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AN ANALYSIS OF THE IMPACT OF COMMUNITY SCHOOLS ON THE REDUCTION OF SCHOOL VANDALISM IN A SELECTED DISTRICT

by

Willie Sanders Ellison

A Dissertation Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Philosophy
(Education)
in The University of Michigan
1974

Doctoral Committee:

Professor Curtis Van Voorhees, Chairman
Assistant Professor George Mills
Professor Leonard Sain
Associate Professor Floyd Wylie

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CHAPTER I

INTRODUCTION

PURPOSE OF STUDY

The major purpose of this study is to determine the impact of community schools on the reduction of school vandalism when developed and administered in accordance with the guidelines established by the Charles Stewart Mott Foundation. In addition, an attempt was made to determine and compare the level of teacher morale in community schools and non-community schools and its relationship to incidents of school vandalism.

SIGNIFICANCE OF THE STUDY

In 1968 a report by the Stanford Research Institute in California found the cost of vandalism to the nation's schools to be approximately $200 million annually and termed the problem "a national dilemma."[1] These findings are supported by research reports of the American Insurance Associa-

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[1]Bernard Greenberg, "School Vandalism: A National Dilemma," (Menlo Park, California: Stanford Research Institute, October, 1969), p. 1.

tion (1970)[2], the Education Research Service (1969)[3], and the Urban Education Task Force Report (1970)[4]. The research reports pointed out a critical need for research on the causes of vandalism and the need for a joint effort by education, business, and industry to develop effective models for its prevention and control.

This research report attempted to test the effectiveness of the community school on the reduction of school vandalism in a medium sized urban school district in California. Since the beginning of the community education concept in 1935, as established by the Charles Stewart Mott Foundation, the community school has been the primary vehicle in its service delivery system. The concept is based on the philosophy that given the opportunity to make fuller use of their schools, people will work together to improve themselves, their homes and their community. Through this process many unsubstantiated claims have been

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[2]American Insurance Association, "School Vandalism," (Chicago: American Insurance Association, 1970).

[3]Education Research Service, "Protecting Schools Against Vandalism," (Washington, D.C.: American Association of School Administrators and the National Education Association Research Division, August, 1968) p. 15.

[4]U.S. Department of Health, Education, and Welfare, Urban Education Task Force Report, (Washington, D.C.: U.S. Government Printing Office, 1970).

made regarding the impact of the community school on the reduction of a variety of community problems, including school vandalism.

This process is also noted for its effectiveness as a vehicle in delivering a variety of social, cultural, recreational, and educational services. In 1972 one well-known community educator pointed out that the time has come for us to find out if the community education process actually delivers services as effectively as we have hypothesized. Van Voorhees pointed out that "before we are overwhelmed by our imagined success, it is time to test some of our assumptions."[5] It is commonly held belief by many community education leaders that the conversion of Traditional Schools into Community Schools tends to create a different school climate and reduce school vandalism.

> While a categorical statement perhaps cannot be made, many school people are convinced that vandalism declines when community school activities become effective. They concede that facilities undergo more "wear and tear" inasmuch as they are used many hours after normal school periods, but it is believed that deliberate vandalism is reduced. One school in a blue collar area of the West Coast had been plagued by vandalism amounting to thousands of dollars a year. A community school program was inaugurated and the neighborhood eagerly joined in. Less than

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[5]Curtis Van Voorhees, "Community Education Needs Research for Survival," Phi Delta Kappan, Vol. 54, No. 3, (November, 1972), p. 205.

a year later, a six month period had shown only one incident of school vandalism.[6]

While one may want to view the above statement with caution, the Mott Foundation in its report to the Committee Hearings gave credence to the above position, when it stated that implementation of Community Schools can result in the following benefits:

1. Less waste and duplication of financial and human resources.

2. Develops a "sense of community" as people learn to come together to solve their community problems.

3. Reduces the school vandalism rates as school facilities are widely used and people develop more pride in their facilities.

4. Helps close the gap that often separates schools from their communities.

5. Improves the philosophical and financial support of schools by all segments of the community as people begin to use "their" community school.[7]

In contrast to the above statements C.E. Bradley pointed out at the annual meeting of School Business Officials in 1968 that, "while prevention and apprehension of vandals is generally ineffective, this method of prevention

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[6]U.S. Senate, Committee on Labor and Public Welfare, Subcommittee on Education, Community School Center Development Act: Hearings on S. 1539, 93rd Congress, 1st Session, (Washington, D.C.: U.S. Government Printing Office, July 11, 12, 1973), p. 746.

[7]U.S. Senate, Committee on Labor and Public Welfare, Subcommittee on Education, Community School Center Development Act: Hearings on S.1539,93rd Congress,1st Session, (Washington,D.C.: U.S. Government Printing Office, July 11, 12, 1973), p. 747.

should not be neglected, rather it should be strongly stressed."[8] Bradley recommended to this body that a basic strategy for vandalism prevention should be a "complete exclusion from all school building areas of all persons by fencing, gates, and/or accordion barriers during non-school hours."[9] Bradley further pointed out that:

> The concept of public schools being public property and belonging to the taxpayer has led to a wide and varied range of vandalism and malicious mischief on school district property with ever increasing cost to the taxpayer."[10]

However, it should be noted that Carpenter and Olson in their study of school vandalism found no correlation between fencing or other obstruction methods, and the reduction of school vandalism. Such methods have proven to be effective only as long as it takes the vandal to manipulate the stratum. Greenberg responded to this type of control by stating that:

> The effects of vandalism are being reacted to symptomatically: Insurance companies have raised premiums and loss-deductible exclusions, and school districts have instituted elaborate security procedures.
>
> The rise in the national rate of crimes against property has created a plethora of vendors marketing alarm systems. Claims for the effectiveness of these systems are touted in elaborate brochures and hard sell demonstrations.

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[8]C. E. Bradley, "Vandalism and Protective Devices," Proceedings of the Association of School Business Officials, United States and Canada, 1967, p. 239.

[9]Ibid.

[10]Ibid.

> School business administrators are hard-pressed to resist purchasing such equipment. As a result, many school districts have installed expensive electronic intrusion and fire detection systems. In the larger unified districts, fairly elaborate security departments have been established, and some school facilities have been literally "hardened" to resist penetration. Schools with extensive chain-link fencing surrounding the grounds and bars and grilles covering the windows are a depressing site. It gives one the immediate impression of a prison."[11]

The above position is supported by Carpenter and Olson in their study of school vandalism. They pointed out that "it is evident that many surveillance and deterrance measures are adopted by schools as measures of last resort, when all else has failed, but there is little evidence of their success."[12]

Additional support is given to this position by a School Superintendent in Ohio.

