics are satisfied, most notably the assumption of a normal distribution with equal means and variances. If the distribution from which sampling is taken is skewed, the sampling distribution and its standard deviation, the sampling error, will also be increased. The degree of skewedness in a sampling distribution is fundamental for it is this distribution which is used in tests of statistical significance.

If repeated random samples of a given size are taken from a population of normally distributed scores, the distribution of sample means will also be normal. These sample means will vary somewhat but we would expect them to cluster around the true population mean. The larger the sample, the smaller the sampling distribution

and thus the greater the probability that no observed difference reflects a true experimental effect and not a function of the standard error of the distribution.

If we increased our sample number, the subsample numbers would increase and the standard errors would decrease. The rejection of a number of our hypotheses may be due to the size of the standard error indicating a great deal of sample fluctuation.

Whenever a series of independent variables is to be employed, the researcher makes the assumption that there is a sufficient degree of independence between the variables so that (1) they may be operationally separated, and (2) so that partial correlation does not "take out" some significant effect.

> Variables are often introduced as controls that are not meaningfully different (from existing independent variables). These variables so closely approach being identical with one of the variables already in the zero-order relationship that controlling for them becomes tantamount to partialling that relationship out of itself (Gordon, 1967, 932*).

Thus, the correlation between independent variables could have increased the rejection of hypotheses because of our use of partial correlations.

Discussion

Status is not an abstract quality of a person independent of others, but is dependent upon the relational

---

*See also Gordon, 1968 and Blalock, 1963.

context of the actor. Apart from the interactive framework of the reference group, the concept of status, viewed either sociologically or psychologically, has no meaning. When the status of youth is the subject in question, the reference group postulated is American society as represented by the status values of the middle class. If, as the literature seems to imply, modern youth have no legitimate claim to adult roles, then the examination of youth in terms of adult economic and occupational goals are of little relevance in understanding the status of youth in American society. It is necessary for youth to consider himself as deserving a role in a value context prior to experiencing feelings of status deprivation, frustration, threat, and consistency within it (Clark, 1959). If, because of the systematic exclusion of youth from adult roles and value contexts, the youth looks to his peers for support and reinforcement, then it is in terms of his peers that status problems will be severely felt when experienced. The question of status problems may turn on the legitimacy of actual role relationships. One cannot feel deprivation in a status context unless there is some justification from which the actor can legitimately expect a role in a given context.

In order for status problems to arise, legitimacy of role encumbancy must be assumed. Thus, the only sense

in which the study of status problems of youth in terms of adult status values must be based on future expectations and aspirations within assumed legitimacy of future role relationships. We are not arguing that the study of the relationship between delinquency and youth's as to achievement in terms of adulthood should not be further developed, rather, we are arguing that a concentration on a perceived possibility of future status problems should be tempered by the study of the relationship between delinquency and the status context where youth contemporarily assume roles.

The assumption underlying this research approximates the latter alternative but takes a midway position. We feel that the relationship between the generations is not characterized by total estrangement nor total integration. Our basic premise is that during adolescence, the aspirations, expectations, and status criteria of youth peer groups are important for the understanding of delinquent behavior. Youth are simultaneously oriented toward two distinctive status systems and opportunity structures; one adult and the other adolescent. Our assumption is that while certain adult values and status criteria constitute a meaningful reference point for youth, also of salience are the values and status criteria of other youth.

Our study has been a first step in this direction. As Gordon states

> . . . although status deprivation is prominent in current thinking about the causation of delinquency, it tends to be conceived of mainly in economic and occupational terms. However, non-economic and non-occupational determinants of feelings of self-worth may prove equally relevant (Gordon, 1967, 62).

Though referring to non-economic and non-occupation criteria of feelings of self-worth, Gordon still persists in the assumption of adult based determinants of delinquent behavior. Our study has shown that, under certain conditions of high school and social class, the experience of status problems may be acted out in delinquent behavior. It remains to be shown that status problems in our status dimensions have any association with feelings of self-worth.

Although not explicitly germane to this consideration, we found that, when controlling for salience, no significant association seems indicated between our status problems and dimensional salience. A hasty conclusion might be simply to assert that salience is unimportant in the experience of status problems. In view of the high degree of agreement between and within all high school and social classes as to those characteristics which influence popularity, we feel such a conclusion to be unwarranted. Thus, a seeming paradox appears: There is agreement as to what it takes to become popular

at school, yet when asked how important these dimensions are, approximately 75% of each subsample indicates the dimension to be nonsalient.

The subsequent definitions of these status dimensions as nonsalient, in view of the consistency with which these dimensions are highly evaluated by all high school and social classes, points to the desire of the actor to maintain a positive evaluation of himself and of his position in the social system. It may be that in view of the discrepancy between current and desired positions, the status dimensions may be reported by the actor as "nonsalient" when, if viewed behavioralistically, the more appropriate designation might be "salient." Significant association, indicated by the partial correlations, in dimensions defined as nonsalient, may present a sociological basis or evidence of the occurrence of a "'reaction formation,' which . . . has the function of reassuring the actor against an inner threat to his defenses as well as the function of meeting an external situation on its own terms" (Short and Strodtbeck, 1965, 196-197). The internal threat may be conceived in terms of self-esteem maintenance (Faunce, 1968*) and externally in terms of a situation of status problems.

---

*Faunce found that when an actor is being deprecated in a status dimension, he will deprecate the status dimension. Our results support these findings for in terms of all salient conditions the number of respondents defining clubs as salient always is greater than

An alternative interpretation might be that "popularity" in the status system of the high school, creates a structure which is conducive to achieving and maintaining status in the general youth culture. It is conceivable that dual status structures, within the general youth culture, exist; one internal to the high school and another external to it. Status, in the general youth culture, may not be the result of achievement in any one or a series of status contexts, but rather, the ability of the actor to manifest his various hierarchial positions as a "sophisticated" presentation of self (Schwartz and Merten, 1967). To be of high status in the youth culture is not to exhibit particularistic achievement, but to present a generalized self as sophisticated in terms of status values supported in the general youth culture.

The relationships that were obtained between status problems in the high school youth culture and delinquent behavior were generally lower than were expected. The general procedures by which these relationships are usually established is based on a discrepancy between aspiration and expectations as to future adult role involvements (Short and Strodtbeck, 1965; Short, Rivera,

---

the number defining clubs as nonsalient. For athletics, grades, and dating, the opposite is the case; in these dimensions successful achievement, in terms of numbers, is curtailed.

and Tennyson, 1965; Short, 1964). Crises in adult role assumption has been found to be highly related to involvement in delinquent behavior.

Utilizing similar conceptions, we sought to find the association between crises in youth role involvements and delinquent behavior. Although associations for sophomores, seniors, and labor were encountered, they were not as consistent nor as strong as expected. Assuming the adequacy of measurement and disregarding the problem of sample number, the associations between youth status and delinquency may be mediated by the relationship between youth's position relevant to adult roles and delinquency.

One of the guiding assumptions of this study was that modern youth are characterized by position in both youth and adult opportunity structures. It may be that delinquency among youth results from a "double failure" in these opportunity structures. Our thoughts are that the primary orientation of modern youth is toward status in terms of youth endorsed values. Given the achievement of status in terms of the youth culture, the assumption of adult roles will be postponed and the primary orientation of youth is status achievement and maintenance in the youth culture. Delinquent behavior arises in the

context of typically expected adolescent behavior (Scott and Vaz, 1967*). It is acceptance, rather than rejection, by other youth which is associated with involvement in delinquent behavior.**

If we assume the above analysis to be valid, in what manner are status problems in the youth culture related to involvement in delinquent behavior? Our supposition is that rejection in terms of youth endorsed status values may lead the actor toward a premature orientation toward and assumption of adult roles. Being unprepared to achieve in terms of adult status criteria, the actor again experiences status problems. The actor has experienced status problems in terms of both youth and adult status systems. It may be that delinquency results only when the orientation is toward adult roles and that the function of status problems in the youth culture is to orient the actor toward adult roles, rejection in terms of which leads to delinquent behavior.

The dynamics of these relationships lie in the nature of the connection between delinquency and the social system. The delinquent act has its basis in the infraction of legal codes specifically directed toward

---

*See also Cohen, 1966 and Vaz, 1966.

**This distinction indicates the basis for the substantive differences between middle and working class delinquency. Middle class delinquency expresses the youth's "apartness" from adult roles while working class delinquency expresses an ambivalent rejection of the adult role.

the position of youth in today's society. The delinquent act has a special attraction for those youth at the center of the youth culture; it has the potential of emphasizing the actor's orientation toward his peers and his relative disengagement from adulthood. For those youth who are experiencing status problems in terms of adult values, the delinquent action expresses an ambivalent rejection of the potentialities inherent in the adult role.

It may be that delinquent expression by youth who have experienced status problems in terms of youth status criteria would serve no useful purpose. Delinquent expression by such youth would tend to (1) increase their involvement in the youth culture wherein the status problems are being experienced, and (2) increase the actor's apartness from adult roles toward which he may desire to orient himself. It may be that the delinquency of some youth is simply an outgrowth of their involvement in the youth culture and for others, the result of a double failure (i.e., in terms of <u>both</u> youth and adult opportunity structures). A youth may react to status problems in the youth culture by an adult orientation and then react to status problems in terms of adulthood and its values by delinquent behavior.

Implicit in our data analysis was the assumption of a curvilinear relationship between delinquency and

increasing age, manifesting a linear association through the high school years. Instead, we found general support for our hypotheses only among sophomores and seniors; among juniors support is found for the consistency and threat hypotheses; and a pattern of universal rejection is found for freshmen. With the exception of the junior data, the analysis confirms our general suppositions.*

Although we did not expect freshmen to support a great many of the hypothesized relationships, the complete lack of support, either with or without a control for salience, was surprising. A basis for this lack of support may be found in the relative deprivation of freshmen of the extent to which socialization has integrated the freshmen into the status structure of the high school.

The experience of status problems in any system of stratification are dependent upon the reference perspective of the actor in terms of which he evaluates his vis-a-vis others. If the freshmen took the entire school as his referent point, then the objective fact of discrepancy would be established. However, the manner in which this discrepancy is defined and evaluated depends upon whom the actor is comparing himself with. If the actor compares himself with "all other kids here at school," we cannot be certain whether the referent is the general

---

*Our analysis did not specifically treat the question of the degree of involvement in delinquent behavior by high school class.

status system of the school or the immediate peers he associates with. If the referent was the general status system, freshmen should be highly discrepant. If the comparison was with other freshmen, then the discrepancy would not be as severe. It may be that in terms of freshmen comparison, they feel relatively satisfied with their status position, given the conceptualization of other freshmen as the only legitimate comparison group. If the referent is the entire school, then freshmen are likely to be the most discrepant. Which referent point was taken is an empirical question.

An alternative interpretation could be developed in terms of the freshmen's integration into the general status structure of the high school. The freshmen may not have shown any effect because freshmen are not sufficiently involved or integrated into the status sturcture. This begs the question of the junior high school's adequacy in socializing the youth in terms of status values upon which achievement in high school will be based. Does the junior high school function as a context of anticipatory socialization for youth in terms of high school values?

Our analysis of popularity items is relevant to this point. We found that all classes manifested an overwhelming consistency in the evaluation of what it takes to be popular at school. Extremely high rank order

correlations were encountered between freshmen and all other high school classes. We feel that the low degree of support revealed by freshmen data may be understandable in terms of either relative deprivation or integration into the status structure; our data seem to indicate the former interpretation.* An intensive analysis of freshmen data seems indicated and is suggested as a point of departure for future study.

Only juniors, among all high school classes, gave support to the threat hypothesis. It may be conjectured that the pinnacle of one's status is reached in the senior year.** Alternatively, it may be that the highest point in one's status is obtained prior to the senior year. During the freshmen and sophomore years, the concern may be solely upon status achievement relative to status maintenance. During the senior year, the concern may not be based in the high school, but in either the labor market or in college status systems. The junior year may be that point in one's high school career when he can no longer look forward or backward for achievement. Such a situation would seem likely to present a concern with problems attendent the process of status maintenance.

---

*It may be argued that agreement on what it takes to be popular is not sufficient as a measure of systemic integration, and this point we must conceed.

**Extending this assumption to society at large would lead to the invalid assumption of a linear association between general social status and age.

Junior data also reveal a support of the consistency hypothesis. The consistency hypothesis also receives support from sophomores and seniors. However, while sophomores and seniors support the deprivation and frustration hypotheses, juniors do not. These results lend support to our supposition that it is generalized universalistic achievement which matters to these youth.

With regard to the threat hypothesis, professionals provide the surprise. It would be expected that the business situs would manifest an overconcern with losing their current position relative to labor in comparison with professionals losing their position relative to business (Nagi, 1963). It may be that youth from professional backgrounds, in the situation of the high school, see the equatability of their status in the school and their parents' status in the community as a necessity; it may be due to the mobility aspirations that such youth have for the future.

Three unexpected findings were encountered in this study and should be briefly dealt with. It will be recalled that we employed two conceptualizations of the consistency hypothesis; (1) consistency among current status positions, and (2) consistency among wished for positions. Although a number of random associations were encountered, it soon became evident that desired consistency was related to involvement in delinquent behavior

predominately in a positive direction, whereas actual consistency was, and was hypothesized to be, related to delinquency in a negative direction. In the theory of status consistency, much like the theory of cognitive dissonance, there is the proposition that inconcsistency is experienced by the actor as an unpleasant status configuration and that, all other things being equal, an actor will be directed toward a "drive for consistency" among his status positions. It might be postulated that those who are currently consistent desire consistency, but less intensely than those who are currently inconsistnet. This begs the question of the random distribution of current consistents and inconsistents in the desired consistency category. The desire to achieve consistency, where none currently obtains, is the desire to improve one's status on one or a series of status dimensions. This places the concept under the same conceptual framework as the deprivation and frustration hypotheses.

We applied two different measures of the consistency hypothesis depending on the dimensions employed; (1) in one measure all four dimensions used were employed, and (2) in the other, all but the grade dimension was utilized. It was generally encountered that when grades were excluded the consistency hypothesis could not be accepted but when included, support for the hypothesis was more probably. This has possible implications for

our measure of consistency for it may be that the consistency effect must be separated from the independent effect of the grade dimension.

In conclusion, this study has contributed to the development of both research and theory in the area of the sociology of youth and juvenile delinquency. Our study has shown the viability of studying delinquent behavior in terms of youth based values as related to the processes of status achievement, maintenance, and equilibrium. The hope of future society is not necessarily dependent upon the successful socialization of our youth into traditional modes of thought and action, but upon a recognition by adults that their values are important to youth but in interaction with the emergent values of youth in association with his peers. Unless adults provide some responsible role for adolescents in modern society, the disruption of inter-generational relationships will become even more severe and social change will take on an even more chaotic and random character. The future of society lies with its youth and this study, hopefully, has added to our understanding of youth and the problems they face.

BIBLIOGRAPHY

BIBLIOGRAPHY

Adams, Stuart. "Status Congruence As a Variable in Small Group Performance." Social Forces, 32 (October, 1953), 16-22.

Arnold, William. "Continuities in Social Research: Scaling Delinquent Behavior." Social Problems, 13 (Summer, 1965), 59-65.

Becker, Howard S. "Becoming a Marihuana User." American Journal of Sociology, 59 (November, 1953), 235-242.

Becker, Howard S., ed. The Other Side: Perspectives on Deviance. New York: Free Press, 1964.

Becker, Howard S. The Outsiders: Studies in the Sociology of Deviance. New York: Free Press, 1963.

Benoit-Smullyan, Emile. "Status, Status Types, and Status Inter-Relationships." American Sociological Review, 9 (April, 1949), 151-161.

Blalock, Hubert M. "Correlated Independent Variables: The Problem of Multicollinearity." Social Forces, 42 (December, 1963), 233-237.

Blalock, Hubert M. "Status Inconsistency and Interaction: Some Alternative Models." American Journal of Sociology, (Forthcoming).

Blalock, Hubert M. "Status Inconsistency, Social Mobility, Status Integration, and Structural Effects." American Sociological Review, 32 (October, 1967), 790-801.

Blalock, Hubert M. "The Identification Problem and Theory Building: The Case of Status Consistency." American Sociological Review, 31 (February, 1966), 52-61.

Blalock, Hubert M. "Theory Building and the Concept of Interaction." American Sociological Review, 30 (June, 1965), 374-380.

Bloombaum, Milton. "The Mobility Dimension in Status Consistency." Sociology and Social Research, 48 (April, 1964), 340-347.

Bohlke, Robert. "Social Mobility, Stratification Inconsistency, and Middle Class Delinquency." Social Problems, 8 (Spring, 1961), 351-360.

Brandon, Arlene. "Status Congruence and Expectations." Sociometry, 28 (September, 1965), 272-288.

Brittain, Clay. "Adolescent Choices and Parent-Peer Cross-Pressures." American Sociological Review, 28 (June, 1963), 389-397.

Cantril, Hanley. The Pattern of Human Concerns. New Brusnwick: Rutgers University Press, 1965.

Chilton, Roland J. "Middle Class Delinquency and Specific Offense Analysis." Middle Class Delinquency. Edited by Edmund Vaz. New York: Harper & Row, 1966.

Clark, John P. "Measuring Alienation Within a Social System." American Sociological Review, 24 (October, 1959), 849-852.

Clark, John P. and Tifft, Larry. "Polygraph and Interview Validation of Self-Reported Deviant Behavior." American Sociological Review, 31 (August, 1966), 516-523.

Clark, John P. and Wennger, Eugene P. "Socio-Economic Status and Area as Correlates of Illegal Behavior Among Juveniles." American Sociological Review, 27 (December, 1962), 826-834.

Cloward, Richard A. "Illegitimate Means, Anomie and Deviant Behavior." American Sociological Review, 24 (April, 1959), 174-192.

Cloward, Richard A., and Ohlin, Lloyd E. Delinquency and Opportunity: A Theory of Delinquent Gangs. New York: Free Press, 1960.

Cohen, Albert K. Delinquent Boys: The Culture of the Gang. New York: Free Press, 1955.

Cohen, Albert K. "Middle Class Delinquency and the Social Structure." Middle Class Delinquency. Edited by Edmund Vaz. New York: Harper & Row, 1966.

Cohen, Albert K. "The Sociology of the Deviant Act." American Sociological Review, 30 (February, 1965), 5-14.

Coleman, James S. "Athletics in the High School." Annals of the American Academy of Social and Political Sciences, 338 (November, 1961), 30-42.

Coleman, James S. "Multidimensional Scale Analysis." American Journal of Sociology, 63 (November, 1957), 253-263.

Coleman, James S. The Adolescent Society. New York: Free Press, 1962.

Coser, Lewis. "Some Functions of Deviant Behavior and Normative Flexibility." American Journal of Sociology, 68 (April, 1962), 172-181.

Dentler, Robert, and Erikson, Kai. "The Function of Deviance in Groups." Social Problems, 7 (Fall, 1959), 98-107.