> Put barbed wire fences around your schools, set up yard spotlights, install radar alarm systems, employ night patrolmen in all your buildings, replace glass windows with shatterproof plexiglass, put time locks on all your school doors, and you will be following the pattern across the nation. But you still won't

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[11]Bernard Greenberg, "School Vandalism: Its Effects and Paradoxical Solutions," American Crime Prevention Review, (Vol. 2, No. 2, January, 1974), p. 12.

[12]Howard C. Olson and Jan B. Carpenter, "A Survey of Techniques Used To Reduce Vandalism and Delinquency in Schools:, Report for the U.S. Department of Justice, Research Analysis Corporation, January, 1971, p. 60.

> stop vandalism. For anti-vandalism methods to be effective, they must be directed at people and by people. Machinery just can't do the job.[13]

The above statement tends to give support to the findings by Olson and Carpenter (1971) which points out that the greatest number of factors relating to low rates of vandalism in schools are directly related to the atmosphere and environment in which the school is conducted. These findings seem to suggest that more evening activity, more community involvement in school programs, mutual understanding and respect between students, teachers, administrators, and custodial staff will serve to reduce vandalism only to the extent that they effect a school environment that is responsive, humanistic, and meets the needs of both students and staff.

It is believed by many professional Community Educators that this type of improvement in the school environment is one of the primary functions of the community education process. If this is true, then it is important to study the level of teacher morale simultaneously with the investigation of methods used to reduce school vandalism.

It seems clear from the review of literature that during the past two decades research studies have been of two varieties: Those that sought to determine the nature and extent of vandalism, its relationship to certain envi-

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[13]Wayne Carle, "Vandalism: How One District Fights It and Wins," School Management, (April, 1966), pp. 101-105.

ronmental circumstances, and the characteristics of vandals. The second group of studies has been of the survey variety, attempting to determine the cost of vandalism and methods being tried for its prevention and control. Periodicals and journals have featured a large number of articles focusing primarily on what has been described as "goodwill efforts" and "armchair rhetoric." Regardless of the methods used, or the objectives of the commentary and studies, one of the overriding conclusions is that the causes of most school vandalism can probably be found within the school environment.

Nathan Goldman (1959)[14] studied the socio-psychological aspects of school vandalism in New York and placed his primary emphasis on studying the relationship between high and low incidents of vandalism and the school environment. Among the factors found associated with high rates of school vandalism were low levels of personal identification with the school and its goals by students, teachers, and parents, Other variables identified were inadequate administration and leadership, with poor interpersonal relations between principal and teacher, teacher and teacher, parent and teacher, custodian and teacher; and the feeling that the

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[14]Nathan Goldman, "A Socio-Psychological Study of School Vandalism," (Syracuse, New York: Syracuse University Research Institute, 1959).

school administration was not significantly concerned with the welfare of staff and students.

Olson and Carpenter (1971) in their study of school vandalism gave support to the above findings when they concluded that "communication and morale of a particular school have a definite relation with the vandalism rate; where there are a number of alienated, hostile students and an uninvolved faculty, vandalism tends to be high."[15]

The malicious destruction of school property in many instances seems to result from a depressing internal atmosphere. This is reflected in the attitudes toward the school by teachers, students, and the surrounding community. One of the primary functions of the community school is to hopefully make the school more responsive and get the community involved. This process will serve to bring about changes in behavior and attitudes thereby reducing vandalism. Arthur W. Combs has stated that "behavior is only a symptom of internal states of feeling, seeing, behaving, and understanding. To help people change behavior, it is on these factors we must concentrate."[16]

Halpin and Croft in their study of school climates described the person moving within the school's environment and

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[15]Olson and Carpenter, Op. cit., p. 104.

[16]Arthur W. Combs, "The Professional Education of Teachers," (Boston: Allyn and Bacon, Inc., 1965), p. 107.

points out that "he voices his reaction with such remarks as 'you don't have to be in school long before you feel the atmosphere of the place.'"[17] Bentley and Rempel (1970)[18] points out that teacher morale is a major determinant in what the school environment will be like.

Viewing vandalism in the above context led John Martin to comment that "every incident of vandalism is both meaningful and understandable in the terms of the situation in which it occurs."[19] These findings seem to give rise to the need for research to determine the impact of specific programs on the reduction of school vandalism.

STATEMENT OF THE PROBLEM

The primary problem to be investigated in this study is to determine the impact of Community Schools on the reduction of incidents of school vandalism in the Sunnyvale Elementary School District and to determine if there appears

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[17]Andrew W. Halpin and Don B. Croft, "The Organizational Climate of Schools," (Washington, D.C.: U.S. Office of Education, 1962), p. 5.

[18]Ralph R. Bentley and Averno M. Rempel, "The Purdue Teacher Opinionaire," (West Lafayette: Purdue Research Foundation, 1970), p. 1.

[19]Urban School Crisis: The Problem and Solutions Proposed by the Urban Education Task Force (Washington, D.C.: National School Public Relations Association, 1970), p. 35.

to be a causal relationship between school vandalism and the expressed level of teacher morale at a given school.

The revealing of the cost of vandalism to the nation's schools by various studies has caused a flurry of activity by school officials to adopt a variety of strategies designed to reduce the number of incidents of school vandalism. A study by Carpenter and Olson in 1971 indicates that of the various preventative methods adopted, few have shown any measurable degree of success in the reduction of incidents of vandalism.

A careful review of the literature shows a lack of controlled studies of programs that would determine their impact on the reduction of vandalism. Therefore, the emphasis of this study is on the reduction of the number of incidents of vandalism and not on actual cost; although cost will be dealt with. The rationale for this format is that one isolated incident could amount to thousands of dollars, thereby distorting the nature and extent of vandalism at a given school. This type of incident would tell us little or nothing about the school environment that many feel has a direct correlation to incidents of school vandalism.

Support for highly localized studies provided by research findings indicate the need for critical procedural analysis of vandalism prevention projects (Greenberg, 1974).[20]

20Greenberg, op. cit., p. 1.