Dentler, Robert, and Monroe, Lawrence. "Social Correlates of Early Adolescent Theft." American Sociological Review, 26 (October, 1961), 733-743.

Edwards, Allen. Experimental Design in Psychological Research. New York: John Wiley, 1968.

Edwards, Allen. Techniques of Attitude Scale Construction. New York: Appleton-Century-Crofts, 1957.

Eisenstadt, S. N. "Archetypical Patterns of Youth." The Challenge of Youth. Edited by Erik Erikson. New York: Doubleday and Company, 1963.

Eisenstadt, S. N. From Generation to Generation. New York: Free Press, 1956.

Elkin, Frederick, and Westly, William. "The Myth of the Adolescent Culture." American Sociological Review, 20 (December, 1955), 680-684.

Elkin, Frederick, and Westly, William. "The Protective Environment and Adolescent Socialization." Social Forces, 35 (March, 1957), 243-249.

Erikson, Erik, ed. The Challenge of Youth. New York: Doubleday and Company, 1963.

Erikson, Kai. "Notes on the Sociology of Deviance." The Other Side: Perspectives on Deviance. Edited by Howard S. Becker. New York: Free Press, 1964.

Faunce, William. "Status Assignment and Self-Esteem Maintenance." A paper delivered April, 1968, Department of Sociology, Michigan State University.

Fannin, Leon, and Clinard, Marshall B. "Differences in Self Conception as Male Among Lower and Middle Class Delinquents." Middle Class Delinquency. Edited by Edmund Vaz. New York: Harper & Row, 1966.

Friedenberg, Edgar. Coming of Age in America. New York: Vintage Press, 1963.

Friedenberg, Edgar. The Vanishing Adolescent. New York: Dell Publishing Company, 1962.

Goffman, Irwin. "Status Consistency and Preference for Change in Power Distributions." American Sociological Review, 22 (June, 1957), 275-281.

Gold, Martin. Status Forces in Delinquent Boys. Ann Arbor: Institute for Social Research, 1962.

Gordon, Robert A. "Issues in the Etiological Study of Delinquency." American Sociological Review, 32 (December, 1967), 927-945.

Gordon, Robert A. "Issues in Multiple Regression." American Journal of Sociology, 73 (March, 1968), 592-616.

Gordon, Robert A. "Social Level, Social Disability, and Gang Interaction." American Journal of Sociology, 73 (July, 1967), 42-62.

Gottlieb, David, and Ramsey, Charles. The American Adolescent. Homewood, Illinois: Dorsey Press, 1964.

Gottlieb, David; Reeves, Jon; and TenHouten, Warren. Emergence of Youth Societies: A Cross Cultural Approach. New York: Free Press, 1966.

Guttman, Louis. "The Cornell Technique for Scale and Intensity Analysis." Journal of Educational and Psychological Measurement, 7 (Summer, 1947), 247-279.

Guttman, Louis. "The Israel-Alpha Technique for Scale Analysis. Sociological Studies in Scale Analysis. Edited by Matilda Riley, et. al. New Brunswick: Rutgers University Press, 410-415.

Haskell, Martin R. "Towards a Reference Group Theory of Juvenile Delinquency." Social Problems, 8 (Winter, 1960-61), 220-230.

Hatt, Paul K. "Occupation and Social Stratification." American Journal of Sociology, 55 (May, 1950), 533-543.

Hays, William. Statistics for Psychologists. New York: John Wiley, 1962.

Hirschi, Travis, and Selvin, Hanan C. Delinquency Research: An Appraisal of Analytic Methods. New York: Free Press, 1967.

Hodge, Robert; Siegal, Paul; and Rossi, Peter. "Occupational Prestige in the United States: 1925-1963." American Journal of Sociology, 70 (November, 1964), 291-301.

Hollingshead, August. Elmtown's Youth. New York: John Wiley & Sons, 1958.

Homans, George C. Social Behavior: Its Elementary Forms. New York: Harcourt, Brace and World, 1961.

Jackson, Elton, and Burke, Peter. "Conceptualization and Measurement in the Study of Social Stratification." Methodology in Social Research. Edited by Hubert M. Blalock. New York: McGraw-Hill, 1968.

Jackson, Elton, and Burke, Peter. "Status and Symptoms of Stress." American Sociological Review, 30 (August, 1965), 556-564.

Jansyn, Leon. "Solidarity and Delinquency in a Street Corner Group." American Sociological Review, 31 (October, 1966), 600-614.

Kelly, K. Dennis, and Chambliss, William. "Status Consistency and Political Attitudes." American Sociological Review, 31 (June, 1966), 375-382.

Kenkel, William. "The Relation between Status Consistency and Politico-Economic Attitudes." American Sociological Review, 21 (October, 1956), 365-368.

Kenniston, Kenneth. "Social Change and Youth in America." The Challenge of Youth. Edited by Erik Erikson. New York: Doubleday and Company, 1963.

Kenniston, Kenneth. The Uncommited: Alienated Youth in American Society. New York: Delta Press, 1960.

Kitsuse, John I., and Dietrick, David C. "Delinquent Boys: A critique." American Sociological Reveiw, 24 (April, 1959), 208-215.

Kobrin, Solomon. "The Conflict of Values in Delinquency areas." American Sociological Review, 16 (October, 1951), 653-661.

Kobrin, Solomon; Puntil, Joseph; and Peluso, Emil. "Criteria of Status Among Street Groups." Journal of Research in Crime and Delinquency, 4 (January, 1960), 50-65.

Landecker, Werner. "Class Crystallization and Its Urban Pattern." Sociology and Social Research, 27 (Autumn, 1960), 308-320.

Lenski, Gerhard E. "Status Crystallization: A Non-Vertical Dimension of Status." American Sociological Review, 19 (March, 1954), 405-413.

Lerman, Paul. "Argot, Symbolic Deviance, and Subculture Delinquency." American Sociological Review, 32 (April, 1967), 209-224.

Lerman, Paul. "Gangs, Networks and Subcultural Delinquency." American Journal of Sociology, 73 (July, 1967), 63-73.

Lerman, Paul. "Individual Values, Peer Values and Subcultural Delinquency." American Sociological Review, 33 (April, 1968), 219-235.

Lindesmith, Alfred. Opiate Addiction. Evanston: Principia Press, 1958.

Matza, David. Delinquency and Drift. New York: John Wiley, 1965.

McTavish. "The Differential Presitge of Situs Categories." Social Forces, 29 (June, 1964), 363-368.

Merton, Robert K. "Bureaucratic Structure and Personal ity." Social Theory and Social Structure. New York: Free Press, 1957, 195-206.

Merton, Robert K. "Continuities in the Theory of Social Structure and Anomie." Social Theory and Social Structure. New York: Free Press, 1957, 162-191.

Merton, Robert K. "Social Structure and Anomie." Social Theory and Social Structure. New York: Free Press, 1957, 131-161.

Miller, Walter B. "Aggression in a Boy's Street Corner Group." Psychiatry, 24 (November, 1961), 283-298.

Miller, Walter B. "Lower Class Culture as a Generating Milieu of Gang Delinquency." Journal of Social Issues, 14 (1958), 5-19.

Morris, Richard, and Murphy, Raymond. "Occupational Situs, Subjective Class Identification, and Political Affiliation." American Sociological Review, 27 (June, 1961), 383-392.

Morris, Richard, and Murphy, Raymond. "The Situs Dimension in Occupational Structure." American Sociological Review, 24 (April, 1959), 231-239.

Nam, Charles, and Powers, Mary. "Variations in Socio-economic Structure by Race, Residence and the Life Cycle." American Sociological Review, 30 (February, 1965), 97-103.

Nagi, Saad. "Status Profiles and Reaction to Status Threats." American Sociological Review, 28 (June, 1963), 400-405.

Nye, F. Ivan. Family Relationships and Delinquent Behavior. New York: John Wiley, 1958.

Nye, F. Ivan, and Short, James F., Jr. "Reported Behavior as a Criterion of Deviant Behavior." Social Problems, 5 (Winter, 1957), 207-213.

Nye, F. Ivan, and Short, James F., Jr. "Scaling Delinquent Behavior." American Sociological Review, 21 (June, 1957), 326-331.

Nye, F. Ivan; Short, James F., Jr.; and Olson, Virgil. "Socio-Economic Status and Delinquent Behavior." American Journal of Sociology, 63 (January, 1958), 381-389.

Parsons, Talcott. "Age and Sex in the Social Structure of the United States." American Sociological Review, 7 (October, 1942), 604-616.

Parsons, Talcott. The Social System. New York: Free Press, 1951.

Parsons, Talcott. "Youth in the Context of American Society." The Challenge of Youth. Edited by Erik Erikson. New York: Doubleday and Company, 1963.

Phillips, Bernard S. Social Research: Strategy and Tactics. New York: Macmillan, 1966.

Porterfield, Austin L. Youth in Trouble. Forth Worth: Leo Potishman Foundation, 1946.

Reaching the Fighting Gang. New York: New York City Youth Board, 1960.

Reiss, Albert J. Occupations and Social Status. New York: Free Press, 1961.

Reiss, Albert J. "Social Integration of Peers and Queers." The Other Side: Perspectives on Deviance. Edited by Howard S. Becker. New York: Free Press, 1964.

Reiss, Albert J., and Rhodes, Albert L. "Status Deprivation and Delinquent Behavior." The Sociological Quarterly, 4 (Spring, 1963), 140-151.

Reiss, Albert J., and Rhodes, Albert L. "The Distribution of Juvenile Delinquency in the Social Class Structure." American Sociological Review, 26 (October, 1961), 720-732.

Rodman, Hyman. "Illegitimacy in the Carribbean Social Structure." American Sociological Review, 31 (october, 1966), 673-683.

Rodman, Hyman. "The Lower Class Value Stretch." Social Forces, 42 (December, 1963), 204-212.

Rosen, Bernard C. "Conflicting Group Membership: A Study of Parent-Peer Cross-Pressures." American Sociological Review, 20 (April, 1955), 155-161.

Sampson, Edward. "Status Congruence and Cognitive Consistency." Sociometry, 26 (June, 1963), 146-162.

Schmidt, David. "An Attitudinal Correlate of the Status Congruence of Women." Social Forces, 44 (December, 1965), 190-195.

Schwartz, Gary, and Merten, Don. "The Language of Adolescence: An Anthropological Approach to the Youth Culture." American Journal of Sociology, 72 (March, 1967), 453-468.

Scott, Joseph W., and Vaz, Edmund. "A Perspective on Middle Class Delinquency." Middle Class Delinquency. Edited by Edmund Vaz. New York: Harper and Row, 1966.

Scott, Robert. "Two Dimensions of Delinquent Behavior." American Sociological Review, 24 (April, 1959), 240-243.

Selvin, Hanan C. "A Critique of Tests of Significance in Survey Research." American Sociological Review, 22 (October, 1957), 519-527.

Shaw, Clifford R. Delinquency Areas. Chicago: University of Chicago Press, 1929.

Shaw, Clifford R. The Jack-Roller. Chicago: University of Chicago Press, 1930.

Shaw, Clifford R., and McKay, Henry D. Juvenile Delinquency in Urban Areas. Chicago: University of Chicago Press, 1942.

Shaw, Clifford R., and McKay, Henry D. Social Factors in Juvenile Delinquency. Washington, D.C.: U. S. Government Printing Office, 1931.

Shepard, Jon. "Man-Machine Relations." Unpublished Ph.D. dissertation, Michigan State University, 1968.

Short, James F., Jr. "Gang Delinquency and Anomie." Deviant Behavior and Anomie. Edited by Marshall B. Clinard. New York: Free Press, 1964.

Short, James F., Jr. "Street Corner Groups and Patterns of Delinquency: A Progress Report." American Sociological Review, 24 (Spring, 1963), 13-32.

Short, James F., Jr.; Rivera, Ramon; and Tennyson, Ray A. "Perceived Opportunities, Gang Membership and Delinquency." American Sociological Review, 30 (February, 1965), 56-67.

Short, James F., Jr., and Strodtbeck, Fred. Group Process and Gang Delinquency. Chicago: University of Chicago Press, 1965.

Diegal, Sidney. Nonparametric Statistics. New York: McGraw-Hill, 1956.

Smeltzer, Neil J. Theory of Collective Behavior. New York: Free Press, 1963.

Smith, Ernest. American Youth Culture. New York: Free Press, 1962.

Stewart, Cyrus S. "Delinquent Subcultural Theory: An Analysis and Critical Assessment of Three Current Positions." Unpublished Master's thesis, Michigan State University, 1964.

Sykes, Gresham, and Matza, David. "Techniques of Neutralization: A Theory of Delinquency." American Sociological Review, 22 (December, 1957), 664-670.

Toby, Jackson, and Toby, Marsha. Low School Status as a Predisposing Factor in Subcultural Delinquency. Washington, D.C.: U. S. Office of Education, No. 526, 1961.

Treiman, Donald. "Status Discrepancy and Prejudice." American Journal of Sociology, 71 (May, 1966), 651-664.

Turner, Ralph. The Social Context of Ambition. San Francisco: Chandler, 1964.

Vaz, Edmund, ed. Middle Class Delinquency. New York: Harper and Row, 1966.

Vaz, Edmund. "Juvenile Delinquency in Middle Class Youth Culture." Middle Class Delinquency. Edited by Edmund Vaz. New York: Harper and Row, 1966.

Waisannen, Frederick, and Durlak, Jerome. A Survey of Attitudes Related to Costa Rican Population Dynamics. San Jose: 1966.

Wallace, Walter. Student Culture. Chicago: Adline Publishing Company, 1966.

Wattenberg, William W., and Balistrieri, James. "Automobile Theft: A 'Group-Favored' Delinquency. American Journal of Sociology, 57 (May, 1952), 575-579.

Weber, Max. The Theory of Social and Economic Organization. Translated by Talcott Parsons. New York: Oxford University Press, 1947.

Wirth, Louis. The Ghetto. Chicago: University of Chicago Press, 1928.

Wise, Nancy. "Juvenile Delinquency Among Middle Class Girls." Middle Class Delinquency. Edited by Edmund Vaz. New York: Harper and Row, 1966.

Yablonsky, Lewis. "The Delinquent Gang as a Near Group." Social Problems, 7 (Fall, 1959), 108-117.

Yablonsky, Lewis. The Violent Gang. Baltimore: Penguin Books, 1966.

Yinger, Milton. "Contraculture and Subculture." American Sociological Review, 25 (October, 1960), 625-635.

APPENDICES

APPENDIX I

SCALE AND INDEX CONSTRUCTION

APPENDIX I

Scale Analysis

Scalogram analysis, as a technique for empirical classification of ordinal data has become vogue in sociological research. Hirschi and Selvin argue against the random employment of scaling procedures on the basis that scale techniques are unmindful of the problems of casual order and, in their opinion, ". . . considerations of casual order are more important than evidenc of unidimensionality" (1967, 64). Investigators should remember that some of the more important concepts in theoretical sociology are multidimensional, but this dimensionality does not lessen their usefulness in empirical research. Attempts are currently in progress to extend Guttman scaling procedures into areas considered multidimensional (Coleman, 1957).

Scalogram analysis, like factor analytic techniques, is basically a confession of ignorance as to the structure of the variable under concern. Once research has isolated the dimensions of a concept and established good empirical indicants of the dimensions, it is not necessary to repeat the scale procedures for each and every sample. The argument is raised that good empirical indicants of the dimensions have not been constructed and

therefore scale attempts with various indicators are the tone of contemporary research. The extensive use of scalogram analysis in the measurement of delinquent behavior has arisen in the context of both theoretical and empirical works noting the multidimensionality of delinquent behavior (Scott, 1959). Current scale approaches are in the direction of establishing scales for specific offense categories (Dentler and Monroe, 1961).

The major advantage of the use of scales over dichotomization of respondents into delinquent and nondelinquent is threefold: (1) it reduces the random error of respondent classification by the pooling of a number of items from a single universe of content, (2) it enables the researcher to test hypotheses referring to the seriousness or degree of delinquency involvement, and (3) it treats delinquency as a variable rather than as an attribute. If research could isolate the unidimensional nature of delinquency, then a sampling of items from that universe would yield a cumulative ordered scale. But since such sampling is not possible in view of the current disagreement as to the dimensions of delinquent behavior, research attempts to discover the degree to which a sample of items can be said to com e from a single universe of content. In a well-selected set of items, each item represents the specified universe of content adequately and is a poor measure of any other characteristic; this

is not to imply that the measure has no other variables, but that these other variables will be present in insufficient quantities or intensity to substantially effect the measurement of the defined universe. The presence of additional variables is what leads most empirical scales in the directionof the quasi-scale.

Since the items we are employing to tap delinquent behavior have previously provided a quasi-scale, for Nye and Short, and a cumulative scale, for Dentler and Monroe, it may be argued that the construction of the scale again would be useless repetition. However, these items have not all scaled to the same degree nor have they all been employed in the same scale. Additionally, the Nye-Short items were used in a high school population while the Dentler-Monroe items scaled in a junior high population. Combining these arguments with the fact that the items to be employed have not been brought together into a scale, it was decided that our data should be subjected to scalogram analysis in order to isolate a coherent variable. If unidimensionality is not obtained, but if the coefficient of reproducibility is sufficiently high and if the minimal marginal reproducibility indicates that a scale has not been obtained because of extreme frequencies in the modal response categories for each question, categories will be recombined in order to reduce the frequency of response in the modal categories.

If the minimal marginal reproducibility indicates that such is not the case, but is of sufficient magnitude, a quasi-scale will be attempted by improvement of the coefficient of reproducibility by image analysis (Guttman, 1954).

The data was subjected to a scalogram analysis for the total male sample (N=391) employing a machine technique based on the Cornell technique for Scale and Intensity Analysis (Guttman, 1947). After the data have been read in, arbitrary weights are assigned to each response category for each question. For a question with four response categoreis, the weights are 7, 5, 3, 1; the higher weight indicates the more delinquent response. A code check is performed to ensure that every response to each question has at least one respondent indicating it as his choice. For the total male sample, it was found that all response categories were used by no less than three tenths of one per cent, thus a reweighting of the questions was not deemed necessary.

The respondents were ordered by summing the weighted responses to all items and obtaining a total item score in terms of which respondents were ranked from highest to lowest within each numerical category, items are ordered in increasing frequency of the most delinquent response. The respondents with the same total score are re-ordered by summing their responses to the

last half ordered questions and by ranking in this group from the greatest to the least "partial" sum. Cutting points are established in the rank order which sort respondents into those response categories where they would be if the scale were perfect. The cutting points must establish categoreis so as to minimize error and so that each category contains less error than nonerror. The error in a Guttman scale is defined as the number of responses which lie outside the cutting points when they should lie within them.