Educational leaders have stated that:

> Maybe the best thing at this time is to deal with vandalism on an individual school basis. At least some reports give encouraging clues to why individual schools have markedly reduced the number of serious incidents, but nothing a single school does can completely wipe out vandalism. But, the clues boil down to the improvement of morale among students, teachers, and parents, and basically this rests on involvement.[21]

The above positions necessitate a sociological interpretation of the problems as well as the interpretation of the characteristics and actions of the school administrators. Indeed the educationists' outlook should be carefully scrutinized from the sociological viewpoint to ascertain its validity in the broader societal context. The way one chooses to classify complex social events such as vandalism, which are considered delinquent acts, "depends on what it is that one is interested in doing about the acts."[22]

As education administrator striving to provide leadership in the school setting, one wants to find ways to reduce the rising incidents of vandalism. On the other hand, a researcher is committed to developing some theoretical explanations of vandalism that will establish causal relation-

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[21]Calvin Grieder, "Vandalism: Symptomatic of Our Societal Sickness," Nation's Schools, LXXXV, (April, 1970), p. 12.

[22]Richard A. Cloward and Lloyd E. Ohlin, Delinquency and Opportunity, (Chicago: Glencoe Free Press, 1963), p. 8.

ships between the acts and the situation in which the acts occur. The next step of course, is to test the effectiveness of certain programs on removing or improving certain situations. To this end this study is dedicated.

HYPOTHESES

1. Principals in Community Schools and Non-Community Schools will agree that more use of school buildings by the community for organized and supervised activities on an extended day and weekend basis will serve to reduce the number of incidents of school vandalism.

2. School district records will show that the implementation of Community School programs has had a positive effect on the reduction of the number of incidents of school vandalism.

3. There will be a positive correlation between incidents of vandalism and measured levels of teacher morale.

4. Groups of schools with high teacher morale will have fewer incidents and a lower per student cost for vandalism than those schools with low teacher morale.

LIMITATIONS OF STUDY

This study is limited to the elementary and junior high schools in the district in which the study was conducted and those schools where the principal and teachers have volunteered to participate. Eligibility for participation requires that the principal must have been at the school the full year in which the study is conducted.

Many incidents of vandalism are not reported to the police and some may not require replacement or repair of property damaged. Therefore, the availability and completeness of data on school vandalism are dependent upon the principals' reporting and recording this information. The school incident reports will be cross-referenced with the records of the school district's central office and the police department.

PROCEDURES OF STUDY

The research procedure for this study was as follows:

1. The sample universe consisted of principals and teachers in a public elementary school district in the Southern part of the San Francisco Bay Area in California.

2. School vandalism was rated by existing indicators in records of the school district, by school and type of incident.

3. A questionnaire was developed to acquire data from school principals for verification of the nature and extent of vandalism and the effectiveness of Community Schools as a preventative measure.

4. Information from the United States Census Tracts, school district records and records of other government agencies was used where additional demographic data was needed.

5. In analyzing the data, the individual school was the unit of analysis with a comparison between Community and Non-Community Schools.

6. Factor analysis was used in identifying and describing the dimensions of school morale.

8. A letter requesting permission to conduct the study was sent to the Superintendent of Schools and the Board of Education. Included was a copy of the questionnaires and a cover letter explaining the purpose of the research project and how the data will be used.

9. A cover letter accompained the questionnaire to principals explaining the nature of the study and use of the data. To assure the anoymity of those participating in the study, no names, addresses or other personal identifying characteristics appeared on any of the questionnaires.

10. A special coding system was used to distinguish between Community and Non-Community Schools, to compare levels of teacher morale, and to maintain the schools' anonymity.

INSTRUMENTATION AND RELIABILITY

The Purdue Teacher Opinionaire developed by Bentley and Rempel was used to determine the level of teacher morale at

each school. Its significance in relationships to school vandalism was tested by using correlation coefficients and t - test score.

The principals' questionnaire was subjected to pre-test and post-test situations for purposes of validation prior to the actual study. The test was given to a group of Elementary School Principals in Flint, Michigan, and in San Jose, California.

DEFINITIONS OF TERMS

SCHOOL VANDALISM--Any willful act which results in destruction, loss, waste, mutilation, or defacement of public school property.

COMMUNITY SCHOOL--A Community School is that school facility which has become a center providing a variety of services and activities to all people in the community regardless of their age, race, creed, or socio-economic circumstances.

COMMUNITY EDUCATION--Community Education is a concept based on the premise that schools belong to the constituent citizenry and that local community resources can be organized through the school to deal effectiv ely with community problems.

NON-COMMUNITY SCHOOLS--Any public school in the district having as its primary objective the teaching of cognitive skills to children. Non-Community Schools are synonymous with Traditional Schools.

MORALE--Refers to the professional interest and enthusiasm that a person displays toward the achievement of individual and group goals in a given job situation.

TRADITIONAL SCHOOL--A public elementary or junior high school having as its primary objective the teaching of cognitive skills to children, normally, in grades kindergarten through eighth having a standardized curriculum for each grade level.

ORGANIZATION OF STUDY

The study is to be presented in four chapters.

CHAPTER I--Establishes the purpose the significance of the study and methods to analyze the impact of Community School programs on the reduction of school vandalism, to determine and compare the level of measured teacher morale in Community Schools and Non-Community Schools and its relationship to incidents of school vandalism. Also included is the development of a set of hypotheses and instruments used in the collection of data.

Research studies have established the need to investigate the impact of specific programs on reducing vandalism and to determine under what conditions they are effective. School vandalism has become a national problem, costing the nation's schools an estimated $200 million annually. These funds could be spent more beneficially toward the education of children.

Statements have been made to the effect that the conversion of Non-Community Schools into Community Schools serves to reduce vandalism. However, some investigators report that Community Schools may serve to increase vandalism. These claims need to be verified or discounted.

CHAPTER II--Is a review of some of the literature which reemphasizes the need for the study. A careful review is made of research findings and emphasis is given to those areas where there appear to be contradictions.

CHAPTER III--Contains the presentation of the data, analysis of findings, and relates the results to the hypotheses.

CHAPTER IV--Contains the summary of findings, conclusions, recommendations and implications for further study.

CHAPTER II

REVIEW OF RELATED LITERATURE

School vandalism has emerged as a major topic of discussion during the past decade. Many opinions have been expressed regarding its nature and extent, causes, and methods for its prevention and control. Much of the discussion has been tempered with emotionalism and confusion. Much of the confusion has emerged from a lack of an agreed upon definition of what is to be classified as school vandalism. This confusion is shared by professional educators, sociologists, psychologists, policemen, correctional workers, and the general public. Specifically during the past decade the confusion has intensified in light of the absence of a generally agreed upon definition suitable as a conceptual paradigm.