In order to obtain the most adequate scale the data contain, trial combinations of responses which reduce error in an item the most, but which do not concomitantly produce extreme marginals* are tried. Additionally, these items which contribute most error to the total are successively eliminated from the analysis in order to improve the coefficient or reproducibility to approximately .85.

By these procedures, a coefficient of reproducibility of .56 and a minimal marginal reproducibility of .40 were obtained for the total male sample. Although the minimal marginal reproducibility was satisfactory, i.e., was not extreme so as to produce spuriously high coefficients of reproducibility, the coefficient of reproducibility was judged to be sufficiently below

---

*The CR can be spuriously high if a number of items contain extreme marginals, for the CR of any item can never be less than the F in the modal category.

Guttman's criteria of .90 or the less stringent criteria of .85 to conclude that our male data did not scale. The hypothesis of scalability, i.e., that delinquency as a qualitative variable can be represented by a single quantitative variable for this population, is rejected.

It might be possible that the data yield a quasi-scale. Edwards defines a quasi-scale as

> When the data fail to indicate substantial frequencies for nonscale types, but the coefficient of reproducibility is less than .85, the set of statements is said . . . to be a quasi-scale. Quasi-scales often have a coefficient of reproducibility that is not much higher than that predicted from the modal categories alone (1957, 197-198).

The quasi-scale will order respondents in terms of one dominant and a number of minor variables. This is beacuse the distribution of nonscale types (or errors) fluctuates randomly. If the error introduced by the minor variables is random, then the order will be in terms of the dominant variable. "The order of respondents in a quasi-scale is according to one dominant factor and is essentially invariant from sample to sample" (1957, 197-198). Because of the substantial* frequency of nonscale types in the data, it was concluded that the data did not constitute the basis for the construction of a quasi-scale by image analysis.

---

*Edwards maintains that what is meant by substantial is far from clear. A random sample of one hundred from the total male population suggests that the frequency of nonscale types is too great to be yielded by a random fluctuation of error in minor variables.

For the total male sample, delinquency cannot be represented by a single quantitative variable, but this is not to say that any given subset of the male population is not a cumulative scale. However, subsets of the male sample by high school and social class were not tested for unidimensionality because of the strictures on the total number created by such partitioning. Because our design calls for an analysis by high school and social class, it was felt that comparable measures for all high school and social classes would be necessary. Since scale analysis should not be performed on samples of less than one hundred, only (1) seniors (N=173), (2) white collar (N=108), and (3) labor (N=205) could be subjected to a scale analysis. A comparison between high school and social classes could not legitimately be done if the subsets were measured by two different and noncomparible techniques. These comparitive problems would be maximized if the various techniques involved different assumptions about the data, i.e., different levels of measurement.

Index Construction*

Measurement problems are many and complex and present themselves with special intensity when we desire to measure a variable such as "involvement in delinquent

---

*See Waisannen and Durlak, 1966.

behavior." The task of demonstrating sufficient regularity in behavior to infer the operation of a variable such as the above is not easily accomplished, even for preliminary purposes.

Our research design calls for an accurate measure of involvement in delinquent behavior; we contend that the construction of various indices of delinquent involvement can be obtained by a procedure of index construction by the employment of the index correlation as a measure of the association between the various possible index items. This method is based on the following assumptions. First, because of the sometimes random and sometimes systematic fluctuations in response to any item measuring delinquent bheavior, several (10-12) items designed to measure the universe of content are, generally, better for measurement purposes than is a single item. Second, the degree of correlation between all chosen items reflects the degree to which such a varible can be infered to operate empirically. Third, the summed values of respondent scores on those items selected on the basis of the criteria for association, can function as the measurement of the variable. Lastly, the degree to which these summed scores relate to other variables, beyond the established limits of chance, indicates that an empirical variable has been isolated and has some interpretative and predictive value.

Utilizing the index correlations of any given item to the sum of all other possible index items, a delinquency index was constructed for all males, each high school class, and each social class by the following procedure. The universe of content was defined as behavior which, is officially known, would tend to instigate social intervention and which was specifically embodied in the juvenile code. The items employed were the same as those used in our scale analysis. An item was included for consideration to the degree that it was judged that such a variable as delinquent involvement is empirically present and that the item will evoke assertions as to the number of times it has been committed. This assertion in combination with the seriousness of the act, places the respondent into the presumed continuum of delinquent involvement. Additionally, an item was included to the degree that it would be committed by an appreciable* segment of the population and would be admitted under favorable research circumstances. No pretest of selected items was performed for they had already been used empirically and found to reliably and validly measure the presumed dependent variable.**

---

*Admitedly more serious offenses would be indicated less often than the more minor offenses, but nevertheless they would be committed to a reportable degree.

**The following cautions were taken to ensure reliable and valid responses. Certain items were included that were judged undesirable but were universally

Next, items for each index were examined for the adequacy of their distribution in the various response categories. Obviously, if all respondents answer an item in the same fashion, the item has little power to discriminate respondents.* Items with adequate distributions of response were considered as possible index items and the assumption of face validity was tentatively made for each item. In an effort to check this assumption, each possible index item was then correlated with the sum of all other possible index items (index correlation). While any limit as to how high these correlations should be to include any item in the indices is arbitrary, it was decided that no item would be included if its index correlation was less than .30.** An index correlation

---

committed; respondents who stated that they never committed these actions were eliminated from the analysis. Those individuals who committed all actions to the extremes were eliminated from the analysis. Certain interlocking questions were presented to catch the inconsistent respondent. Using these procedures only a little greater than 2% of the total male sample was eliminated (.0225).

*It was expected that the more serious delinquent acts would have the least adequate distributions. However, depending upon their index correlations, these items (gang fight and car theft) were retained because they represent the severe point on a delinquent continuum.

**An examination of the correlation range for the excluded and marginal items, i.e., items whose index correlations were above .30 but which was the lowest of the included items, revealed that the low points in the range for the marginal items exceeded that for the excluded items and similarily, the high points in the range of the marginal items exceeded that for the excluded items. Additionally, the inter-item correlation of marginal and

Next, items for each index were examined for the adequacy of their distribution in the various response categories. Obviously, if all respondents answer an item in the same fashion, the item has little power to discriminate respondents.* Items with adequate distributions of response were considered as possible index items and the assumption of face validity was tentatively made for each item. In an effort to check this assumption, each possible index item was then correlated with the sum of all other possible index items (index correlation). While any limit as to how high these correlations should be to include any item in the indices is arbitrary, it was decided that no item would be included if its index correlation was less than .30.** An index correlation

---

committed; respondents who stated that they never committed these actions were eliminated from the analysis. Those individuals who committed all actions to the extremes were eliminated from the analysis. Certain interlocking questions were presented to catch the inconsistent respondent. Using these procedures only a little greater than 2% of the total male sample was eliminated (.0225).

*It was expected that the more serious delinquent acts would have the least adequate distributions. However, depending upon their index correlations, these items (gang fight and car theft) were retained because they represent the severe point on a delinquent continuum.

**An examination of the correlation range for the excluded and marginal items, i.e., items whose index correlations were above .30 but which was the lowest of the included items, revealed that the low points in the range for the marginal items exceeded that for the excluded items and similarily, the high points in the range of the marginal items exceeded that for the excluded items. Additionally, the inter-item correlation of marginal and

of less than .30 was employed as a sufficient criterion for the rejection of the assumption of face validity for the item and the item was excluded from the index. Evidence regarding the strength of the indices can be obtained by examining the corrected index correlations,* and the inter-item correlations between index items. Evidence relevant to the internal consistency of the indices is revealed by the pattern of association between index items.

All Male Index

For the total male sample, the inter-item and index correlations are presented in Table 1. An inspection of the index correlations reveal item two (.467) and item eight (.465) to be the most strongly connected to all possible index items. In comparison, item one (.334) and item six (.135) are only marginally associated. However, these marginal items are above the arbitrary cut point of .30, and are to be included as index items for male delinquency. On the other hand, item three (180) and item seven (.231) fall short of the cut point and are

---

excluded items with the item(s) most strongly connected to the index showed the marginal items again to be more strongly associated than the excluded items. These statements hold only as a general case.

*After the cut decisions were made, the index correlation was recomputed on the basis of the sum of those items included in the index.

APPENDIX TABLE 1.--Inter-item and index correlations for all males.[N]

Item	Inter-Item Correlations										Index Correlations	
	1	2	3	4	5	6	7	8	9	10	Uncorrected	Corrected[+]
1. Driving without a License	1.0										.33	.29
2. Truancy from School	.25*	1.0									.46	.50
3. Fist Fight	.09	.04	1.0								.18	
4. Defiance of Parents	.17*	.25*	.09	1.0							.33	.27
5. Petty Theft	.15*	.29*	.14*	.16*	1.0						.37	.55
6. Gang Fight	.03	.18*	.23*	.14*	.18*	1.0					.31	.65
7. Theft from School Desk	.13*	.10[x]	.001	.15*	.13*	.18*	1.0				.23	
8. Joyride	.18*	.26*	.20*	.20*	.30*	.47*	.25*	1.0			.46	.47
9. Alcohol	.23*	.40*	.08*	.21*	.20*	.06	.07	.18*	1.0		.37	.30
10. Vandalism	.22*	.27*	.13*	.16*	.23*	.28*	.25*	.30*	.12*	1.0	.38	.41

x = $p < .05$
* = $p < .01$
N = 391
+ = Item accepted for index

rejected as index items. Items three and seven are arbitrarily designated as insufficiently associated with all possible index items and for these items the assumption of face validity is rejected; for all other items, the assumption of face validity is retained and these items will be combined to form a summary measure of delinquency among males.

An examination of the inter-item correlations for all possible index items yields information indicating that, as a general case, the strength of the included items exceeds that obtained by the excluded items. With N=391 and the degrees of freedom set at N-2, correlation coefficients must be equal to or greater than .10 (.05) and .13 (.01) in order to attain significance (Edwards, 1968*). At .05, the correlation matrix reveals eight insignificant correlations and 37 significant correlations. The elimination of items three and seven reduces the total number of insignificant correlation to two but retains 26 of the significant correlations. At .01, the correlation matrix yields ten insignificant and 35 significant correlations. The restriction of items three and seven reduces the total number of insignificant correlations to three but retains 25 of the significant correlations. The elimination of these items reduces the

---

*The probabilities are given for a two-tailed test, i.e., with the sign of the coefficient ignored.

total number of insignificant correlations by 75% at .05 and 60% at .01; however, at .05 and .01 better than 70% of the significant correlations are retained.

The inter-item and corrected index correlations for all index items are presented in Table 1.

Each of the possible items are not to be combined for the index to measure involvement in delinquent behavior among males. The index correlations that obtain for the sum of all possible index items will fluctuate when the index correlations are corrected, i.e., when they are recomputed only for those items included in the index. This fluctuation is due to the effect of the excluded items on the total sum and the inter-item correlation between excluded and included items.

An examination of the corrected index correlations reveals that with the exception of item one (.295) and four (.271) all items are adequately connected to the index. An examination of the correlations between item one and six, the strongest item (.651), of .038 does not lend support for the inclusion of item one in the index. In view of the significant correlations of item one with all other index items, it is judged to have sufficient connection to the index. The correlation of item four with item six (.148) is significant as are the correlations of item four with all other index items. The strength of association for the other index items,

ranging from .303 to .651 with the majority above .400, are ample to counteract the marginality of items one and four.

Examination of the inter-item correlations for the index items reveals only two insignificant correlations at .05, which increases to only three at the .01 level. At .05, 26 significant correlations are retained which decreases to 25 at .01. We contend that the correlations between index items reflects a sufficient degree of internal consistency to warrant the use of these items as an index of male delinquency. In combination with the amount of reduction of insignificant correlations by the elimination of items three and seven accompanied by the degree to which significant correlations were retained and the general significance of the correlations between index items, we conclude that this index will function as an accurate measure of delinquency among males.

Freshmen Index

For the freshmen subset, the inter-item and index correlations are presented in Table 2. Inspection of the distribution of index correlations reveals item two (.607) and item five (.574) to be the most strongly associated with all other possible index items. Item one (.373) and four (.379) are the most marginally associated but are above the cut point (.30) and are to

APPENDIX TABLE 2.--Inter-item and index correlations for freshmen.[N]

Item	Inter-Item Correlations										Index Correlations	
	1	2	3	4	5	6	7	8	9	10	Uncorrected	Corrected[+]
1. Driving Without a License	1.0										.37	.37
2. Truancy from School	.46*	1.0									.60	.59
3. Fist Fight	.18	.29*	1.0								.43	.41
4. Defiance of Parents	.22[x]	.24[x]	.34*	1.0							.37	.43
5. Petty Theft	.31*	.35*	.34*	.36*	1.0						.57	.59
6. Gang Fight	.09	.17	.26*	-.06	.01	1.0					.18	
7. Theft from School Desk	.10	.33*	.18	.25*	.34*	.05	1.0				.39	.18
8. Joyride	.08	.20	.03	-.05	.18	.03	.14	1.0			.20	
9. Alcohol	.16	.47*	.30*	.21[x]	.41*	.17	.32*	.17	1.0		.47	.52
10. Vandalism	.18	.29*	.15	.23[x]	.36*	.16	.20[x]	.22[x]	.13	1.0	.38	.18

x = $p < .05$
* = $p < .01$
N = 91
+ = Item accepted for index

be included in the construction of the freshmen index. Items six (.181) and eight (.207) are sufficiently below the cut point to be dropped from further analysis. Items six and eight are arbitrarily designated as insufficiently related to the other possible items to be included in the index, and for these two items the assumption of face validity is rejected. For all other items, the assumption of face validity is retained and these items will be combined as the freshmen index.

An examination of the significance of correlations obtained between all possible index items provides information to indicate that the degree of association for included items generally exceeds that for the cluded items. With N=91 and the degrees of freedom set at N-2, correlations must be equal to or greater than .21 (.05) and .27 (.01) for significance. At .05, the correlation matrix yields 22 insignificant and 23 significant correlations. The elimination of items six and eight reduces the total number of insignificant correlations to seven but retains 21 of the significant correlations. At .01, the correlation matrix yields a total of 28 insignificant and 17 significant correlations. The elimination of items six and eight reduces the total number of insignificant correlations to 13 but retains 15 significant correlations. In general, the elimination of these items reduces the total number of insignificant correlations

by 70% at .05 and 54% at .01; however, 91% of the significant correlations are retained at .05 while 88% are retained at .01.

Table 2 presents the inter-item and corrected index correlations for the freshmen index. Inspection reveals that only seven (.188) and ten (.180) are items which are weakly associated with the index. The correlation of item seven with iten two, the strongest item .596, of .331 and of item ten with item two of .297, both of which are significant at better than .01, strongly argues for the connection of these items to the index. In the majority of cases, these items are significantly related to the other index items. It is also felt that the degree of association of the other index items, ranging from .374 to .596, is sufficient to counteract the marginality of items seven and ten.

Examination of the inter-item correlations for the index items reveals only seven insignificant correlations at .05, which increases to 13 at .01. At .05, 21 significant correlations are retained which decreases to 15 at .01. We contend that the correlations between index items reflects a sufficient degree of internal consistency to warrant the use of these items as the freshmen index. In combination with the amount of reduction of insignificant correlations by the restriction of items six and eight accompanied by the degree to which significant correlations

were retained and the general significance of the correlations between index items, yields evidence in support of the conclusion that this index will function as an accurate measure of delinquency among freshmen.

Sophomore Index

For the sophomore subset, the inter-item and index correlations are presented in Table 3. Examination of the index correlations shows item eight (.487) and item ten (.571) to be the most strongly connected to all possible index items. Only of marginal association are items seven (.323) and nine (.385), but they are in excess of the cut point (.30) and will be used as index items. Comparatively, items one (.160), three (.147), and five (.299) do not reach .30 and are therefore dropped for further analysis. Items one, three, and five are arbitrarily designated as insufficiently related to the sum of all possible index items to warrant their inclusion in the index and for these items the assumption of face validity is rejcted; for all other items, the assumption of face validity is retained and the sophomore index will be constructed from these items.

An examination of the inter-item correlations for all possible index items supports the general contention that included items are more strongly related to all other items than are the excluded items. With N=71 and degrees of freedom set at n-2, correlations must be equal

APPENDIX TABLE 3.--Inter-item and index correlations for sophomores.[N]

Item	Inter-Item Correlations										Index Correlations	
	1	2	3	4	5	6	7	8	9	10	Uncorrected	Corrected+
1. Driving Without a License	1.0										.16	
2. Truancy from School	.12	1.0									.45	.17
3. Fist Fight	.13	.16	1.0								.14	
4. Defiance of Parents	.08	.19	.01	1.0							.45	.69
5. Petty Theft	-.09	.20	-.02	.39*	1.0						.29	
6. Gang Fight	.08	.28[x]	.07	.46*	.13	1.0					.46	.14
7. Theft from School Desk	.08	.10	.12	.18	.16	.28[x]	1.0				.32	.68
8. Joyride	.20	.22[x]	.02	.29*	.16	.43*	.34*	1.0			.48	.38
9. Alcohol	.17	.44*	.05	.28[x]	.10	.11	.10	.33*	1.0		.38	.68
10. Vandalism	.04	.42*	.15	.38*	.43*	.43*	.34*	.31*	.21	1.0	.57	.51

x = $p < .05$
* = $p < .01$
N = 71
+ = Item accepted for index

to or greater than .23 (.05) and .30 (.01) for significance. At .05, the correlation matrix reveals 28 insignificant and 17 significant correlations. The elimination of items one, three, and five reduces the total number of insignificant correlations to six but retains 15 significant correlations. At .01, the correlation matrix yields 32 insignificant and 13 significant correlations. The elimination of items one, three, and five reduces the total number of insignificant correlations to ten but retains 11 significant correlations. The elimination of these items reduces the total number of insignificant correlations by 80% at .05 and by 70% at .01. The restriction of these items yields a retention of 88% of the significant correlations at .05 and 84% at .01.

The inter-item and corrected index correlations for the sophomore index can be seen in Table 3. An inspection of the corrected index correlations reveals that with the exception of item two (.175) and item six (.143) all items are sufficiently related to the index. An examination of the inter-item correlations reveals that although half of the correlations for items two and six are insignificant, the correlation of item two with nine (.441) and ten (.427), the two stronger items in the index, and of item six with item ten (.434) and with item four (.467) are all significant at better than .01.

These associations are judged ample to counteract the marginality of items two and six.

Examination of the inter-item correlations for the index items reveals only six insignificant correlations at .05, which increases to ten at .01. At .05, 15 significant correlations are retained which decrease to 11 at .01. We contend that the correlation between index items reflects a sufficient degree of internal consistency to warrant the use of these items as an index of sophomore delinquency. In combination wiht the amount of reduction of insignificant correlations by the elimination of items one, three, and five accompanied by the degree to which significant correlations were retained and the general significance of the correlations between index items, we conclude that this index will function as an accurate measure of delinquency among sophomores.