The impact of vandalism in general and school vandalism in particular has brought about a national concern in that it reportedly costs the nation's schools an estimated 200 million dollars annually and has been classified as a national dilemma. It has become apparent that all who use the term vandalism do not have the same thing in mind.

The purpose of this paper is to review, examine, and analyze those factors which have precipitated and contributed to the widespread lack of understanding of the problem of school vandalism. The lack of an agreed upon definition has tended to hinder any meaningful evaluation of the nature

and extent of the problem and stymie the development of strategies for its prevention and control.

In the process of writing this report it has been necessary to establish a time frame for the review of research findings and reports, and to discuss the problem of vandalism in the context of other changes taking place in our society during a given period. This consideration has made it necessary to search broadly the related literature and review carefully those research reports that have focused their attention specifically on the problem of school vandalism. Many acts of vandalism have occurred as a by-product of other social situations such as student protest within the school setting. This has made the task of delineating literature for review in the writing of this report monumental. This review is of special significance in that many overt methods were used by students as a primary strategy for addressing grievances, and in many instances some form of property destruction did occur whether deliberate or not. It should be kept in mind that destruction occurring under these circumstances is included in the total dollar cost of vandalism.

OVERVIEW OF PROBLEM

Because of its nature, vandalism is a very illusive subject to tackle for purposes of scholarly inquiry. For this reason it seems appropriate for some discussion of the subject prior to revealing what the literary sources show in

terms of research findings. This seems extremely important in view of the fact that vandalism is viewed primarily as an offense committed by male juveniles. Prior to the early 1960's vandalism was seldom discussed apart from other types of juvenile delinquency. In fact, under California law, the specific offense of vandalism is legally nonexistant. This is also true with most other states. As a rule, the section under state laws which cover acts of vandalism, when discussed in relationship to the destruction of property, is titled malicious mischief. It should be noted that under this section a wide variety of other offenses are listed--ranging from the setting of fires to cruelty to animals. To further complicate the issue, there is no national uniformity of laws covering offenses described as malicious mischief.

The selection of this area for study has made it necessary to extract the coined phrase "vandalism" from the voluminous reservoir of offenses committed by juveniles. This process makes it possible to deal with the subject as a subtype of juvenile delinquency and to establish perimeters that focus only on vandalic offenses when committed against the school. School vandalism as discussed in this report includes a variety of intrusions against school property including such offenses as burglary, theft, malicious mischief, property damage, false alarms, breaking and entering and arson. This is true primarily because the methods of collecting data on school vandalism as now described include

all of these offenses under a single heading. By design, violence by students against teachers has been excluded because it would add a new dimension to an already complicated issue. This exclusion is done with full knowledge of the fact that both vandalism and violence are often discussed in the same report and some writers believe that it is not possible to deal with the causes of vandalism without discussing other aspects of violence. While the two have sometimes occurred simultaneously, the primary objectives do not appear to be the same.

It is recognized by this writer that property destruction did sometimes occur during times of demonstrations and protest on school and college campuses during the 1960's. However, for purposes of this report it would tend to put the issue of vandalism in a different context and may serve to further distort an already complex subject.

In moving to discuss the cost of vandalism and research findings on the subject, the writer is reminded of an old adage that the researcher has some characteristics of the ant. He seldom makes major contributions to scientific knowledge in a single research report, but on each trip of an investigation, like the ant, he adds his grain of sand to the ant hill. This review of literature on vandalism reflects the contributions of the individual researchers that have added their grain of sand to the ant hill.

THE COST OF VANDALISM

Until the Baltimore Selected Great Cities Study on School Vandalism was published in 1968 the problem has remained basically a local issue, and received much of its publicity from local news papers. In the Baltimore Great Cities Study, it was revealed that the problem of school vandalism was national in scope; affected districts both large and small throughout the country; and there are wide variations in the per student cost among districts. Of the school districts surveyed, having student populations from 43,000 in Richmond, Virginia to 1,000,000 in New York City per student cost varied from .12 in El Paso, Texas to $3.20 in Newark, New Jersey.[1]

These findings were substantiated by a study of selected school districts in California (Greenberg 1969). The emphasis in this study was focused on the average cost per student within the sample districts and the total cost of school vandalism against the pure lost ratio. Greenberg found that the uninsured losses for the 120 California School Districts for the 1967-68 school year amounted to $3,686,900 and the per student cost varied from .73 in San Diego to $19.74 in the Ravenswood School District in Palo Alto.[2]

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[1] Vandalism Study of Selected Great Cities for 1967-68, Baltimore City Public Schools, Division of Research and Development, 1969, (mimeographed) p. 5.

[2] Bernard Greenberg, "School Vandalism: A National Dilemma," (Menlo Park, California: Stanford Research Institute, October, 1969), p. 28.

To further emphasize the cost of school vandalism the Association of American Insurance Companies reports that the ratio of incurred losses to earned premiums at 76.2 percent for the year 1968 and maintained that the industry cannot handle any type of business whose lost ratio exceeds 60 percent.[3] This situation has caused crisis between the schools and their insurance carriers to the point of some districts having the cost of their insurance policy doubled with others being canceled outright. Further demands are being made by insurance companies that districts show some visible signs of how they plan to protect their schools from vandalism. Since the findings of these early studies mentioned above, school districts throughout the country have begun to reveal their cost of vandalism much more openly. For example, in 1969 the U. S. Office of Education estimated the damage to public school property throughout the country may be as high as $100 million annually.[4] During the same year a consortium of ten large insurance companies estimated the losses to be considerably higher--$200 million.[5] The problem of vandalism cost is compounded by a spokesman for the Association of School Business Officials who points out that "only a small percentage of the actual

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[3]Velma Adams, "What's Behind Rising Insurance Cost?," School Management, June 1970, p. 28.

[4]Surging Vandalism - Its Expense to America, U. S. News & World Report, August 25, 1969, pp. 32-34.

[5]Adams, loc. cit.

cost of vandalism of malicious mischief is actually tallied."[6]

It is generally agreed by writers on the subject of school vandalism that window breakage constitutes by far the largest number of incidents and in many instances the highest cost. Goldman supports this position when he stated:

> The everyday damage to windows, books, equipment, desks, walls, etc., constitutes a greater total cost to the schools than the few spectacular events which come to the attention of the public.[7]

Greenberg, Carpenter, and Olson all found in their study that vandalism constitutes nearly half of the financial cost to school districts. For the school year 1967-68, 243,165 windows were broke in New York City Schools at a cost of $1,218,260. Washington, D. C. spent $294,186 to repair 43,728 windows during the same school year. The total cost of vandalism for New York City Schools, including malicious destruction of property, broken window repair, and school fires amounted to nearly $3 million. This lead one school official to comment that:

> Teachers in New York seek funds for better education. If vandalism could be stopped, over a million dollars could be released for student services. The cost of vandalism is not only financial. The deleterous effects cannot be measured in dollars,

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[6]C. E. Bradley, "Vandalism and Protective Devices," (Proceedings, 53rd Annual Meeting of the Association of School Business Officials, 1967), pp. 236-245.

[7]Nathan Goldman, "School Vandalism," The Education Digest, Vol. XXVI, No. 4, December, 1960, p. 1.

> and the damage does not disappear with the replacement of a smashed pane of glass. Destructive acts in the community, when attributed to children, justly or unjustly, create bad feelings toward the schools. Damaged school equipment and facilities cripple the educational program, waste time needed for teaching and learning, and depress the morale of both teachers and pupils. Vandalism engenders an atmosphere of suspicion that leads to strained relationships and causes unduly repressive measures.[8]

The above author seems to take the position that vandalism is a case of children and youth not having learned to respect others property rights. However, this writer is of the opinion that he omits one of the most fundamental issues surrounding school vandalism. Do some schools create an organizational climate that tends to encourage some students to be destructive toward school property? When one views what happened in some other school districts in terms of cost during the 1967-68 school year, one may want to question what is going on in schools. The following city school districts are examples:

Los Angeles, California	$940,124
Baltimore, Maryland	716,602
Tampa, Florida	683.496
Boston, Massachusetts	535,000
Washington, D.C.	410,463
Milwaukee, Wisconsin	406,699
Newark, New Jersey	346,391
Oakland, California	309,002
Kansas City, Missouri	253,782
Cincinnati, Ohio	203,046

While it is reported that accurate accounting records on losses and on the cost of trying to control vandalism do

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[8]Raymond Greenstein, "Can We Lessen Vandalism?," The Instructor, LXXIX (January, 1970), pp. 21-23.

not exist in the vast majority of school districts, it does seem clear, based on official reports that vandalism is a problem of national concern--and there is a need to search for causes and solutions.

VANDALISM AND ENVIRONMENT

A careful review of the literature on the subject of school vandalism from 1954 to the present indicates that little attention has been devoted to research and discussion on this subject prior to 1965. In fact, the only major research study conducted on school vandalism prior to 1965 was conducted by Nathan Goldman at the Syracuse University Research Institute from 1957-1959. To place further significance on this study and to put it in a proper perspective, it is perhaps the only report that studies specifically the causes of vandalism with emphasis on the school environment as being a motivating factor for certain types of property destruction. The study showed the significance of the school environment and its relationship to high incidences of school vandalism. The study emerged as a result of a Senate Investigating Committee on Juvenile Delinquency in the early 1950's which revealed that the cities of Boston, Chicago, Philadelphia, District of Columbia and others were spending in excess of $50,000 annually to replace broken windows resulting from acts of vandalism. The results of these findings led Goldman to comment:

> To the student of juvenile delinquency, school vandalism represents a special and interesting form of deviant conduct, for the vandal usually acquires little or no profit from his acts. He may achieve some prestige by his daring and defiance of school authorities; but in earning the plaudits of his peers, he exposes himself to identification and punishment by the authorities. What is more likely is that the vandal experiences some sort of release of tension through destruction of property, by which he overtly expresses his attitudes toward school, school personnel, the community, or the home.[9]

Goldman continued his discussion on the subject of school vandalism by pointing out that:

> The destruction of school property is of interest and concern to the educator for a number of reasons other than cost. It can interfere with the educational program and it is dangerous to the pupil. Moreover, the all too visible depredations committed by classmates may have a harmful psychological effect on other students.
>
> Then, too, acts of vandalism in a school may be an indication that the school is somehow not fulfilling its role of transmitting conventional societal values to the young or is operating in such a manner as to produce anxiety in the students. The occurrence of vandalism might be an indirect but potent hint that the curriculum, school morale, or the relations between school and community need to be examined. Above all, it might be an indication to the educator that the school is not adequately preparing the student for citizenship.
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> From the point of view of the community, school vandalism threatens two important institutions of our society - education and property. A child who exhibits behavior hostile to our accepted way of life may be exercising the potential to make more serious attacks on society when he reaches adulthood.[10]

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[9]Nathan Goldman, "A Sociopsychological Study of School Vandalism," (condensed), Crime and Delinquency, Vol. 7, No. 3, 1961, p. 225.

[10]Ibid., p. 226.

The above statements seem to indicate that if one is to understand school vandalism it is necessary to view the behavior of the vandal not as aimless activity, but as behavior that is motivated and directed toward the achievement of some end or goal. This position is supported by John Martin when he states that:

> To understand the "Whys" of vandalism it is necessary to consider the characteristics of juveniles who commit such delinquency, the quality of their home life and peer group relationships, the neighborhood milieu in which they live and to which they respond, the "Objective" aspects of the situation in which vandalism occurs and the subjective definitions held by vandals themselves. In addition, to achieve a more complete understanding of vandalism it seems necessary to look beyond the neighborhood milieu in which vandals operate and explore the root characteristics of American society which appear to foster vandalism and other types of crime and delinquency.[11]

The primary purpose of the Goldman study was to discover common elements in school situations that might be associated with school vandalism. The study focused on the socio-psychological differences between schools exhibiting different degrees of damage.

The research sample consisted of sixteen junior and senior high schools in Syracuse, New York. They were located in different geographical areas of the city and had variety in the student population makeup. In the study design, fourteen characteristics of the school were correlated

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[11]John M. Martin, "Juvenile Vandalism - A Study Of Its Nature and Prevention," (Springfield, Illinois: Charles C. Thomas, Publisher, 1961), p. 6.

with its damage rate which was achieved by developing a rating scale from high to very low. The school characteristics consisted of such factors as size of population, age of building, median socio-economic rank of the census tracts served by the school (geographic area), pupil-teacher ratio, median class size, pupil-janitor ratio, window breakage, attendance rate, tardiness rate, drop-out rate, fathers in blue collar occupations, home ownership, and socio-economic rank of the census tract in which the school is located.