Junior Index

For the subset of juniors, the inter-item and index correlations are presented in Table 4. Inspection of the index correlations yields item five (.547) and item six (.607) as the most strongly associated items to the sum of all possible index items. Correspondingly, items one (.328) and seven (.340) are the marginal items with coefficients above the arbitrary cut point (.30) and are to be included in the construction of the index. The

APPENDIX TABLE 4.--Inter-item and index correlations for juniors.[N]

Item	Inter-Item Correlations										Index Correlations	
	1	2	3	4	5	6	7	8	9	10	Uncorrected	Corrected[+]
1. Driving Without a License	1.0										.32	.32
2. Truancy from School	.16	1.0									.41	.41
3. Fist Fight	-.006	.45*	1.0								.39	.39
4. Defiance of Parents	.41*	.19	.32[X]	1.0							.54	.54
5. Petty Theft	.20	.23	.22	.45*	1.0						.54	.54
6. Gang Fight	.25	.55*	.49*	.43*	.34*	1.0					.60	.60
7. Theft from School Desk	.11	-.02	.04	.24	.39*	.25	1.0				.34	.34
8. Joyride	.33*	.31[X]	.14	.38*	.50*	.56*	.27[X]	1.0			.47	.47
9. Alcohol	.04	.44*	.32[X]	.11	.16	.29[X]	.20	.02	1.0		.36	.36
10. Vandalism	.27[X]	-.07	.06	.32[X]	.42*	.006	.36*	.05	.33[X]	1.0	.36	.36

X = $p < .05$
* = $p < .01$
N = 56
+ = Item accepted for index

uniqueness of the junior index is revealed by the fact that no items are below the cut point and the marginal items yields index correlations well above the cut point. Thus, for all items the assumption of face validity is retained and all items will be used in combination to yield the junior index.

An examination of the inter-item correlations for all index items reveals a disappointingly high incidence of insignificant correlations. With N=56 and the degrees of freedom set at N-2, correlations must be equal to or greater than .27 (.05) and .35 (.01) to attain significance. At .05, the correlation matrix yields 22 insignificant correlations which increase to 30 at .01. Since no items are below the cut point, no items can be excluded which means that there will be no reduction of the total number of insignificant correlations in the index.

The basis upon which all items are retained is the fact that none are below .30. An examination of the relationship between strong and marginal items further justified this decision. The correlation between item one and five (.205) and between one and six (.259) combined with the correlations between seven and five (.397) and between seven and six (.259) reveals that the correlation between seven and five is the only correlation to reach significance (better than .01). If we examine the correlation between item one and four, another strongly connected

item (.545), we find a correlation of .412 which is significant at better than .01. It seems justified to retain item one on the basis of its association with item four and to retain item seven on the basis of its correlation with item five. This argument is strengthened by the significant correlation (.397) between item five and seven.

Examination of the inter-item correlations for the index items reveals an equal distribution of insignificant and significant correlations at .05; however, at .01 there are twice as many insignificant as significant correlations in the index. In terms of the extent of association between index items, ranging from .328 to .607, and the generally significant correlations of items five and six with each other (.349) and with most of the other index items, we contend that regardless of the generally low correlations, there is sufficient internal consistency to retain these items as an index of junior delinquency. Although there is a good number of insignificant correlations, those that obtain between the most strongly related items (four, five, six and eight) are significant at better than .01. This in combination with the generally significant correlations of the weaker with the stronger items argues for the use of this index.

Senior Index*

For the senior subset, the inter-item and index correlations are presented in Table 5. Examination of this table reveals item two (.554) and item nine (.480) to be the most highly correlated to the sum of all possible index items. In comparison, items one (.319) and four (.302) are only of marginal association, but since they exceed the cut point (.30), they will be included as index items. On the other hand, items three (.224) and seven (.234) and eight (.287) fail to attain a level sufficient for their inclusion in the index. For these three items, the assumption of face validity is rejected; for all other items, the assumption of face validity is retained and these items will be combined to form the senior index.

Inspection of the inter-item correlations for all possible index items reveals that generally the strength of the included items exceeds that obtained by the excluded items. With N=173 and the degrees of freedom set at N-2, correlations must be equal to or greater than .14 (.05) and .18 (.01) in order to be significant. At .05, the correlation matrix yields 13 insignificant amd 32 significant correlations. The elimination of items three, seven, and eight reduces the total number of

*The senior sample is a combination of the senior classes from each high school.

APPENDIX TABLE 5.--Inter-item and index correlations for seniors.[N]

Item	Inter-Item Correlations										Index Correlations	
	1	2	3	4	5	6	7	8	9	10	Uncorrected	Corrected[+]
1. Driving Without a License	1.0										.31	.37
2. Truancy from School	.31*	1.0									.55	.52
3. Fist Fight	.14[x]	.25*	1.0								.22	
4. Defiance of Parents	.06	.14[x]	.05	1.0							.30	.23
5. Petty Theft	.18*	.38*	.06	.30*	1.0						.46	.49
6. Gang Fight	.33*	.33*	.31*	.30*	.18*	1.0					.47	.68
7. Theft from School Desk	.03	.18*	.03	.20*	.15[x]	.02	1.0				.23	
8. Joyride	.21*	.21*	.07	.07	.13	.11	.19*	1.0			.28	
9. Alcohol	.20*	.42*	.11	.21*	.35*	.28*	.20*	.16[x]	1.0		.48	.57
10. Vandalism	.13	.30*	.10	.22*	.45*	.27*	.15[x]	.28*	.34*	1.0	.45	.23

x = p <.05
* = p <.01
N = 173
+ = Item accepted for index

insignificant correlations to two but retains 19 of the significant correlations. At .01, the correlation matrix contains 18 insignificant and 27 significant correlations. The restrictions of the three items reduce the total number of insignificant correlations to three but retains 18 significant correlations. The elimination of these three items reduces the total number of insignificant correlations by 85% at .05 and at .01. At .05, 59% of the significant relations are retained while 66% are retained at .01.

The inter-item and corrected index correlations for all index items are presented in Table 5. Inspection of the table reveals item four (.239) and ten (.231) to be least adequately connected to the index. Inspection of the correlations between item four and six, the strongest item (.681) yields a correlation of .307 and between ten and six yields .273, both of which are significant at better than .01. These relationships support the inclusion of items four and ten in the index. It is felt that the strength of the association of the other index items with the index, ranging from .310 to .681, is of a sufficient magnitude to counteract the marginality of items four and ten.

Examination of the inter-item correlations for the index items reveals only two insignificant correlations at .05, which increases to only three at .01. At .05,

32 significant correlations are retained which reduces to 27 at .01. We contend that the correlations between index items reflects a sufficient degree of internal consistency to warrant the use of these items as an index of male delinquency. In combination with the amount of reduction of insignificant correlations by the elimination of items three, seven, and eight accompanied by the degree to which significant correlations were retained and the general significance of the correlations between index items, we conclude that this index will function as an accurate measure of delinquency among seniors.

Professional Index

For the professional subset, the inter-item and index correlations are presented in Table 6. Examination of the index correlations shows item two (.525) and five (.374) to be the most highly associated with the sum of all possible index items. Item six (.305) and nine (.332) are marginally associated with the sum of all possible index items but are above the cut point (.30) and therefore will be included in index construction. Items one (.297), three (.219), four (.156), seven (.002), eight (.137), and ten (.263) all fail to attain the criterion level and are rejected as index items. Correspondingly, the assumption of face validity for these excluded items is rejected. Face validity is retained for all other items and they will be combined for the professional index.

APPENDIX TABLE 6.--Inter-item and index correlations for professionals.[N]

Item	Inter-Item Correlations										Index Correlations	
	1	2	3	4	5	6	7	8	9	10	Uncorrected	Corrected[+]
1. Driving Without a License	1.0										.29	
2. Truancy from School	.29[x]	1.0									.52	.30
3. Fist Fight	.01	.27[x]	1.0								.21	
4. Defiance of Parents	.03	.09	.20	1.0							.15	
5. Petty Theft	.16	.37*	.06	.29[x]	1.0						.37	.79
6. Gang Fight	.15	.25[x]	.21	.19	.04	1.0					.30	.23
7. Theft from School Desk	-.03	-.07	-.02	-.15	.03	.11	1.0				.002	
8. Joyride	.22	.11	-.07	.02	-.002	.05	.01	1.0			.13	
9. Alcohol	.23[x]	.39*	.15	.02	.12	.12	.02	.08	1.0		.33	.25
10. Vandalism	.11	.19	.02	-.01	.34*	.10	.19	.09	.08	1.0	.26	

x = $p < .05$
* = $p < .01$
N = 73
+ = Item accepted for index.

An examination of the inter-item correlations reveals a picture similar to the junior correlation matrix, i.e., an extreme number of low and insignificant correlations. The general case, nevertheless, seems to hold that the strength of the included items exceeds that obtained for the rejected items. With N=73 and degrees of freedom set at N-2, correlations must be equal to or greater than .23 (.05) and .30 (.01) to attain significance. At .05, the correlation matrix yields 37 insignificant correlations and eight significant correlations. Restriction of the excluded items reduces the total number of insignificant correlations to four but retains only two significant correlations. At .01, the correlation matrix yields 42 insignificant correlations and only three significant correlations. Since the restricted table includes no correlations which are significant at .05 but insignificant at .01, the restriction of the items yields the same results as were found at the .05 level, i.e., of the 42 insignificant correlations only four are retained at .01 while two of the three significant correlations are retained.

The inter-item and corrected index correlations for all index items are presented in Table 6. A truly perplexing picture emerges in view of the extremely small number of index items. Examination of the index correlations reveals item five (.796) to be extremely powerful

in its association with the index, so powerful as to reduce the importance of the other index items to only marginal connection with the index, i.e., item two (.300), item six (.232) and item nine (.255). The only significant correlation obtains between item two and five (.376) and between two and nine (.396). Although the reduction of insignificant correlations at both .05 and .01 is greater than 90%, the retention of significant correlations at .05 is only 25% and at .01 only 66%.

Examination of the inter-item correlations for the index items reveals eight significant correlations at .05 which drops to three at .01. At .05, there are 37 insignificant correlations which increases to 42 at .01. In comparison with the other indices, the professional index is the weakest that we have obtained and exhibits a low degree of internal consistency. Any prediction drawn from the use of this index must be extremely qualified in view of the general weakness of the index.

White Collar Index

For the white collar subset, the inter-item and index correlations are presented in Table 7. Inspection of this table yields index correlations indicating item three (.427) and ten (.479) are those items most strongly connected to the sum of all possible index items. Item

APPENDIX TABLE 7.--Inter-item and index correlations for business.[N]

Item	Inter-Item Correlations										Index Correlations	
	1	2	3	4	5	6	7	8	9	10	Uncorrected	Corrected[+]
1. Driving Without a License	1.0										.24	
2. Truancy from School	.19	1.0									.40	.17
3. Fist Fight	.16	.37*	1.0								.42	.63
4. Defiance of Parents	.06	.19	.21[x]	1.0							.34	.58
5. Petty Theft	.13	.12	.15	.37*	1.0						.39	.59
6. Gang Fight	.08	.07	.19	.10	.11	1.0					.14	
7. Theft from School Desk	.15	.09	.25*	.10	.20[x]	.09	1.0				.26	
8. Joyride	.15	-.02	.003	-.09	.05	.01	.03	1.0			.06	
9. Alcohol	.04	.41*	.25*	.23*	.14	-.06	.04	.01	1.0		.33	.66
10. Vandalism	.19	.20[x]	.19[x]	.24[x]	.46*	.09	.26*	.15	.25*	1.0	.47	.11

x = $p < .05$
* = $p < .01$
N = 108
+ = item accepted for index

four (.345) and nine (.334) are on only marginal association but exceed the cut point (.30) and are to be retained as index items. Alternatively, items one (.244), six (.144), seven (.266), and eight (.266) are below the the criterion level and are rejected as index items. These items are arbitrarily designated insufficiently connected to all other possible index items and for these the assumption of face validity is rejected. For all other items, face validity is retained and these items will form the white collar index.

An examination of the inter-item correlations for all possible index items yields the same general picture as do the other indices. The strength of index items exceeds that obtained by the excluded items. With N=108 and degrees of freedom set at N-2, correlations must be equal to or greater than .20 (.05) and .25 (.01) for significance. At .05, the correlation matrix reveals 31 insignificant and 14 significant correlations. The elimination of the restrictions from index construction yields a reduction in the total number of insignificant correlations to four and retains 11 of the significant correlations. At .01, the correlation matrix yields 37 insignificant and eight significant correlations. The elimination of the excluded items reduces the total number of insignificant correlations to nine and retains only six of the significant correlations. The elimination

of these items reduces the total number of insignificant correlations by 88% at .05 and by 75% at .01. At .05, 78% of the significant correlations are retained while 75% are retained at .01.

Table 7 presents the inter-item and corrected index correlations for all index items. Examination of the index correlations reveals that with the exception of item two (.177) and ten (.117) all items are very strongly connected to the index. The correlation between item two and nine, the most strongly connected item (.661), of .378 and between item ten and nine of .255, both of which are significant at better than .01, lends support for the connection of items two and ten to the index. The strength of association of the other items to the index, ranging from .586 to .661 are more than adequate to counterbalance the marginality of items two and ten.

Examination of the inter-item correlation for the index items reveals 11 significant correlations at .05 which reduces to six at .01. At the .05 level, there are four insignificant correlations which increases to nine at .01. Although not as strong as the pattern of association for most of the other indices, we contend that the correlations between index items reflects a sufficient degree of internal consistency to warrant the use of these items as an index of white collar delinquency. In combination with the amount of reduction of

insignificant correlations accompanied by the degree of retention of significant correlations and the general significance of the correlation between index items, we conclude that this index will adequately measure delinquency among white collar respondents. This conclusion must be tempered by the realization of the generally low number of significant correlations in this table. The white collar index is one of the weaker indices obtained.

Labor Index

For the labor subset, Table 8 presents the inter-item and index correlations. Inspection of the index correlations shows item two (.540) and five (.521) to be those items most strongly connected to the sum of all possible index items. In comparison, item one (.315) and seven (.356) are of only marginal association but exceed the criterion value and are to be retained as index items. Item three (.232) is the only item that fails to reach the criterion value and is not to be retained for index construction. Item three is arbitrarily designated as insufficiently connected to the sum of all possible index items and the assumption of face validity is rejected. For all other items, the assumption of face validity is retained and these items will for the labor index.

As in all other cases, an examination of the inter-item correlations yields information indicating the

APPENDIX TABLE 8.--Inter-item and index correlations for labor.[N]

Item	Inter-Item Correlations										Index Correlations	
	1	2	3	4	5	6	7	8	9	10	Uncorrected	Corrected[+]
1. Driving Without a License	1.0										.31	.30
2. Truancy from School	.27*	1.0									.54	.53
3. Fist Fight	.15[x]	.20*	1.0								.23	
4. Defiance of Parents	.19*	.22*	.08	1.0							.43	.24
5. Petty Theft	.19*	.36*	.14	.35*	1.0						.52	.60
6. Gang Fight	.26*	.36*	.31*	.30*	.19*	1.0					.49	.68
7. Theft from School Desk	.10	.17[x]	.06	.28*	.30*	.15[x]	1.0				.35	.57
8. Joyride	.23*	.30*	.11	.26*	.35*	.36*	.39*	1.0			.47	.48
9. Alcohol	.11	.52*	.09	.27*	.33*	.31*	.21*	.19*	1.0		.45	.54
10. Vandalism	.17*	.26*	.12	.33*	.43*	.28*	.28*	.30*	.27*	1.0	.46	.66

x = $p < .05$
* = $p < .01$
N = 205
+ = item accepted for index

strength of the included items exceeds that of the excluded items. With N=205 and the degrees of freedom set at N-2, correlations must be equal to or greater than .14 (.05) and .18 (.01) to attain significance. At .05, the correlation matrix reveals seven insignificant and 38 significant correlations. The elimination of item three from analysis reduces the total number of insignificant correlations to two but retains 34 of the significant correlations. At .01, the correlation matrix yields 12 insignificant and 33 significant correlations. The restriction of item three reduces the total number of insignificant correlations to four but retains 32 of the significant correlations. The elimination of item three reduces the total number of insignificant correlations by 78% at .05, which decreases to 66% at .01. At .05, 89% of the significant correlations are retained while at .01, 96% are retained.

Table 8 presents the inter-item and corrected index correlations for the index items. An examination of the index correlations shows item one (.304) and four (.242) to be marginally connected to the index. Examination of the correlations between one and six, the most strongly connected item (.681), of .267 and between four and six of .307, both of which are significant at better than .01, argues for their inclusion in the index. The strength of association between all other index items and the index,

ranging from .489 to .681, are more than ample to counterbalance the marginality of items one and four.

Examination of the inter-item correlations for the index items reveals only two insignificant correlations at .05, which increases to only four at .01. At .05, 34 significant correlations obtain which decrease to 32 at .01. We contend that the correlations between index items reflects a sufficient degree of internal consistency to warrant the use of these items as an index of male delinquency among "labor" respondents. In combination with the amount of reduction of insignificant correlations by the elimination of item three accompanied by the degree to which significant correlations were retained and the general significance of the correlations between index items, we feel that this index can function as an accurate measure of delinquency among labor respondents.

In general, it is felt that the indices constructed by this method are generally satisfactory with the possible exceptions of the professional and white collar indices. The generally high degree of loss of insignificant correlations and the high degree of retention of significant correlations argues strongly for the efficiency of this method of index construction. Ideally, the restriction of various items from an index would be accompanied by the total elimination of all insignificant

correlations from the restricted table and the inclusion of all significant correlations. We feel that the method of index construction used more than adequately approximates this ideal.

APPENDIX II

QUESTIONNAIRE

STUDENT QUESTIONNAIRE

DEPARTMENT OF SOCIOLOGY
MICHIGAN STATE UNIVERSITY

TO WHOM IT MAY CONCERN:

The following questionnaire is not a test of any kind; it is the property of the Department of Sociology, Michigan State University and its use is intended only for the purpose of gathering facts on what youth feel, think, and do. A lot of material is written about the attitudes and opinions of youth but little of what is said is based on facts. This questionnaire is intended to gather some of the relevant facts about what kids of high school age feel, think and do.

You will not put your name on this questionnaire and no attempt will be made to identify either you or any one else on the basis of the answers that you give to these questions. Once completed, these questionnaires will be immediately returned to the Department of Sociology at Michigan State University in East Lansing for tabulation. The only individuals who will see your answers are those who will be involved in this research.

Let us assure you that no one at school, either student or teacher, will ever see the answers that you give to these questions. Please give the facts or your honest opinions to these questions; there are no right or wrong answers. The quality of this research depends on you.

THANK YOU FOR YOUR COOPERATION IN THIS EFFORT!