The school was the basic unit of analysis. The researchers recognized the fact that specific instances of property damage might result from the activity of a given disturbed child. The presence of a high damage rate in a school cannot be attributed to the change or designed concentration of a number of disturbed individuals in a single school. The study was made under the assumption that schools with high damage rates may be distinguished from schools with low damage rates on the basis of prevailing kinds of interpersonal relations between students, faculty members, administrators, and parents, or what the researcher termed the "morale" or "climate" of the school.

In the analysis of data, Goldman found only four of the sixteen characteristics associated with high damage rank schools: Age of building, window breakage, drop-outs, and socio-economic levels of the census tract in which the school was located. While the other characteristics did not show a

level of statistical significance they were in the direction of a positive correlation. Of special interest was the negative correlation between school damage and high juvenile arrest rates. This led the investigator to comment that previously: "a high level of school damage was thought to be strongly related to delinquent conduct in the community. Especially arrest for mischief or truancy."[12]

While it is impossible to report all the findings of this study, the difference in attitude of teachers at high and low incident schools and the expressed attitudes of students are significant. While this study was conducted nearly fifteen years ago, its findings seem to have more significance now than at the time of the original study. It still remains the only major study of its type. Therefore, a careful review is presented of teacher and student characteristics in high and low damage schools.

TEACHER CHARACTERISTICS IN HIGH-DAMAGE SCHOOLS

Teachers in the high-damage schools seemed relatively more concerned about vandalism, but somewhat less aware of the extent and nature of the problem than teachers in low-damage schools. In high-damage schools, they tended to emphasize classroom damage and to refer to the physical aspects and administration of the school as factors in its high-damage rate. Boredom, disinterest in school, and peer group

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[12]Goldman, Op. cit., pp. 221-230

pressure were the motivations attributed to children who damage school property.

> In high-damage schools, teachers were concerned with home training, sex, age, and grade of the child as significant factors in vandalism, although they seemed to have little contact with their pupils' parents and interpreted parental attitude toward the school as one of indifference.[13]

The amount of damage in schools was related to the age and location of the building, while differences in the amount of classroom damage were related to the kind of discipline exercised by the teacher. In cases of property damage, there was a slight tendency for action to be delegated to the principal rather than to the teacher. The principal-teacher contacts tended to be formal and were usually initiated by the principal. Contacts between teachers themselves were more limited in these schools than in those with low-damage and tended to be more formal and professional in nature. Teachers interpreted school administration as weak and casual, and students' attitude toward the school as casual or indifferent. The attitude of teachers in the high-damage school, as evaluated from the total interview, was either one of casualness or of constructive criticism.

Teachers in high rather than in low-damage schools also had a lower degree of identification with the schools. Analysis of their interview responses indicated a positive correlation between high damage rank and the proportion of teachers who seemed to take a casual or mildly critical

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[13] Ibid., p. 226

attitude toward the school.

TEACHER CHARACTERISTICS IN LOW-DAMAGE SCHOOLS

Although teachers in low-damage schools showed less concern about vandalism, they had a greater awareness of the extent and nature of the problem in their own schools. They more frequently emphasized damage outside the classroom areas and tended to blame the school staff for a high rate of damage. They reported that children committed acts of damage for "fun" or for "revenge" and that those children could be distinguished from others in terms of rate, socioeconomic class, and ability. Teachers in low-damage schools tended to be more familiar with the parents than those in high-damage schools and felt that parental interest in the school was strong. They attributed differences in damage rates between schools to the characteristics of the students and differences in damage to classroom to the age and experience of the teacher.

> Teacher contacts in low-damage schools seemed less formal and frequent references were made to unplanned, informal social gatherings in the school and in the teachers' homes. Contacts with the principal were also less formal and could be initiated by either the principal or the teacher because of the "open door" policy of the former.[14]

The administration in low-damage schools were characterized as strong and democratic, although sometimes rigid, while teachers and students were described as being enthus-

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[14] Ibid., p. 227

iastic over or proud of the school, with the students holding it in respect.

STUDENT CHARACTERISTICS IN HIGH-DAMAGE SCHOOLS

These students were attending school primarily to prepare for a job rather than for college. They considered their school the poorest in the city or poorer than most. Loyalty to the school meant, for them, attending or participating in sports or other activities. These students, to a greater extent than those in low-damage schools, admitted that they did nothing to better the school or that they actively did some harm to it.

> Student participation in planning school policies or programs was minimal, and students described vandalism as a result of boredom. They considered their principal lax and weak in his administration, their teachers mild and indulgent, and their custodian unfriendly toward them.[15]

They gave substitute teachers a "hard time." Their parents, many who were engaged in "blue collar" occupations, either expressed an unfavorable, critical attitude toward the school or were noncommital.

STUDENT CHARACTERISTICS IN LOW-DAMAGE SCHOOLS

By contrast, low-damage schools exceeded them in the proportion of students who were preparing for college and

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[15] Ibid., p. 228

students who felt that their school was the best or better than most. They reported that they and their friends worked actively to improve the school. For them, loyalty meant "doing something for the school." There was active student participation in planning programs and policies. These students interpreted vandalism as occurring in a spirit of revenge, or as an attempt to obtain peer-group acceptance. In contrast to high-damage schools:

> They respected and admired their school principal, felt that their teachers were excessively or moderately strict, and reported that the custodian was friendly toward the students.[16]

They did not report, to the same extent as students in high-damage schools, giving a substitute a "hard time." Their parents were largely professionals, executives, managers, or proprietors who expressed a favorable attitude toward the school.

A relatively low level of interest in the academic program and relatively low degree of self-identification with the school were characteristic of students in high-damage schools. A moderately high positive correlation was obtained between school damage rank and the proportion of students who were preparing for a job rather than for college. The findings noted that:

> Drop-out rates, at the legal age of sixteen, were strongly related to damage rank, and the rate of truancy arrest, although correlated at a level just below our criterion of acceptance, is consistent with the conclusion that

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[16] Ibid.

> students in high-damage schools have a low level of interest in education as compared with those in low-damage schools.[17]

This lack of identification by students in high-damage schools was corroborated by reports of students and teachers that the most significant factor in the causation of vandalism was an attitude of boredom in students. Such boredom might be evidence of indifference or feeling that the curriculum was inappropriate to the needs of the student. Boredom may also have been the result of a lack of rapport between students and teachers. Which ever of these alternatives one wishes to accept, the result is the student's alienation from, or his lack of identification with the schools.