QUESTIONNAIRE

1. Class

   _____Freshman

   _____Sophomore

   _____Junior

   _____Senior

2. _____Male _____Female

3. Nationality background (English, Dutch, German, etc.)_____

$. Religious preference

   _____Jewish

   _____Catholic

   _____Protestant

   _____Other (Please specify_____)

5. What is your father's job or occupation? (If deceased, what was his job or occupation?) _____

   5a. As best you can, write exactly what your father does when he is at work.

   _____

   _____

   _____

6. What program are you taking here at school?

_____College preparatory

_____Commercial

_____General

_____Vocational

_____Not yet decided

_____Other (Please specify:_____)

6a. What would you say it takes to become popular here at school?

_____

_____

_____

7. In what clubs or organizations here at school do you participate?

_____, _____, _____,

_____, _____, _____.

(Girls: Skip to Question # 9)

8. In what interscholastic sports here at school do you participate?

_____, _____, _____,

_____, _____, _____.

9. How important is participation in interscholastic athletics in order to be someone here at school?

_____of extreme importance

_____of medium importance

_____of little importance

_____of no importance

(Girls: Skip to Question # 17)

10. How important is participation in interscholastic athletics to you personally?

_____of extreme importance

_____of medium importance

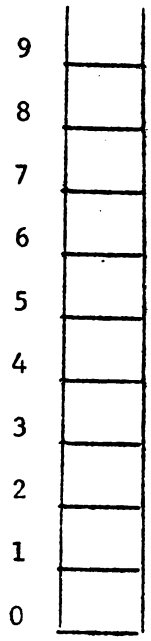
_____of little importance

_____of no importance

(Continued on next page)

11. The ladder below represents possible degrees of involvement in interscholastics athletics. These range from "0" (not involved) to "9" (highly involved). Check that block you believe shows best where you actually stand now in comparison with other kids here at school:

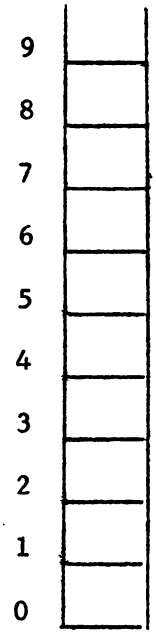
I am highly involved in interscholastic athletics.



I am not involved in interscholastic athletics.

12. In the ladder immediately below place a check in that block where you wish you actually stood now with respect to involvement in interscholastic athletics:

I wish I were highly involved in interscholastic athletics.



I wish I were not involved in interscholastic athletics.

13. Compare the locations of the checks in the two ladders above. If the checks are the same, go to question # 14.

13a. If you are now more highly involved than you wish you were, please explain why:

_____

_____

13b. If you wish you were more highly involved than you actually are now, which of the following best explains why you are not?

_____ It has been primarily my own fault.

_____ It has been no one's fault - it has just worked out this way

_____ The cards have been stacked against me - I haven't been given a fair chance.

_____ Other (specify)_____

13c. Would you explain your answer to question 13b. _____

_____

_____

14. Have you ever been more involved in interscholastic athletics than you are now?

_____Yes

_____No (if no, go to question # 15)

14a. Which of the following best explains why you are less involved now than you were in the past?

_____This is the way I want it.

_____This has come about primarily through my fault.

_____This has come about through no one's fault - it just worked out this way.

_____ The cards were stacked against me - I wasn't given a fair chance to maintain my position.

14b. Would you explain your answer to question # 14a in your own words:

_____

_____

15. What do you believe the chances are for becoming less involved in interscholastic athletics than you now are?

_____extremely likely

_____possible

_____unlikely

_____impossible

16. Have you had difficulty maintaining your current standing with respect to involvement in interscholastic athletics?

_____Yes

_____No (if no, go to question # 17)

16a. Which of the following best explains why?

_____It has been primarily my own fault.

_____It has been no one's fault - it has just worked out this way.

_____The cards have been stacked against me - I haven't been given a fair chance.

16b. Would you explain your answer to question # 16a:

_____

_____

17. How often have you driven a car without a driver's license? (Do not include driver's training courses).

_____very often

_____several times

_____once or twice

_____never

18. How often have you skipped school without a legitimate excuse?

_____never

_____once or twice

_____several times

_____very often

19. How often have you talked back to your parents?

_____very often

_____several times

_____once or twice

_____never

20. How often have you had a fist fight with <u>one</u> other person?

_____never

_____once or twice

_____several times

_____very often

21. How important are grades in order to be someone here at school?

_____of extreme importance

_____of medium importance

_____of little importance

_____of no importance

22. How important are grades to you personally?

_____of extreme importance

_____of medium importance

_____of little importance

_____of no importance

23. The ladder below represents possible degrees of achieving grades. These range from "0" (lowest grades) to "9" (highest grades). Check that block you believe shows best where you actually stand now in comparison with other kids here at school:

I get the highest grades.

9
8
7
6
5
4
3
2
1
0

I get the lowest grades

24. In the ladder immediately below, place a check in that block where you wish you actually stood now with respect to achieving grades:

I wish I were getting the highest grades.

9
8
7
6
5
4
3
2
1
0

I wish I were getting the lowest grades.

25. Compare the locations of the checks in the two ladders above. If the checks are the same, go to question # 26.

25a. If you are now getting higher grades than you wish you were, please explain why:

_____

_____

25b. If you wished you were getting higher grades than you actually are now, which of the following best explains why you are not:

_____It has been primarily my own fault.

_____It has been no one's fault - it has just worked out this way.

_____The cards have been stacked against me - I haven't been given a fair chance.

_____Other (specify)_____

25c. Would you explain your answer to question # 25b._____

_____

_____

26. Have you ever received higher grades than you now are?

_____Yes

_____No (if no, go to question # 27)

26a. Which of the following best explains why you are getting lower grades now than you were in the past?

_____This is the way I want it.

_____This has come about primarily through my fault.

_____This has come about through no one's fault - it just worked out this way.

_____The cards were stacked against me - I wasn't given a fair chance to maintain my position.

26b. Would you explain your answer to question # 26a in your own words:

_____

_____

27. What do you believe the chances are of getting lower grades than you now get?

_____extremely likely

_____possible

_____unlikely

_____impossible

28. Have you had difficulty maintaining the grades you now get?

_____Yes

_____No (if no, go to question # 29)

28a. Which of the following best explains why?

_____It has been primarily my own fault.

_____It has been no one's fault - it has just worked out this way.

_____The cards have been stacked against me - I haven't been given a fair chance.

28b. Would you explain your answer to question # 28a:

_____

_____

29. How often have you told a lie?

_____very often

_____several times

_____once or twice

_____never

30. How often have you defied your parents' authority (to their face)?

_____never

_____once or twice

_____several times

_____very often

31. How often have you taken little things (worth less than $2)?

_____very often

_____several times

_____once or twice

_____never

32. How often have you taken part in "gang fights"?

_____never

_____once or twice

_____several times

_____very often

33. How important is participation in clubs or organizations in order to be someone here at school?

_____of extreme importance

_____of medium importance

_____of little importance

_____of no importance

34. How important is participation in school clubs or organizations to you personally?

_____of extreme importance

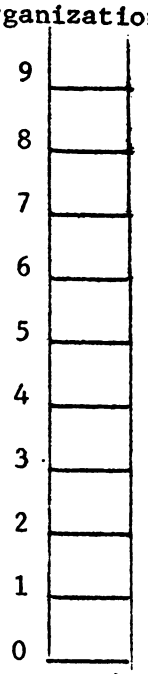
_____of medium importance

_____of little importance

_____of no importance

35. The ladder below represents possible degrees of involvement in clubs and organizations. These range from "0" (not involved) to "9" (highly involved). Check that block you believe shows best where you actually stand now in comparison with other kids here at school:

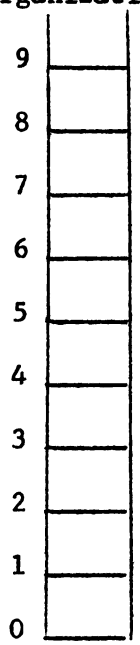
I am highly involved in clubs or organizations.



I am not involved in clubs or organizations

36. In the ladder immediately below, place a check in that block where you wish you actually stood now with respect to involvement in clubs and organizations:

I wish I were highly involved in clubs or organizations.



I wish I were not involved in clubs or organizations.

37. Compare the location of the checks in the two ladders above. If the checks are the same, go to question #38.

37a. If you are now more highly involved than you wish you were, please explain why:

_____

_____

37b. If you wish you were more highly involved than you actually are now, which of the following best explains why you are not?

_____It has been primarily my own fault.

_____It has been no one's fault - it has just worked out this way.

_____The cards have been stacked against me - I haven't been given a fair chance.

_____Other (specify)_____

37c. Would you explain your answer to question # 37b: _____

_____

_____

38. Have you ever been more involved in clubs and organizations than you now are?

_____Yes

_____No (if no, go to question # 39)

38a. Which of the following best explains why you are less involved now than you were in the past?

_____This is the way I want it.

_____This has come about primarily through my fault.

_____This has come about through no one's fault - it just worked out this way.

_____The cards were stacked against me - I wasn't given a fair chance to maintain my position.

38b. Would you explain your answer to question # 38a in your own words:

_____

_____

39. What do you believe the chances are for becoming less involved in clubs or organizations than you now are?

_____extremely likely

_____possible

_____unlikely

_____impossible

40. Have you had difficulty in maintaining your current standing with respect to involvement in clubs and organizations?

_____Yes

_____No (if no, go to question # 41)

40a. Which of the following best explains why?

_____It has been primarily my own fault.

_____It has been no one's fault - it has just worked out this way.

_____The cards have been stacked against me - I haven't been given a fair chance.

40b. Would you explain your answer to question # 40a.

_____

_____

41. How often have you taken things from someone else's desk or locker at school without their permission?

_____very often

_____several times

_____once or twice

_____never

42. How often have you taken a car for a ride without the owner's permission?

_____ never

_____once or twice

_____several times

_____very often

43. How often have you bought or drunk beer, wine, or liquor? (Include drinking at home).

_____very often

_____several times

_____once or twice

_____never

44. How often have you purposefully damaged or destroyed public or private property that did not belong to you?

_____never

_____once or twice

_____several times

_____very often

45. How important is dating in order to be someone here at school?

_____of extreme importance

_____of medium importance

_____of little importance

_____of no importance

46. How important is dating to you personally?

_____of extreme importance

_____of medium importance

_____of little importance

_____of no importance

47. The ladder below represents possible degrees of involvement in dating. These range from "0" (not active) to "9" (highly active). Check that block you believe best shows where you actually stand now in comparison with other kids here at school:

I am actively involved in dating.

9
8
7
6
5
4
3
2
1
0

I do not actively date

48. In the ladder immediately below place a check where you wish you actually stood now with respect to involvement in dating:

I wish I were actively involved in dating.

9
8
7
6
5
4
3
2
1
0

I wish I were not actively involved in dating

49. Compare the locations of the checks in the two ladders above. If the checks are the same, go to question # 50.

49a. If you are now more actively involved than you wish you were, please explain why:

_____

_____

49b. If you wish you were more actively involved than you actually are now, which of the following best explains why you are not?

_____It has been primarily my own fault.

_____It has been no one's fault - it has just worked out this way.

_____The cards have been stacked against me - I haven't been given a fair chance.

_____Other (specify)_____

49c. Would you explain your answer to question 49b:_____

_____

_____

50. Have you ever been more actively involved in dating than you now are?

_____Yes

_____No (If no, go to question #51)

50a. Which of the following best explains why you are less involved now than you were in the past?

_____This is the way I want it.

_____This has come about primarily through my fault.

_____This has come about through no one's fault - it just worked out this way.

_____The cards were stacked against me - I wasn't given a fair chance to maintain my position.

50b. Would you explain your answer to question 50a in your own words:

_____

_____

51. What do you believe the chances are for becoming less actively involved in dating than you now are?

_____extremely likely

_____possible

_____unlikely

_____impossible

52. Have you had difficulty in maintaining your current standing with respect to dating?

_____Yes

_____No (if no, you have completed the questionnaire)

52a. Which of the following best explains why?

_____It has been primarily my own fault.

_____It has been no one's fault - It has just worked out this way.

_____The cards have been stacked against me - I haven't been given a fair chance.

52b. Would you explain your answer to question 52a.

_____

_____

THANK YOU FOR YOUR TIME; WITHOUT YOUR COOPERATION, RESEARCH SUCH AS THIS COULD NOT BE DONE!

APPENDIX III

TABLES

TABLE II-A.--Multiple Correlation and Analysis of Variance for All Males, High School and Social Classes with No Control for Salience.

		391 Male	91 Frosh.	71 Soph.	56 Junior	174 Senior	73 Prof.	109 Bus.	205 Labor
Deprivations	F	4.32°	.73	6.55++	.22	5.06°	1.65	1.05	2.33x
	F_r	2.10*	.57	.66	2.45*	2.23*	1.50	1.22	1.38
	R_{nr}	.25	.28	.34	.63	.37	.48	.36	.28
	R^2	.06	.08	.12	.40	.14	.23	.13	.07
Frustrations	F	4.92+	.53	2.47x	.44	7.45++	.86	2.67+	2.74+
	F_r	1.90x	.64	2.06x	2.32	1.43	1.84	.64	1.23
	R_{nr}	.23	.30	.54	.62	.31	.51	.27	.26
	R^2	.05	.09	.29	.39	.09	.26	.07	.67
Threat	F	1.99	.74	2.50x	3.72*	2.51x	3.02x	.18	1.05
	F_r	2.92+	.56	2.05x	.88	3.19++	.97	1.56	1.84x
	R_{nr}	.29	.28	.54	.44	.43	.40	.40	.32
	R^2	.08	.08	.29	.19	.19	.06	.16	.10
Consistency: Desired Actual	F	7.49°	.73	6.42*	.0001	13.39++	2.85	1.42	6.29*
	F_r	2.35°	.60	1.87x	1.93x	2.25	1.45	1.16	1.30
	R_{nr}	.29	.32	.58	.64	.41	.52	.39	.30
	R^2	.08	.10	.33	.42	.17	.27	.15	.09
Revised Consistency: Desired Actual	F	7.58°	.91	4.85x	.22	12.82++	3.08	1.05	6.23*
	F_r	2.35°	.58	2.05x	1.90x	2.29	1.43	1.18	1.30
	R_{nr}	.29	.32	.59	.64	.42	.52	.40	.30
	R^2	.08	.10	.35	.41	.17	.27	.16	.09
Revised Consistency: Desired Actual	F	.0005	.64	.01	8.14°	1.04	.93	.15	1.09
	F_r	2.90++	.60	2.52°	1.13	3.25++	1.63	1.26	1.68x
	R_{nr}	.32	.32	.63	.54	.48	.54	.41	.34
	R^2	.10	.10	.40	.29	.23	.30	.26	.11
Revised Consistency: Desired Actual	F	1.94	.03	2.10	7.20*	.005	1.42	.07	.33
	F_r	2.76**	.65	2.29	1.21	3.34++	1.58	1.26	1.74x
	R_{nr}	.31	.33	.62	.55	.49	.54	.41	.34
	R^2	.09	.11	.38	.31	.24	.29	.16	.12
Total Unrestricted F[4]		2.71++	.60	2.32*	1.76	3.11++	1.58	1.18	1.64
Mult. Corr.	R^5	.32	.34	.63	.64	.49	.55	.41	.35
	R^2	.10	.11	.40	.42	.24	.31	.17	.12

xP .05 *P .01 °P .005 +P .001 ++P .0005

1. "F" ratio for restricted variable.
2. "F" ratio for nonrestricted variables.
3. Multiple correlation between all nonrestricted variables and delinquency index.
4. "F" ratio for all variables and delinquent behavior.
5. Multiple correlation for total unrestricted F ratio.

The above footnotes numbers 1 through 5 will apply to all tables in this Appendix.

TABLE II-B.--Multiple Correlation and Analysis of Variance for Males by

		SYSTEM										
		Salient				Nonsalient				Salient		
		Athletics	Grades	Clubs	Dating	Athletics	Grades	Clubs	Dating	Athletics	Grades	Clubs
Deprivation	F_w	2.98[X]	7.16*	6.86**	σ	2.60*	3.14*	1.12	3.86°	1.39	2.85x	5.42**
	F_{nr}	.82	1.32	2.08*	σ	1.98[X]	2.25*	.62	2.18*	2.72°	2.28*	2.52°
	R^2_{nr}	.31	.54	.31	σ	.28	.27	.23	.25	.45	.38	.37
	R^2	.10	.29	.097	σ	.079	.076	.052	.066	.20	.14	.13
Frustration	F_w	1.98	5.74*	6.36++	σ	4.21°	3.71°	.83	5.37++	3.47*	5.95++	2.83x
	F_{nr}	1.17	1.35	2.25*	σ	1.43	2.06*	.72	1.66	1.91x	1.20	3.49
	R^2_{nr}	.37	.52	.32	σ	.24	.26	.24	.22	.39	.29	.42
	R^2	.13	.27	.10	σ	.058	.070	.061	.051	.15	.084	.18
Threat	F_w	2.38[X]	.45	1.67	σ	.87	1.80	.87	1.51	1.31	.68	2.28
	F_{nr}	1.03	4.16++	3.97++	σ	2.61°*	2.73+	.71	3.01++	2.75°	3.14++	3.71++
	R^2_{nr}	.35	.73	.41	σ	.31	.30	.24	.29	.45	.44	.43
	R^2	.12	.53	.17	σ	.10	.091	.060	.089	.20	.19	.18
Consistency Actual	F_w	6.43*	21.00++	16.07++	σ	1.60	2.22	.039	5.92*	1.53	.95	4.76x
	F_{nr}	1.02	1.10	2.43°	σ	2.21	2.53+	.80	2.40°	2.46°	2.61+	3.27++
	R^2_{nr}	.38	.54	.37	σ	.32	.32	.29	.29	.48	.45	.45
	R^2	.15	.30	.13	σ	.10	.10	.084	.089	.23	.20	.20
Consistency Desired	F_w	5.88*	19.28++	15.39++	σ	1.81	2.49	.0000	5.88*	3.22	.41	3.86x
	F_{nr}	1.06	1.22	2.48°	σ	2.19*	2.51°	.80	2.40°	2.32*	2.05*	3.35++
	R^2_{nr}	.39	.56	.37	σ	.32	.32	.29	.29	.47	.45	.46
	R^2	.15	.32	.14	σ	.10	.10	.084	.089	.22	.20	.21
Consistency Actual	F_w	.88	1.17	.86	σ	.47	.65	1.06	.12	4.17x	1.35	.21
	F_{nr}	1.45	3.11	3.61	σ	2.29°	2.65+	.73	2.82++	2.24*	2.57*	3.66++
	R^2_{nr}	.45	.74	.43	σ	.33	.33	.27	.32	.46	.44	.47
	R^2	.20	.54	.19	σ	.11	.10	.072	.10	.21	.20	.22
Consistency Desired	F_w	.13	.47	2.10	σ	2.68	4.94[X]	.32	1.96	12.02+	.41	2.55
	F_{nr}	1.52	3.23	3.51++	σ	2.13*	2.33*	.78	2.69*	1.62	2.65*	3.46++
	R^2_{nr}	.45	.74	.43	σ	.32	.31	.28	.31	.40	.45	.46
	R^2	.20	.55	.18	σ	.10	.097	.082	.098	.6	.20	.21
[4]Unrestricted F		1.42	3.00°	3.43++	σ	2.17°	2.52+	.75	2.65+	2.41°	2.50+	3.43++
[5]R		.45	.75	.44		.33	.33	.29	.32	.49	.45	.47
R^2		.21	.56	.19		.11	.11	.08	.10	.24	.20	.22

[X]P<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 0No observation σSingular Matrix

[1]"F" ratio for restricted variable.

[2]"F" ratio for nonrestricted variables.

[3]Multiple correlation between all nonrestricted variables and delinquency index.

[4]"F"ratio for all variables and delinquent behavior.

[5]Multiple correlation for total unrestricted F ratio.

The above footnotes numbers 1 through 5 will apply to all tables in this Appendix.

Salience for Restricted and Nonrestricted Variables.

PERSONAL					COMBINED							
	Nonsalient				Salient				Nonsalient			
Dating	Athletics	Grades	Clubs	Dating	Athletics	Grades	Clubs	Dating	Athletics	Grades	Clubs	Dating
2.64x	3.74°	4.20°	1.02	2.49x	1.05	2.23	2.33X	o	2.19	2.23	2.81x	3.32*
1.69	1.52	1.15	.76	1.55	3.22°°	.79	3.12+	o	.88	1.26	.47	1.68
.46	.26	.24	.22	.24	.77	.56	.45	o	.23	.27	.24	.25
.21	.070	.062	.049	.060	.59	.32	.21	o	.056	.074	.061	.066
1.32	3.34*	2.21	1.50	3.38*	1.63	2.23	1.49	o	.76	1.31	1.56	4.44°
2.24*	1.66	1.84x	.59	1.25	2.96*	.66	3.47++	o	1.38	1.59	.90	1.30
.51	.27	.31	.19	.22	.73	.50	.47	o	.29	.30	.33	.22
.26	.076	.096	.038	.099	.54	.25	.22	o	.085	.091	.11	.052
2.86	1.53	1.23	.84	1.07	5.14°	.84	1.74	o	.57	1.17	.51	.80
1.61	2.31*	2.20*	.82	2.06*	1.21	1.37	3.37++	o	1.45	1.64	1.30	2.58°
.45	.32	.33	.23	.28	.57	.64	.47	o	.29	.30	.39	.31
.20	.10	.11	.053	.078	.33	.41	.22	o	.089	.094	.15	.098
4.35x	6.54*	7.86°	.84	3.86x	.67	2.70	1.98	o	.30	2.86	.72	5.65*
1.80x	1.79x	1.52	.82	1.66x	3.00*	.99	3.06++	o	1.29	1.42	1.11	1.86x
.52	.31	.31	.25	.28	.79	.66	.50	o	.31	.32	.40	.30
.27	.10	.10	.066	.079	.63	.45	.25	o	.10	.10	.06	.090
3.10	5.87*	8.13°	.76	4.51x	2.02	1.81	1.80	o	.36	2.97	.35	6.17*
1.92x	1.84x	1.50	.83	1.61	2.74*	1.10	3.08++	o	1.28	1.42	1.14	1.83
.53	.32	.31	.25	.77	.78	.68	.50	o	.31	.31	.41	.29
.28	.10	.099	.067	.077	.61	.46	.25	o	.10	.10	.17	.088
5.36x	1.56	.51	.13	.52	9.79°	3.79	.25	o	.20	.46	3.79x	.016
1.72	2.16*	2.07x	.87	1.90x	1.19	.87	3.21++	o	1.30	1.60	.87	2.28*
.51	.34	.36	.26	.30	.70	.63	.51	o	.31	.33	.36	.32
.26	.12	.12	.070	.090	.49	.40	.26	o	.10	.11	.13	.10
.046	.012	.054	.0001	1.18	16.03+	.65	4.60x	o	.25	.59	2.25	1.47
2.21*	2.28°	2.10*	.88	1.85x	1.14	1.26	2.83+	o	1.29	1.59	.99	2.17*
.56	.35	.36	.26	.29	.63	.70	.48	o	.31	.33	.39	.32
.31	.12	.13	.071	.088	.40	.49	.23	o	.10	.11	.15	.10
2.04x	2.13*	1.96*	.82	1.81x	2.80*	1.20	3.01++	o	1.22	1.53	1.08	2.13*
.56	.25	.36	.26	.30	.80	.71	.51		.31	.34	.41	.32
.31	.12	.13	.07	.09	.64	.51	.26		.10	.11	.17	.10

TABLE II-C.--Multiple Correlation and Analysis of Variance for Freshmen by

Frosh			SYSTEM										
			Salient				Nonsalient				Salient		
			Athletics	Grades	Clubs	Dating	Athletics	Grades	Clubs	Dating	Athletics	Grades	Clubs
	Deprivation	F_r	.20	2.06	.21	σ	1.37	.91	.84	.67	.75	.83	1.04
		F_{nr}	.86	.22	1.38	σ	.62	.67	.86	.44	1.58	.45	1.64
		R	.75	.68	.57	σ	.34	.33	.50	.25	.70	.34	.57
		R^2	.56	.47	.32	σ	.11	.11	.25	.06	.49	.11	.33
	Frustration	F_r	.38	.92	.78	σ	.72	.99	.18	.39	1.42	.03	1.67
		F_{nr}	.66	.53	.63	σ	.87	.63	1.21	.64	1.17	.78	1.35
		R	.70	.71	.82	σ	.30	.33	.54	.28	.65	.43	.54
		R^2	.49	.51	.43	σ	.11	.11	.29	.08	.42	.19	.29
	Threat	F_r	.27	1.39	1.59	σ	.79	.92	.44	.53	.62	.73	2.64x
		F_{nr}	.78	.24	.82	σ	.84	.66	1.06	.49	1.67	.49	.95
		R	.73	.57	.45	σ	.38	.33	.51	.27	.71	.35	.47
		R^2	.53	.32	.20	σ	.15	.11	.26	.07	.51	.12	.22
	Consistency Desired Actual	F_r	.009	1.03	.39	σ	.27	1.03	.02	.57	.94	.04	.02
		F_{nr}	.58	.68	1.14	σ	.86	.70	.93	.89	1.34	.58	1.64
		R	.79	.89	.57	σ	.43	.39	.55	.30	.74	.43	.63
		R^2	.63	.79	.33	σ	.19	.15	.31	.09	.55	.19	.40
		F_r	.002	1.12	.66	σ	.12	1.01	.01	.70	.73	.0007	.07
		F_{nr}	.58	.55	1.11	σ	.88	.70	.94	.48	1.37	.69	1.63
		R	.79	.88	.57	σ	.44	.39	.55	.30	.75	.44	.63
		R^2	.63	.78	.32	σ	.19	.15	.31	.09	.56	.19	.40
	Consistency Actual Desired	F_r	.10	3.20	.07	σ	.55	.03	2.85	.68	.55	.25	.29
		F_{nr}	.56	.20	1.18	σ	.84	.78	.66	.48	1.40	.57	1.61
		R	.79	.75	.58	σ	.43	.40	.49	.30	.75	.43	.63
		R^2	.62	.56	.34	σ	.19	.16	.24	.09	.56	.18	.40
		F_r	.11	.33	.58	σ	.68	.17	2.05	.03	4.0	.50	.81
		F_{nr}	.56	.97	1.12	σ	.83	.77	.73	.53	.95	.65	1.55
		R	.79	.92	.57	σ	.43	.40	.51	.31	.68	.42	.60
		R^2	.62	.86	.33	σ	.18	.16	.26	.10	.47	.18	.39
Unrestricted		F	.44	.62	1.07	σ	.82	.72	.84	.49	1.31	.54	1.50
		R	.79	.94	.58		.44	.40	.55	.31	.76	.44	.63
		R^2	.63	.89	.34		.19	.16	.31	.10	.58	.19	.40

Salience for Restricted and Nonrestricted Variables.

PERSONAL								COMBINED				
		Nonsalient				Salient				Nonsalient		
Dating	Athletics	Grades	Clubs	Dating	Athletics	Grades	Clubs	Dating	Athletics	Grades	Clubs	Dating
.03	1.39	.55	.89	.97	σ	σ	.60	0	1.38	.27	.42	1.13
.35	.35	1.22	1.17	.69	σ	σ	1.41	0	.69	1.28	1.12	.60
.71	.29	.50	.59	.35	σ	σ	.62	0	.43	.63	.65	.33
.51	.08	.37	.35	.12	σ	σ	.39	0	.19	.40	.42	.11
.01	.33	.09	1.38	.55	σ	σ	1.30	0	1.17	.15	.30	.46
.52	.69	1.51	.96	.92	σ	σ	1.12	0	.57	1.36	1.42	.83
.73	.37	.64	.50	.39	σ	σ	.56	0	.36	.64	.64	.36
.53	.13	.42	.25	.15	σ	σ	.31	0	.13	.41	.41	.13
.10	.16	1.92	.71	1.17	σ	σ	1.72	0	.39	1.91	1.00	1.09
.27	.77	.59	1.34	.68	σ	σ	.92	0	.97	.49	.94	.56
.61	.39	.47	.56	.34	σ	σ	.52	0	.45	.45	.56	.30
.38	.15	.22	.32	.11	σ	σ	.27	0	.20	.20	.32	.09
.008	.01	.05	.21	.55	σ	σ	.001	0	.11	.29	.01	.47
.18	.62	1.10	1.23	.83	σ	σ	1.34	0	.83	.98	1.10	.73
.74	.40	.65	.62	.42	σ	σ	.66	0	.49	.65	.67	.39
.56	.16	.42	.39	.17	σ	σ	.44	0	.24	.42	.45	.15
.01	.007	.005	.001	.65	σ	σ	.03	0	.03	.20	.21	.56
.18	.62	1.10	1.26	.82	σ	σ	1.34	0	.83	.99	1.07	.72
.74	.40	.65	.62	.41	σ	σ	.66	0	.49	.65	.67	.39
.55	.16	.43	.39	.17	σ	σ	.43	0	.24	.42	.45	.15
.06	1.90	1.54	1.89	.60	σ	σ	.01	0	1.31	1.50	1.13	.59
.16	.46	.93	1.02	.82	σ	σ	1.34	0	.70	.85	.94	.72
.73	.35	.62	.59	.41	σ	σ	.66	0	.46	.62	.64	.39
.53	.12	.38	.34	.17	σ	σ	.44	0	.21	.38	.41	.15
.02	.68	3.38	8.43	.06	σ	σ	1.00	0	1.60	1.36	4.42x	.05
.17	.56	.75	.43	.87	σ	σ	1.22	0	.68	.86	.58	.77
.74	.39	.58	.42	.42	σ	σ	.64	0	.45	.62	.55	.40
.55	.15	.33	.18	.18	σ	σ	.41	0	.20	.39	.30	.18
.08	.56	.99	1.12	.80	σ	σ	1.20	0	.75	.91	.96	.71
.75	.40	.65	.62	.43			.66		.49	.68	.67	.40
.56	.16	.43	.39	.18			.44		.24	.43	.45	.16

TABLE II-D.-- Multiple Correlation and Analysis of Variance for Sophomores

Soph.		SYSTEM											
		Salient				Nonsalient				Salient			
		Athletics	Grades	Clubs	Dating	Athletics	Grades	Clubs	Dating	Athletics	Grades	Clubs	
Deprivation	F_r	9.57*	σ	4.04#	σ	3.42x	6.27*	1.20	3.71*	18.81++	2.11	7.10+	
	F_{nr}	.86	σ	.90	σ	.64	61	1.01	.89	.44	1.50	1.53	
	R	71	σ	53	σ	42	35	63	40	55	66	68	
	R^2	50	σ	28	σ	18	12	40	16	30	43	46	
Frustration	F_r	3.67	σ	2.37	σ	.65	1.16	.27	2.22	7.15°	3.20x	1.94	
	F_{nr}	2.34	σ	1.30	σ	1.60	2.54*	1.61	1.43	1.09	1.03	4.27°	
	R	83	σ	58	σ	57	61	69	48	66	59	84	
	R^2	70	σ	33	σ	32	27	48	23	43	34	70	
Threat	F_r	6.01x	σ	1.31	σ	1.15	1.27	1.25	2.22	3.88x	1.78	2.02	
	F_{nr}	1.33	σ	1.86	σ	1.33	2.49*	.95	1.43	2.37	1.67	4.19°	
	R	75	σ	65	σ	53	61	59	48	79	68	84	
	R^2	57	σ	42	σ	28	37	35	23	62	46	70	
Consistency Actual	F_r	19.11°	σ	5.27x	σ	.0008	3.02	.07	.12	12.42°	.41	2.53	
	F_{nr}	1.01	σ	1.30	σ	1.14	2.08x	1.21	1.86x	1.74	2.03	4.03	
	R	80	σ	64	σ	61	63	71	58	82	77	87	
	R^2	64	σ	42	σ	37	39	51	34	67	60	77	
Consistency Desired	F_r	17.34*	σ	4.26x	σ	.04	2.13	.0007	.01	11.69*	31	2.03	
	F_{nr}	1.13	σ	1.41	σ	1.43	2.18x	1.23	1.87x	1.83	2.04	4.17	
	R	81	σ	66	σ	61	64	71	58	82	77	88	
	R^2	66	σ	44	σ	37	41	51	34	68	60	77	
Consistency Actual	F_r	.13	σ	.006	σ	.91	1.38	.01	.35	17.75°	1.68	.22	
	F_{nr}	5.24*	σ	1.98	σ	1.33	2.26*	1.22	1.83x	1.25	1.82	4.74+	
	R	94	σ	72	σ	60	64	71	58	77	76	89	
	R^2	90	σ	52	σ	36	41	51	34	59	57	79	
Consistency Desired	F_r	14.94°	σ	2.60	σ	.0004	.02	2.84		2.69	1.98	.04	
	F_{nr}	1.31	σ	1.61	σ	1.14	2.42*	1.22	1.59	3.73*	1.77	4.80+	
	R	83	σ	68	σ	61	66	71	55	90	75	89	
	R^2	69	σ	47	σ	37	43	51	31	81	57	80	
Unrestricted	F	4.37x	σ	1.77	σ	1.30	2.22*	1.20	1.72	4.19*	1.87	4.26+	
	R	.95	σ	.72	σ	.61	.66	.63	.58	.92	.78	.89	
	R^2	.90	σ	.52	σ	.37	.43	.40	.34	.85	.61	.80	

xP < .05 *P < .01 °P < .005 +P < .001 ++P<.005 θNo observation σSingular matrix

by Salience for Restricted and Nonrestricted Variables.

PERSONAL					COMBINED							
	Nonsalient				Salient				Nonsalient			
Dating	Athletics	Grades	Clubs	Dating	Athletics	Grades	Clubs	Dating	Athletics	Grades	Clubs	Dating
σ	6.90++	.95	1.36	.37	σ	σ	5.58x	.92	5.47*	.62	.4	σ
σ	.77	2.53x	1.04	1.82	σ	σ	2.23	2.04x	.73	2.85x	.64	σ
σ	46	76	58	58	σ	σ	86	61	56	80	75	σ
σ	22	58	34	34	σ	σ	74	38	31	64	56	σ
σ	3.33x	1.13	2.16	2.01	σ	σ	1.50	3.41*	.98	1.45	31	σ
σ	1.96	2.54x	.65	1.15	σ	σ	5.94°	.99	1.98	2.60	98	σ
σ	64	74	47	48	σ	σ	93	45	69	74	70	σ
σ	41	54	22	23	σ	σ	86	21	48	55	49	σ
σ	1.00	2.21	.27	1.40	σ	σ	1.33	1.00	.72	2.55	.24	σ
σ	3.30°	1.82	1.65	1.43	σ	σ	6.34*	2.10x	2.21	1.84	1.07	σ
σ	73	68	64	52	σ	σ	93	60	71	68	72	σ
σ	54	46	42	27	σ	σ	87	36	51	46	51	σ
σ	6.05x	.39	.003	.07	σ	σ	.31	.0002	1.16	08	.34	σ
σ	2.14x	2.40	1.28	1.60	σ	σ	6.67*	1.99x	1.73	2.76x	66	σ
σ	71	79	67	60	σ	σ	96	65	74	81	75	σ
σ	51	62	45	36	σ	σ	93	42	55	66	57	σ
σ	3.25	.005	08	.15	σ	σ	.66	.01	1.34	.03	26	σ
σ	2.50*	2.48x	1.27	1.59	σ	σ	6.29*	1.99	1.70	2.77x	68	σ
σ	74	79	66	60	σ	σ	96	65	74	81	75	σ
σ	55	63	44	36	σ	σ	92	42	55	66	57	σ
σ	.09	.71	06	04	σ	σ	.39	.16	.0005	1.38	07	σ
σ	2.99°	2.34x	1.28	1.60	σ	σ	6.58*	1.97x	1.94	2.47x	72	σ
σ	77	78	67	60	σ	σ	96	64	76	80	76	σ
σ	59	62	44	36	σ	σ	92	42	58	64	59	σ
σ	1.72	.05	.59	3.20	σ	σ	4.32	3.53x	04	.68	56	σ
σ	2.72	2.47x	1.21	1.27	σ	σ	3.88x	1.58	1.93	2.62x	61	σ
σ	75	79	65	55	σ	σ	94	60	76	80	74	σ
σ	57	63	43	31	σ	σ	88	36	58	65	55	σ
σ	2.72*	2.20x	1.14	1.46	σ	σ	5.63x	1.81	1.70	2.44x	.57	σ
σ	.77	.79	.67	.60	σ	σ	.96	65.65	.76	.81	.77	σ
σ	.60	.63	.45	.36	σ	σ	.93	42.42	.58	.66	.59	σ

TABLE II-E.--Multiple Correlation and Analysis of Variance for Juniors

		SYSTEM									
		Salient				Nonsalient				Salient	
		Athletics	Grades	Clubs	Dating	Athletics	Grades	Clubs	Dating	Athletics	Grades	Clubs
Deprivation	F	.46	σ	.61	σ	2.11	.18	σ	.28	.13	1.00	.72
	F_p	2.53	σ	1.67	σ	2.19x	2.01	σ	1.95x	2.48	1.89	.87
	F_{nr}	.90	σ	.69	σ	.73	.62	σ	.60	.85	.87	.71
	R^2	.81	σ	.47	σ	.53	.39	σ	.36	.73	.76	.51
Frustration	F	.62	σ	1.00	σ	.76	.39	σ	.21	.34	.86	.64
	F_p	2.17	σ	1.42	σ	3.19*	1.88	σ	1.99	2.14	2.09	.96
	F_{nr}	.88	σ	.66	σ	.79	.61	σ	.60	.83	.88	.70
	R^2	.78	σ	.43	σ	.62	.37	σ	.36	.70	.78	.49
Threat	F	1.92	σ	1.85	σ	5.08*	2.84x	σ	2.25	2.04	1.29	.48
	F_p	.82	σ	.98	σ	.95	.78	σ	1.03	.77	1.53	1.10
	F_{nr}	.76	σ	.59	σ	.57	.45	σ	.48	.67	.85	.72
	R^2	.58	σ	.34	σ	.33	.20	σ	.23	.45	.72	.52
Consistency Actual	F	.37	σ	.01	σ	.59	.0006	σ	.05	.01	.04	.08
	F_p	1.78	σ	1.48	σ	2.69x	1.56	σ	1.56	1.59	2.33	.94
	F_{nr}	.93	σ	.73	σ	.81	.63	σ	.61	.86	.94	.73
	R^2	.86	σ	.53	σ	.66	.40	σ	.38	.74	.89	.63
Consistency Desired	F	.46	σ	.0007	σ	.61	.23	σ	.37	.14	.13	.04
	F_p	1.73	σ	1.48	σ	2.66x	1.53	σ	1.53	1.55	2.26	.95
	F_{nr}	.93	σ	.73	σ	.81	.63	σ	.61	.86	.94	.79
	R^2	.86	σ	.53	σ	.66	.40	σ	.37	.74	.89	.62
Consistency Actual	F	3.59	σ	2.65	σ	3.06	5.41x	σ	5.13x	.27	.18	.41
	F_p	.78	σ	1.13	σ	2.22x	1.02	σ	1.07	1.51	2.22	.88
	F_{nr}	.86	σ	.68	σ	.79	.55	σ	.54	.86	.94	.77
	R^2	.74	σ	.47	σ	.62	.31	σ	.29	.73	.89	.60
Consistency Desired	F	3.03	σ	5.16x	σ	.38	5.40x	σ	6.11*	.40	2.84	.08
	F_p	.87	σ	.87	σ	2.71*	1.02	σ	.99	1.48	1.09	.94
	F_{nr}	.87	σ	.63	σ	.81	.55	σ	.53	.85	.89	.79
	R^2	.76	σ	.40	σ	.67	.31	σ	.28	.73	.90	.62
Unrestricted	F	1.43	σ	1.31	σ	2.49x	1.42	σ	1.43	1.31	1.67	.78
	R	.94	σ	.73	σ	.82	.63	σ	61	.86	.94	.79
	R^2	.88	σ	.53	σ	.67	.40	σ	.38	.74	.89	.62

xP<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observation σSingular matrix

by Salience for Restricted and Nonrestricted Variables.