Most of the research on school vandalism since Goldman's study has been largely explorative and descriptive without a unifying frame of reference and testable hypotheses. This seems to indicate a need for the whole area of property destruction to be examined within a sociological framework of adolescent behavior. From this perspective,

> "vandalism is seen as an expression of the frustrations felt by adolescence in their attempt to achieve autonomy and a satisfying self-conception in a culture where the adolescent's role and status lack a normative structure."[18]

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[17] Ibid., p. 229

[18] Marshall B. Clinard and Andrew L. Wade, "Toward the Delineation of Vandalism as a Sub-Type of Juvenile Delinquency," Journal of Criminal Law, 48 (January-February, 1958), pp.46-48

If acting out on the part of the vandal against the school is a release of some pent-up emotions, it seems that the school must constantly re-evaluate itself and decide to what extent its programs and services are designed to meet the needs of its students.

If certain types of school vandalism are a reflection of a conflict between vandals, the community, and the school as suggested by some writers, then it seems logical that the school will unvandalize itself only to the extent it resolves these conflicts; and the youth and the community feel that they are a part of the school and their needs are beinng met. It does seem clear from research findings that when the vandal strikes at the school his actions are well-placed, directed, and designed to accomplish a specific goal either through destructiveness or humiliation. This position is supported in the proceedings of The Academy of Political and Social Science which when addressing itself to Urban School conflict stated that:

> Most of the rebellious activity involved property destruction and looting, and often it takes on the mood of a carnival. This is not because the participants are callous, but because they are happy at the certain chance to exact revenge against those who have exploited and harrassed them. The rebellion becomes a community event.[19]

Such action on the part of vandals may actually be

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[19]Proceedings of The Academy of Political Sciences, XXIX 1, (New York: Columbia University, July 1968) p. 42.

viewed as a sense of accomplishment depending on one's view. Bernard Greenberg in his research has pointed out that the spiraling problem of vandalism against the nation's schools demands immediate and corrective action and it was his opinion:

> That for any action to be effective the problem must be approached from a diagnostic framework and one's efforts should not be restricted to working with overt symptomatic aspects of the problem. Our efforts should be directed toward determining the causes and manifestations of school vandalism, whether they are social or physical and toward accessing all aspects of the problem and its related factors.[20]

There seems to be general agreement in research findings that to plan effective strategies for the prevention and control of vandalism it is necessary to seek out the causes of specific action if the problem is to be solved with some degree of permanency. There also seems to be general agreement that for most acts of school vandalism the causes can be found within the milieu of the home, school, and community environment. Less emphasis is placed on the individual vandal. When vandalism is viewed as an expression of hostility, the Urban Education Task Force its findings emphasized that:

> Drop-outism and rioting are two of many expressions of todays students hostility toward society in general and toward the educational system in particular. Violence and destruction directed at the school and its symbols is being exhibited at a cost that far exceeds the monetary damage. Such violence may be

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[20] Greenberg, Op. cit., p. 36

> viewed in varying degrees of intensity which grows from vandalism against property to assaults and even murder of individuals associated with the system. Students who begin their overt resentment of the system through vandalism against school property may be telling us that the system will not listen to them when they speak softly and peacefully.[21]

Such findings as expressed above seem to give support to the idea that the school itself seems to be a perpetrator of alienation and isolation for many students and this atmosphere seems to provoke some vandal attacks. The literature seems to support the idea that "vandals tend to show a lack of close involvement or identification with the objects attacked.[22] From this point of view it seems clear that one is less likely to damage or destroy objects that he feels close to and a part of. In this regard Bettelheim stated that:

> Violence and destruction is a short cut toward gaining an objective. Whether or not it will be used or avoided depends entirely on what alternative solutions are known to the person facing the problem.[23]

The concept of attacking the system through indirect channels is again addressed by the findings of The Urban Education Task Force when it reported that:

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[21] The Urban Education Task Force Report, Department of Health, Education, and Welfare, (New York: Praeger Publishers. 1970), p. 23.

[22] Goldman, Op. cit., p. 3

[23] Bruno Bettelheim, Violence: A Neglected Mode of Behavior," Annuals of The American Academy of Political and Social Science, (Philadelphia: The Academy, March 1966), p. 72.

> The sense of hostility toward the system is felt by the non-white child. His growing dissatisfaction with the education system moved from dropping out of school and mischevious vandalism to destruction of buildings and finally to the attack upon the person, the ultimate confrontation with the system.[24]

Much of the written materials on vandalism seem to give support to the concept that vandalism in many instances may be a kind of unfolding of events and the directions it takes are dependent upon given sets of circumstances. This led one writer to comment that:

> It is useless to classify vandalism as "reckless" and "ignorant". It means that one denies the legitimacy of the behavior, and it also justified punitative measures, which themselves might be "reckless" and "ignorant".[25]

Giving support to this idea is another finding of the Urban Education Task Force which states:

> If vandalism was a matter of a few isolated incidents, the message could be set down as the voice of a few disgrundled misfits. But it is occurring on a massive scale everywhere in the nation and in large urban school systems in particular. The message is inescapable--it is a large vote of no confidence in the schools by a growing number of pupils.[26]

This led the Task Force Report to further comment that:

> Perhaps the most serious aspects of vandalism is the set of messages it conveys--that many students look upon schools as alien territory, hostile to their

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[24] Op. cit., P. 136

[25] Stanley Coehn, "Politics of Vandalism", The Nation, November 11, 1968, p. 499.

[26] Op. Cit.

> ambitions and hopes---that the education which the system is attempting to provide lacks meaningfulness, and that they feel no pride in the edifices in which they spend most of their days.[27]

TYPES OF VANDALISM AND CHARACTERISTICS OF VANDALS

In 1961 John Martin conducted an exploratory study of juvenile vandalism as a sub-type of juvenile delinquency. The subjects used in this study consisted of juveniles who had been apprehended for the commission of acts of vandalism. One of the underlying assumptions of Martin's study was that vandalism, as a type of human behavior, is not aimless activity, but is directed toward the achievement of some end or goal. He dealt with the problem of definition and developed several typelogies of juvenile vandals based on the characteristics of the 290 vandals used in his sample.

While Martin's study did not deal with school vandalism as such, it is significant in that he developed the first set of typologies for juvenile vandals. He pointed out in his study that the term vandalism was reportedly coined in 1794 by an apologist for the French Revolution who, "attempting to cast blame for the destruction of works of art during the Revolution upon its enemies, likened such destructions to the behavior of the vandals, an East Germanic tribe, who

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[27]The Urban Education Task Force Report, Department of Health, Education and Welfare, New York: Praeger Publishers, 1970, p. 74.

sacked Rome in the Fifth Century."[28] In this study vandalism was defined as the offense of "malicious mischief", specifically, the willful destruction, damage, or defacement of property.