PERSONAL									COMBINED				
		Nonsalient					Salient				Nonsalient		
Dating	Athletics	Grades	Clubs	Dating	Athletics	Grades	Clubs	Dating	Athletics	Grades	Clubs	Dating
σ	.06	.24	.40	.79	σ	σ	.79	θ	σ	.20	σ	2.23
σ	1.41	1.88	2.43x	1.83	σ	σ	.87	θ	σ	1.27	σ	1.46
σ	.68	.66	.77	.67	σ	σ	.79	θ	σ	.64	σ	.64
σ	.47	.43	.59	.44	σ	σ	.63	θ	σ	.42	σ	.41
σ	.09	.49	.35	.48	σ	σ	.66	θ	σ	.38	σ	1.13
σ	1.38	1.47	2.47x	2.16x	σ	σ	1.02	θ	σ	1.29	σ	1.98
σ	.68	.63	.77	.67	σ	σ	.78	θ	σ	.62	σ	.67
σ	.46	.40	.59	.45	σ	σ	.61	θ	σ	.39	σ	.45
σ	1.32	2.64	4.13*	2.51	σ	σ	1.02	θ	σ	1.81	σ	.95
σ	.67	.44	.55	1.03	σ	σ	.69	θ	σ	.55	σ	2.10x
σ	.54	.41	.49	.53	σ	σ	.72	θ	σ	.46	σ	.68
σ	.39	.16	.24	.28	σ	σ	.52	θ	σ	.21	σ	.47
σ	.005	.02	.04	.003	σ	σ	1.01	θ	σ	.007	σ	.48
σ	.98	1.25	1.92	1.78	σ	σ	.77	θ	σ	1.07	σ	1.92
σ	.69	.67	.79	.70	σ	σ	.85	θ	σ	.66	σ	.73
σ	.48	.45	.62	.49	σ	σ	.72	θ	σ	.44	σ	.53
σ	.03	.09	.39	.17	σ	σ	.99	θ	σ	.05	σ	.60
σ	.98	1.24	1.86	1.75	σ	σ	.77	θ	σ	1.06	σ	1.90
σ	.69	.67	.78	.70	σ	σ	.85	θ	σ	.66	σ	.73
σ	.47	.45	.62	.49	σ	σ	.73	θ	σ	.43	σ	.53
σ	1.54	.34	3.69	7.82*	σ	σ	2.62	θ	σ	.29	σ	3.31
σ	.79	1.21	1.36	.90	σ	σ	.46	θ	σ	1.03	σ	1.52
σ	.65	.66	.73	.58	σ	σ	.78	θ	σ	.65	σ	.69
σ	.42	.44	.54	.33	σ	σ	.62	θ	σ	.43	σ	.48
σ	1.68	1.36	1.53	2.69	σ	σ	1.81	θ	σ	1.23	σ	1.39
σ	.77	1.08	1.66	1.42	σ	σ	.59	θ	σ	.91	σ	1.78
σ	.64	.64	.77	.66	σ	σ	.82	θ	σ	.63	σ	.72
σ	.42	.41	.59	.44	σ	σ	.67	θ	σ	.40	σ	.52
σ	.86	1.12	1.70	1.59	σ	σ	.78	θ	σ	.94	σ	1.79
σ	.69	.67	.79	.70	σ	σ	.89	θ	σ	.66	σ	.74
σ	.48	.45	.63	.49	σ	σ	.79	θ	σ	.44	σ	.54

TABLE II-F.--Multiple Correlation and Analysis of Variance for

			SYSTEM										
			Salient				Nonsalient				Salient		
			Athletics	Grades	Clubs	Dating	Athletics	Grades	Clubs	Dating	Athletics	Grades	Clubs
Frustration	Deprivation	F	1.28	13.36°	.15	0	2.35x	3.34*	5.21+	5.06+	1.92	3.69*	1.58
		Fr	1.51	.67	1.02	0	1.81x	1.83x	2.27*	2.23*	2.18x	2.44*	2.61°
		Fnr	.64	.68	.74	0	.38	.37	.40	.37	.61	.61	.53
		R^2	.42	.47	.55	0	.15	.13	.16	.14	.37	.37	.28
	Threat	F	3.30x	7.35*	1.12	0	4.05°	4.34+	6.97++	7.45++	5.68+	7.96++	2.32
		Fr	.63	.32	.58	0	1.20	1.48	1.67	1.43	.59	.77	2.25*
		Fnr	.46	.77	.57	0	.12	.33	.35	.31	.33	.38	.50
		R^2	.21	.59	.32	0	.10	.11	.12	.09	.11	.14	.25
		F	1.08	2.69	1.24	0	1.84	1.59	3.15*	2.51x	1.09	1.58	1.95
		Fr	1.65	3.83x	.51	0	2.01x	2.50°	3.04+	3.19++	2.66*	3.37+	2.41*
		Fnr	.64	.89	.54	0	.40	.42	.45	.43	.60	.65	.51
		R^2	.41	.80	.30	0	.16	.17	.20	.19	.36	.43	.26
Consistency	Desired Actual	F	1.83	27.81+	.10	0	4.29x	4.68x	13.05++	13.39++	4.85x	2.64	1.05
		Fr	1.43	.79	.89	0	1.80x	2.09*	2.34°	2.25*	1.85	2.94°	2.47°
		Fnr	.68	.78	.75	0	.42	.43	.45	.41	.59	.68	.57
		R^2	.46	.61	.56	0	.18	.18	.20	.17	.35	.47	.32
		F	2.30	28.91x	.11	0	3.90x	4.39x	12.35x	12.82++	6.03*	2.41	.88
		Fr	1.38	.75	.88	0	1.84x	2.11*	2.40°	2.29°	1.73	2.97°	2.49°
		Fnr	.67	.77	.74	0	.43	.43	.45	.42	.58	.68	.57
		R^2	.45	.60	.56	0	.18	.18	.21	.17	.34	.47	.32
Consistency	Desired Actual	F	.01	1.91	.53	0	.28	.47	1.10	1.04	.01	.53	.39
		Fr	1.69	5.03*	.81	0	2.13*	2.43°	3.35++	3.25++	2.48*	3.22+	2.59*
		Fnr	.71	.96	.73	0	.45	.46	.52	.48	.65	.73	.57
		R^2	.50	.90	.54	0	.21	.21	.27	.23	.42	.49	.33
		F	.41	6.38x	1.09	0	.15	.28	.51	0.05	.76	1.66	.87
		Fr	1.63	3.03	.71	0	2.15*	2.45°	3.40++	3.34++	2.35*	3.07+	2.49*
		Fnr	.70	.92	.71	0	.46	.46	.52	.49	.64	.69	.57
		R^2	.49	.85	.50	0	.21	.21	.27	.24	.41	.48	.33
Unrestricted		F	1.51	5.43x	.75	0	2.01*	2.30°	3.21++	3.11++	2.22x	3.01+	2.38*
		R	.71	.96	.75	0	.46	.46	.52	.49	.65	.70	.58
		R^2	.50	.93	.56	0	.21	.21	.27	.24	.42	.50	.33

xP<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 0No observation cSingular matrix

Seniors; by Salience for Restricted and Nonrestricted Variables.

PERSONAL				COMBINED								
Nonsalient				Salient				Nonsalient				
Dating	Athletics	Grades	Clubs	Dating	Athletics	Grades	Clubs	Dating	Athletics	Grades	Clubs	Dating
2.98x	2.51x	5.36+	3.96*	3.50*	σ	σ	σ	θ	1.85	2.84x	3.32x	3.50*
2.29x	1.52	1.56	1.23	1.79x	σ	σ	σ	θ	1.25	1.27	.96	1.79x
.72	.38	.39	.42	.38	σ	σ	σ	θ	.39	.38	.40	.38
.52	.14	.15	.17	.14	σ	σ	σ	θ	.15	.14	.16	.14
3.48x	1.85	4.81+	3.98°	5.75++	σ	σ	σ	θ	1.23	2.26	3.27*	5.75++
1.91	1.77	1.74	.98	1.02	σ	σ	σ	θ	1.49	1.49	.77	1.02
.66	.41	.41	.36	.30	σ	σ	σ	θ	.43	.41	.35	.30
.44	.16	.17	.13	.09	σ	σ	σ	θ	.18	.16	.12	.09
1.41	2.34	1.62	1.80	2.97x	σ	σ	σ	θ	2.07	1.15	1.36	2.97x
3.19*	1.58	3.00+	1.85	1.98x	σ	σ	σ	θ	1.16	1.93x	1.54	1.98x
.75	.39	.51	.47	.40	σ	σ	σ	θ	.38	.45	.47	.40
.57	.15	.26	.22	.16	σ	σ	σ	θ	.15	.20	.22	.16
6.38*	5.91*	13.03++	10.47+	10.83+	σ	σ	σ	θ	4.30x	3.91x	8.32°	10.83+
2.12x	1.49	1.80x	1.13	1.62	σ	σ	σ	θ	1.19	1.55	.92	1.62
.75	.42	.46	.43	.41	σ	σ	σ	θ	.43	.46	.43	.41
.56	.18	.21	.19	.16	σ	σ	σ	θ	.19	.21	.18	.16
3.92	5.45x	13.35++	8.68°	11.20++	σ	σ	σ	θ	3.96x	4.16x	7.14*	11.20+
2.47x	1.52	1.78	1.27	1.60	σ	σ	σ	θ	1.22	1.52	1.01	1.60
.77	.43	.46	.45	.40	σ	σ	σ	θ	.44	.46	.45	.40
.60	.18	.21	.21	.16	σ	σ	σ	θ	.19	.21	.20	.16
7.07*	1.73	.06	.03	.17	σ	σ	σ	θ	1.35	.14	.001	.17
2.03	1.82x	2.92+	2.06x	2.48°	σ	σ	σ	θ	1.44	1.87x	1.66	2.48°
.74	.46	.55	.54	.48	σ	σ	σ	θ	.47	.49	.54	.48
.55	.21	.31	.30	.23	σ	σ	σ	θ	.22	.24	.29	.23
.006	.03	.002	.06	.32	σ	σ	σ	θ	.58	.21	.0000	.32
3.21°	1.97x	2.92+	2.06x	2.47°	σ	σ	σ	θ	1.50	1.87	1.66	2.47°
.81	.47	.55	.54	.48	σ	σ	σ	θ	.47	.49	.54	.48
.66	.22	.31	.30	.23	σ	σ	σ	θ	.22	.24	.29	.23
2.86*	1.83x	2.71+	1.90x	2.32°	σ	σ	σ	θ	1.44	1.75x	1.52	2.32°
.81	.47	.55	.54	.48	σ	σ	σ	θ	.48	.50	.54	.48
.66	.22	.31	.30	.23	σ	σ	σ	θ	.23	.25	.29	.23

TABLE II-G.--Multiple Correlation and Analysis of Variance for Professional

		SYSTEM										
		Salient				Nonsalient				Salient		
		Athletics	Grades	Clubs	Dating	Athletics	Grades	Clubs	Dating	Athletics	Grades	Clubs
Deprivation	F	0	σ	.94	θ	3.14x	1.56	.94	1.65	1.31	1.58	.98
	F'	0	σ	.98	θ	2.20x	.85	1.59	1.50	2.22	1.66	1.55
	$R^2_{FF'}$	0	σ	.50	θ	.62	.41	.77	.48	.82	.69	.63
	R^2	0	σ	.25	θ	.38	.16	.59	.23	.67	.47	.40
Frustration	F	4.10	σ	.35	θ	1.41	.87	1.53	.86	.80	1.75	.45
	F'	.28	σ	1.27	θ	2.99°	1.13	1.36	1.84	2.92x	1.55	2.03
	$R^2_{FF'}$	.49	σ	.55	θ	.65	.55	.65	.51	.72	.65	.64
	R^2	.24	σ	.31	θ	.43	.21	.43	.26	.62	.42	.41
Threat	F	1.38	σ	.92	θ	4.82°	1.86	1.49	3.02x	1.40	2.75x	2.95x
	F'	1.62	σ	1.00	θ	1.38	.74	1.38	.97	3.32	1.06	.69
	$R^2_{FF'}$	.80	σ	.51	θ	.51	.38	.66	.40	.75	.58	.43
	R^2	.64	σ	.26	θ	.26	.14	.43	.16	.56	.33	.33
Consistency Desired Actual	F	8.08x	σ	1.70	θ	3.82x	2.90	3.13	2.85	3.88	.85	.61
	F'	.51	σ	.90	θ	2.40*	.90	1.21	1.45	1.68	1.83	1.56
	$R^2_{FF'}$	.74	σ	.55	θ	.67	.46	.72	.52	.78	.74	.66
	R^2	.55	σ	.30	θ	.45	.21	.52	.27	.60	.56	.43
Consistency Actual Desired	F	8.30x	σ	2.34	θ	4.35x	3.52	2.44	3.08	3.96	1.30	1.10
	F'	.49	σ	.84	θ	2.39*	.85	1.31	1.43	1.67	1.76	1.93
	$R^2_{FF'}$	.73	σ	.53	θ	.67	.45	.74	.52	.77	.74	.65
	R^2	.54	σ	.29	θ	.45	.21	.54	.27	.60	.55	.42
Consistency Actual Desired	F	.21	σ	.23	θ	2.93	.55	.82	.93	.11	1.32	3.01
	F'	2.24	σ	1.04	θ	2.52*	1.10	1.62	1.63	2.54x	1.75	1.25
	$R^2_{FF'}$	.91	σ	.58	θ	.68	.50	.77	.54	.83	.74	.62
	R^2	.84	σ	.33	θ	.46	.25	.59	.30	.70	.55	.38
Consistency Desired Actual	F	.0009	σ	.44	θ	.82	.56	4.42x	1.42	1.37	.98	.12
	F'	2.38	σ	1.02	θ	2.80°	1.10	1.02	1.58	2.20	1.81	1.63
	$R^2_{FF'}$	.92	σ	.57	θ	.70	.50	.69	.54	.81	.74	.67
	R^2	.85	σ	.33	θ	.49	.25	.48	.29	.67	.55	.44
Unrestricted	F	1.76	σ	.97	θ	2.66*	1.06	1.54	1.58	2.20	1.75	1.47
	R	.92	σ	.58	θ	.71	.51	.79	.55	.83	.76	.67
	R^2	.85	σ	.34	θ	.50	.26	.62	.31	.70	.58	.45

xP<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 θNo observation σSingular matrix

by Salience for Restricted and Nonrestricted Variables.

PERSONAL						COMBINED						
		Nonsalient				Salient				Nonsalient		
Dating	Athletics	Grades	Clubs	Dating	Athletics	Grades	Clubs	Dating	Athletics	Grades	Clubs	Dating
1.53	.95	.07	1.82	3.56x	σ	σ	1.14	0	1.07	.11	0	3.56x
4.43x	.95	1.53	.83	.83	σ	σ	1.01	0	.97	1.13	0	.83
.94	.50	.65	.57	.44	σ	σ	.61	0	.59	.62	0	.44
.89	.25	.42	.33	.19	σ	σ	.37	0	.35	.39	0	.19
2.29	.34	.99	.89	.92	σ	σ	.67	0	.22	.86	2.09	.92
3.29	1.25	1.32	1.11	1.48	σ	σ	1.26	0	1.44	.94	.64	1.48
.91	.55	.57	.58	.50	σ	σ	.60	0	.64	.54	.58	.50
.83	.30	.32	.33	.25	σ	σ	.36	0	.41	.29	.33	.25
10.11x	1.28	1.85	1.59	1.79	σ	σ	1.75	0	1.72	1.57	1.74	1.79
.46	.81	.87	.73	1.04	σ	σ	.67	0	.65	.58	.84	1.04
.64	.47	.49	.50	.44	σ	σ	.48	0	.49	.44	.63	.44
.42	.22	.24	.25	.19	σ	σ	.23	0	.24	.20	.40	.19
.04	.28	.72	.52	3.22	σ	σ	1.05	0	.49	.70	.88	3.22
6.76x	1.02	1.28	1.10	1.10	σ	σ	1.04	0	1.06	.93	1.37	1.10
.97	.57	.64	.65	.51	σ	σ	.64	0	.66	.61	.82	.51
.95	.33	.41	.43	.26	σ	σ	.41	0	.43	.37	.68	.26
.06	.32	.79	.22	3.02	σ	σ	1.93	0	.66	.56	.63	3.02
6.71x	1.01	1.27	1.14	1.12	σ	σ	.93	0	1.04	.95	1.45	1.12
.97	.57	.63	.66	.51	σ	σ	.62	0	.65	.61	.83	.51
.95	.32	.40	.43	.26	σ	σ	.38	0	.43	.38	.69	.26
.68	1.41	2.68	.45	.69	σ	σ	2.52	0	2.67	2.50	.16	.69
5.54x	.90	1.04	1.11	1.37	σ	σ	.86	0	.81	.73	1.60	1.37
.97	.55	.60	.65	.55	σ	σ	.60	0	.61	.56	.84	.55
.95	.30	.36	.43	.30	σ	σ	.37	0	.37	.32	.71	.30
.02	3.02	.26	3.84	.16	σ	σ	.10	0	.44	.40	.30	.16
6.81x	.76	1.34	.71	1.43	σ	σ	1.17	0	1.07	.97	1.55	1.43
.97	.51	.64	.57	.56	σ	σ	.66	0	.66	.62	.84	.56
.95	.27	.42	.32	.31	σ	σ	.44	0	.44	.38	.71	.31
4.81	.95	1.23	1.03	1.31	σ	σ	1.04	0	.99	.90	1.31	1.31
.97	.58	.65	.66	.56	σ	σ	.66	0	.67	.63	.85	.56
.96	.33	.42	.44	.32	σ	σ	.44	0	.45	.40	.72	.32

TABLE II-H.--Multiple Correlation and Analysis of Variance for Business by

		SYSTEM									
		Salient				Nonsalient				Salient	
		Athletics	Grades	Clubs	Dating	Athletics	Grades	Clubs	Dating	Athletics	Grades	Clubs
Deprivation	F	.37	402.69°	3.29*	0	1.35	.84	.25	1.05	1.00	1.45	.92
	F_r	.87	.61	.89	0	1.39	1.13	.76	1.22	1.44	.75	1.06
	R_{nr}	.73	.80	.39	0	.42	.38	.52	.36	.60	.44	.45
	R^2	.53	.64	.15	0	.18	.14	.27	.13	.36	.20	.20
Frustration	F	.18	253.75°	3.13x	0	3.24x	2.52x	.82	2.67x	2.25	.93	1.38
	F_r	1.09	.75	.95	0	.64	.52	.53	.64	.89	.97	.87
	R_{nr}	.77	.74	.40	0	.29	.27	.43	.27	.49	.49	.41
	R^2	.59	.55	.16	0	.08	.07	.19	.07	.24	.24	.17
Threat	F	1.49	387.12*	.65	0	.70	.54	.56	.18	1.19	.44	.45
	F_r	.21	.29	1.96	0	1.67	1.25	.66	1.56	1.38	1.20	1.26
	R_{nr}	.47	.57	.53	0	.44	.40	.47	.40	.57	.53	.48
	R^2	.22	.32	.28	0	.19	.16	.22	.16	.32	.28	.23
Consistency Actual	F	.21	437.02x	8.89°	0	.67	.87	.77	1.42	1.42	.17	.34
	F_r	.68	.97	.97	0	1.45	1.07	.69	1.16	1.33	1.03	1.68
	R_{nr}	.79	.89	.45	0	.46	.41	.52	.39	.63	.56	.59
	R^2	.63	.80	.20	0	.22	.17	.27	.15	.40	.32	.25
Consistency Desired	F	.19	459.38°	7.65*	0	.40	.58	.40	1.05	2.48	.32	.23
	F_r	.68	.91	1.07	0	1.48	1.09	.63	1.18	1.21	1.02	1.09
	R_{nr}	.79	.89	.47	0	.47	.42	.53	.40	.61	.56	.58
	R^2	.63	.79	.22	0	.22	.17	.28	.16	.37	.31	.25
Consistency Actual - Desired	F	.87	93.31*	1.24	0	.11	.03	1.97	.15	.07	.007	.009
	F_r	.56	5.33	1.61	0	1.50	1.13	.48	1.26	1.49	1.05	1.11
	R_{nr}	.76	.97	.55	0	.47	.42	.48	.41	.65	.56	.51
	R^2	.58	.95	.30	0	.22	.18	.23	.16	.42	.32	.26
	F	.81	591.38°	.49	0	.22	.002	.98	.07	1.92	.22	.09
	F_r	.57	.66	1.69	0	1.49	1.14	.57	1.26	1.27	1.03	1.10
	R_{nr}	.56	.86	.55	0	.47	.42	.51	.41	.62	.56	.51
	R^2	.58	.74	.31	0	.22	.18	.26	.16	.38	.31	.26
Unrestricted	F	.56	164.16°	1.60	0	1.39	1.05	.60	1.81	1.35	.95	1.02
	R	.80	.99	.56	0	.47	.42	.54	.41	.65	.56	.51
	R^2	.64	.99	.31	0	.22	.18	.30	.17	.43	.32	.26

xP<.05 *P<.01 °P<.005 +P<.001 ++P<.0005 0No observation sSingular matrix

Salience for Restricted and Nonrestricted Variables.

PERSONAL							COMBINED						
Nonsalient					Salient				Nonsalient				
Dating	Athletics	Grades	Clubs	Dating	Athletics	Grades	Clubs	Dating	Athletics	Grades	Clubs	Dating
2.37	.10	3.89*	.35	.61	σ	σ	.73	θ	1.51	4.96*	2.11	.61
3.25x	1.62	.78	1.29	1.99x	σ	σ	1.37	θ	1.30	.80	2.71	1.99x
.90	.51	.40	.56	.49	σ	σ	.58	θ	.53	.43	.91	.49
.81	.26	.16	.31	.24	σ	σ	.34	θ	.28	.19	.84	.24
4.77x	1.26	2.49x	.57	3.66*	σ	σ	1.10	θ	1.47	3.64*	5.66	3.66*
1.66	1.11	1.04	1.28	.85	σ	σ	1.19	θ	1.29	.93	.85	.85
.83	.44	.47	.58	.33	σ	σ	.55	θ	.50	.44	.75	.33
.68	.20	.19	.29	.11	σ	σ	.30	θ	.25	.19	.57	.11
3.95	.46	.59	1.16	.49	σ	σ	1.02	θ	1.18	.92	1.80	.49
2.04	1.45	1.93x	.98	2.18x	σ	σ	1.23	θ	1.43	2.17x	3.10	2.18x
.83	.49	.55	.49	.49	σ	σ	.56	θ	.52	.60	.91	.49
.73	.24	.30	.24	.24	σ	σ	.31	θ	.27	.36	.82	.24
8.07x	.16	5.76x	.11	.02	σ	σ	.29	θ	1.42	6.96*	5.78	.02
1.97	1.25	1.10	1.14	1.83x	σ	σ	1.27	θ	1.36	1.26	1.66	1.83x
.91	.52	.50	.58	.51	σ	σ	.63	θ	.57	.55	.92	.51
.83	.27	.25	.34	.26	σ	σ	.39	θ	.33	.31	.85	.26
13.83*	.66	4.58x	.006	.07	σ	σ	.23	θ	.85	5.49x	3.83	.07
1.24	1.20	1.21	1.15	1.82x	σ	σ	1.28	θ	1.43	1.40	2.22	1.82x
.87	.51	.52	.58	.51	σ	σ	.63	θ	.58	.57	.94	.51
.75	.26	.27	.34	.26	σ	σ	.39	θ	.34	.33	.88	.26
.96	2.59	.62	.0004	.18	σ	σ	.001	θ	1.74	.02	2.95	.18
4.79x	1.03	1.60	1.15	1.81x	σ	σ	1.30	θ	1.33	2.00x	2.59	1.81x
.96	.48	.57	.58	.51	σ	σ	.63	θ	.57	.64	.94	.51
.92	.23	.33	.34	.26	σ	σ	.40	θ	.32	.41	.90	.26
5.82	.02	.06	1.14	.55	σ	σ	.05	θ	.24	.0005	8.19	.55
2.46	1.26	1.66	1.03	1.78	σ	σ	1.30	θ	1.49	2.01x	1.24	1.78x
.92	.52	.58	.56	.50	σ	σ	.63	θ	.59	.64	.90	.50
.86	.27	.34	.31	.25	σ	σ	.40	θ	.35	.41	.81	.25
4.53x	1.16	1.52	1.04	1.69	σ	σ	1.18	θ	1.38	1.82	3.79	1.69
.96	.52	.58	.58	.51	σ	σ	.63	θ	.60	.64	.97	.51
.93	.27	.34	.34	.26	σ	σ	.40	θ	.36	.41	.95	.26

TABLE II-I.--Multiple Correlation and Analysis of Variance for Labor

Labor		SYSTEM										
		Salient				Nonsalient				Salient		
		Athletics	Grades	Clubs	Dating	Athletics	Grades	Clubs	Dating	Athletics	Grades	Clubs
Deprivation	F_r	3.79*	8.18°	5.20+	σ	1.69	1.47	85	1.62	04	σ	4.00°
	F_{nr}	.79	2.25	1.23	σ	1.10	1.23	54	1.60	2.65x	σ	2.08x
	R	41	83	34	σ	29	28	29	30	86	σ	54
	R^2	17	69	12	σ	08	08	08	09	74	σ	29
Frustration	F_r	2.88x	6.26*	5.23+	σ	2.27	1.67	41	3.03*	70	σ	2.68x
	F_{nr}	1.10	2.61x	1.22	σ	.90	1.16	70	1.11	2.93x	σ	2.64*
	R	47	82	34	σ	27	27	32	25	83	σ	59
	R^2	22	68	11	σ	07	07	10	06	69	σ	35
Threat	F_r	330x	70	96	σ	36	79	16	64	1.50	σ	50
	F_{nr}	.95	9.73++	2.84°	σ	1.60	1.48	80	1.97x	2.03	σ	3.82++
	R	45	94	49	σ	35	31	34	33	78	σ	66
	R^2	20	89	24	σ	12	09	11	11	61	σ	43
Consistency Actual	F_r	12.29+	22.99+	14.40++	σ	.01	1.34	8	3.26	73	σ	7.33*
	F_{nr}	77	1.72	1.38	σ	1.36	1.30	66	1.50	2.27	σ	2.32*
	R	46	84	40	σ	36	32	35	33	86	σ	61
	R^2	21	70	16	σ	13	10	12	11	74	σ	38
Consistency Desired	F_r	11.68+	22.80+	14.18++	σ	02	1.33	03	3.25	1.06	σ	7.25*
	F_{nr}	81	1.74	1.40	σ	1.36	1.30	66	1.50	2.17	σ	2.33*
	R	47	84	40	σ	36	32	35	33	85	σ	62
	R^2	22	70	16	σ	13	10	12	11	73	σ	38
Consistency Actual	F_r	.81	2.82	97	σ	34	0.09	40	2.39	64	σ	76
	F_{nr}	1.75	5.88°	2.46°	σ	1.33	1.40	63	1.56	2.30	σ	3.03
	R	62	94	51	σ	36	33	35	33	86	σ	66
	R^2	38	89	26	σ	13	11	12	11	74	σ	44
Desired Actual	F_r	0.09	5.39X	.68	σ	73	2.82	48	35	7.35x	σ	2.31
	F_{nr}	1.84	4.71*	2.48	σ	1.30	1.19	63	1.72x	1.04	σ	2.85°
	R	63	93	51	σ	36	31	34	35	75	σ	65
	R^2	39	86	26	σ	13	09	12	12	57	σ	43
Unrestricted	F	1.68	6.68°	2.36°	σ	1.26	1.30	61	1.62	2.10	σ	2.88°
	R	.63	.68	.36	σ	.36	.33	.35	.35	.87	σ	.67
	R^2	.39	.91	.26	σ	.13	.11	.12	.12	.76	σ	.45

xP < .05 *P < .01 °P < .005 +P < .001 ++P < .005 θNo observation σSingular matrix

by Salience for Restricted and Nonrestricted Variables.

COMBINED					PERSONAL							
	Nonsalient				Salient				Nonsalient			
Dating	Athletics	Grades	Clubs	Dating	Athletics	Grades	Clubs	Dating	Athletics	Grades	Clubs	Dating
σ	1.63	63	2.03	2.12	55	1.13	5.61+	1.94	3.74#	1.57	83	82
σ	86	46	45	74	1.63	1.86x	1.64	2.19x	1.38	64	73	80
σ	32	23	31	24	50	48	44	67	34	25	28	24
σ	10	05	10	06	25	23	19	45	11	06	08	06
σ	1.29	56	75	66	2.27	3.03x	2.62x	1.32	3.86°	1.02	1.26	1.17
σ	98	49	93	1.27	92	1.11	2.79°	2.55#	1.33	84	58	67
σ	34	23	43	31	40	39	53	69	33	29	25	22
σ	11	05	18	09	16	15	29	48	11	08	06	05
σ	14	32	13	66	65	.52	67	2.37	.81	44	99	94
σ	1.43	58	1.20	1.27	1.59	2.13x	3.72++	1.97	2.49°	1.05	67	75
σ	40	25	48	31	50	51	59	65	44	32	27	24
σ	16	06	23	09	25	26	35	42	19	10	07	05
σ	06	1.27	57	3.42	32	71	8.90°	3.79	11.02+	3.70x	31	1.83
σ	1.15	45	90	.94	1.41	1.76x	2.28#	2.03x	1.35	68	79	73
σ	40	25	48	40	53	52	55	71	38	29	33	26
σ	16	06	23	09	28	28	30	51	14	08	11	07
σ	13	1.31	22	4.02x	03	42	7.85°	2.66	10.84°	3.95x	33	2.40
σ	1.14	44	93	89	1.44	1.79x	2.38#	2.18x	1.36	66	79	69
σ	40	25	48	29	53	53	55	72	38	29	33	25
σ	16	06	23	08	28	28	31	53	14	08	11	06
σ	1.40	16	3.42	68	3.85x	2.85	1.04	6.43#	4.59x	06	90	006
σ	1.04	53	67	1.14	1.09	1.57	.303+	1.72	1.83x	95	74	86
σ	39	27	42	33	48	50	60	68	43	34	32	28
σ	15	07	18	11	23	25	36	47	18	11	10	08
σ	05	21	1.25	42	8.91°	55	1.09	1.27	.002	58	1.15	18
σ	1.15	52	84	1.16	.71	1.77x	3.03+	2.37x	2.21#	91	72	84
σ	40	27	46	33	41	53	60	74	46	33	32	28
σ	16	07	22	11	16	28	36	55	21	11	10	08
σ	1.07	50	87	1.11	1.32	1.69	2.91	2.32x	2.06#	89	75	80
σ	.40	.27	.49	.33	.53	.53	.61	.75	.46	.34	.33	.28
σ	.16	.07	.24	.11	.29	.28	.37	.57	.21	.12	.11	.08

APPENDIX IV

SUPPORT FOR HYPOTHESES UNDER ALL CONDITIONS OF SALIENCE AND NONSALIENCE

SUPPORT FOR HYPOTHESES UNDER ALL

CONDITIONS OF SALIENCE

Salience	Deprivation	Frustration	Comparative	Threat	Consistency
Male					
S	Support	Support	Contradictory	Reject	Support*
P	Qual Support	Reject	Qual Support	Reject	Qual Support*
C	Qual Support	Qual Support	Support	Reject	Reject
Frosh					
S	Reject	Reject	Insuf Infor	Reject	Reject
P	Reject	Reject	Insuf Infor	Reject	Reject
C	Insuf Infor	Insuf Infor	Insuf Infor	Insuf Infor	Insuf Infor
Soph					
S	Insuf Infor	Qual Support	Qual Support	Qual Support	Qual Support*
P	Support	Support	Qual Support	Qual Support	Support* Qual Support**
C	Insuf Infor	Insuf Infor	Insuf Infor	Reject	Reject
Jr					
S	Reject	Reject	Insuf Infor	Reject	Reject
P	Reject	Reject	Insuf Infor	Reject	Reject
C	Insuf Infor	Reject	Insuf Infor	Insuf Infor	Insuf Infor
Sr					
S	Qual Support	Qual Support	Support	Reject	Qual Support*
P	Support	Qual Support	Contradictory	Qual Support	Support*
C	Support	Insuf Infor	Insuf Infor	Insuf Infor	Insuf Infor
Prof					
S	Insuf Infor	Reject	Insuf Infor	Reject	Reject
P	Reject	Support	Reject	Support	Reject
C	Insuf Infor	Insuf Infor	Insuf Infor	Insuf Infor	Insuf Infor
Bus					
S	Support	Support	Reject	Support	Support*
P	Reject	Qual Support	Reject	Reject	Qual Support*
C	Insuf Infor	Insuf Infor	Insuf Infor	Insuf Infor	Insuf Infor
Labor					
S	Support	Support	Reject	Qual Support	Support*
P	Reject	Support	Reject	Reject	Support*
C	Qual Support	Qual Support	Reject	Reject	Qual Support*

S=System Salience P=Personal Salience C=Combined Salience

*By actual consistency **By revised consistency

SUPPORT FOR HYPOTHESES UNDER ALL

CONDITIONS OF NONSALIENCE

Non-Salience	Deprivation	Frustration	Comparative	Threat	Consistency
Male					
S	Contradictory	Contradictory	Support	Qual Support	Reject
P	Support	Qual Support	Support	Reject	Support*
C	Qual Support	Qual Support	Qual Support	Reject	Reject
Frosh					
S	Reject	Reject	Insuf Infor	Reject	Reject
P	Reject	Reject	Insuf Infor	Reject	Reject
C	Reject	Reject	Insuf Infor	Reject	Reject
Soph					
S	Reject	Reject	Insuf Infor	Reject	Reject
P	Qual Support	Reject	Qual Support	Reject	Qual Support*
C		Reject	Insuf Infor	Reject	Reject
Jr					
S	Qual Support	Reject	Insuf Infor	Reject	Support**
P	Reject	Reject	Insuf Infor	Qual Support	Qual Support**
C	Qual Support	Reject	Qual Support	Reject	Reject
Sr					
S	Support	Support	Contradictory	Reject	Support*
P	Support	Support	Qual Support	Reject	Support*
C	Support	Support	Qual Support	Reject	Support*
Prof					
S	Support	Support	Support	Support	Support*
P	Reject	Reject	Reject	Reject	Reject
C	Insuf Infor	Reject	Insuf Infor	Reject	Reject
Bus					
S	Reject	Reject	Insuf Infor	Reject	Reject
P	Reject	Reject	Reject	Reject	Reject
C	Qual Support	Contradictory	Reject	Reject	Reject
Labor					
S	Reject	Reject	Insuf Infor	Reject	Reject
P	Support	Support	Support	Reject	Support*
C	Reject	Reject	Insuf Infor	Reject	Reject

S=System Nonsalience P=Personal Nonsalience C=Combined Nonsalience

*By actual consistency **By revised consistency

MICHIGAN STATE UNIV. LIBRARIES
31293103516955