The literature indicates that there had been few attempts to develope typologies of vandalism and this led Martin to describe the offense in three sub-types:

> Predatory Vandalism - the vandal expects to obtain some material gain from his actions. Such acts are often done on an individual basis in vacant houses by removing such items as lighting fixtures, electrical wire, and plumbing items for resale.
>
> Vindictive Vandalism - the motive seems to be one of expression of anger, frustration, and hostility toward a person, persons, or an institution.
>
> Wanton Vandalism - considered as spontaneous actions done by children or youths. There appears to be consistent reason for vandalism of this type, and the types of structures likely to be attacked are dependent upon circumstances and the action on the part of the vandal seems non-directive, except to destroy.[29]

In addition to defining some typologies for vandalism, Martin also identified certain characteristics of vandals and pointed out that:

> "While it is clear from comparison between vandals and other juvenile delinquents that, in terms of their sex, age, and ethnic characteristics, vandals appear to differ somewhat from the general juvenile delinquent population.[30]

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[28]S. J. Idzerda, "Iconoclasm During the French Revolution", American Historical Review, 60 (October, 1954), p. 13-26.

[29]Martin, Op. cit., pp. 15-27

[30]Ibid.

Vandalism, much like juvenile delinquency in general, consists of many kinds of deviant behavior committed by different types of juvenile offenders, for various purposes, and in a wide variety of concrete situations. It was pointed out that:

> "Vandals differ in their motives, methods, and attitudes in the same way as auto thieves, burglars, truants, and rapist. They are not all cast from the same mold and are not replicas one of another.[31]

Based on the records of the youths who appeared before the juvenile court, Martin also made an additional classification of vandal sub-types by classifying them as Disturbed Vandals, Essentially Law-Abiding Vandals, and Sub-Cultural Vandals. In the final analysis he presented the following finding on vandals and vandalism:

1. Vandalism is primarily a group of offense.
2. Vandals are likely to be male.
3. Vandals are likely to be between the ages of 11 and 16.
4. Vandals tend not to be career delinquents.
5. Vandals tend to fall into the same age categories as other juvenile delinquents.
6. Vandals' parents tend to be less mobile than those of other delinquents.
7. Vandals are likely to be Caucasian.
8. Vandals tend not to have serious mental disturbances.

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[31] Ibid.

9. Vandals' acts tend to be "out of character" with past behavior patterns.[32]

It should be pointed out that this research report must be reviewed in the time from which it occurred and some of the more recent findings may tend to refute some of those in Martin's reports. In fact, Martin himself may have changed his perspective of vandalism in relation to the current urban scene as indicated in his statement in Urban School Crisis:

> "every incident of vandalism is both meaningful and understandable in the terms of the situation in which it occurs".[33]

To this point Maslow made an interesting observation when he stated that:

> Providing there is not serious injury to property, the American public tends to view pranks with a kind of careless tolerance, probably because most American males were once participants in this kind of activity. There are, however, certain implied limits to juvenile vandalism growing out of ambiguous definitions of the roles and status of children in contemporary society. The destructiveness of very young children is often excused with the rationalization that they have not yet matured to a responsible understanding of property rights and its value. Much of the damage of this group is probably accidental, hence more readily excusable. Furthermore, most of this vandalism seems to grow out of random playground activity. In its beginning stages this activity is inherently neither recreational nor delinquent. Later it may be defined as one or the other, depending upon whether the culmination of the activity is acceptable or unacceptable to the

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[32] Ibid.

[33] Vandalism and Violence, "Innovocative Strategies Reduce Cost to Schools", National School Public Relations Associations, 1971, 0.16.

> community. With younger children vandalism is not, therefore, necessarily malicious; rather it is more often destructive play motivated largely by curiosity. The adolescent, on the other hand, is generally held morally culpable for his destructiveness. More often than not, his vandalism is considered deliberate and malicious even by the juvenile.[34]

STRATEGIES FOR PREVENTION AND CONTROL

In 1970 Olson and Carpenter conducted a national study on current methods used on secondary public schools to reduce school vandalism and delinquency. The purpose of the study was three fold (a) to determine the magnitude and scope of vandalism in secondary schools within the United States; (b) to examine and analyze those external sociological, economic, and psychological factors that school administrators deem important in affecting vandalism rates; and (c) to investigate what practices and characteristics exist in internal school operations and facilities, as well as what changes might be beneficial in curbin the rising trend in vandalism. It was felt by the authors that the immediate importance and relevance of the vandalism problem can be best discussed when vandalism is considered as a microcosm of the overall societal issues of juvenile delinquency, law enforcement, and crime prevention. Thus, the goal of the study was to obtain additional descriptive and emperical

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[34]Abrahan H. Maslow, "A Comparative Approach to the Problem of Destructiveness", Psychiatry, November 1952, p. 520.

data which will help outline the scope of the vandalism problem on a national scale and will distinguish and illustrate the salient factors that seem to relate to vandalism incidence, as well as those factors which tend to discourage it.

The study consisted of a survey of 1,048 secondary schools in all 50 states, having a population of 400 or more students. A total of 269 surveys were returned of which 21 were received too late to be included in the data analysis. The sample represents about two per cent of the public secondary schools having an enrollment of 400 or larger.

The survey was designed into three parts: review of literature, contact with education agencies and large school systems, and a survey of large putlic secondary schools. In each part of the survey an attempt was made to examine school vandalism from four aspects:

> Facilities: Is there any experience to suggest how differential characteristics of design, structure, layout, furnishings, equipment, and so on relate to vandalism?
>
> Surveillance: In this time of sophisticated sensing techniques and security systems, what is the evidence of their effectiveness in reducing and controlling vandalism, as contrasted with other more routine and mundane measures, systems and techniques?
>
> Operations: What are the relationships between the way the school is run, the activities it promotes, and the uses to which it is put, and the degree of vandalism experienced?

> Environment: How do characteristics of the neighborhood and community, the students and parents, the school personnel, and relationships among all of them related to vandalism in a school?[35]

Carpenter and Olson divided the schools surveyed on the basis of vandalism loss per student into high and low loss categories, and examined all survey questions against this high-low loss criterion, for statistical significance of distribution differences.

The results show that few aspects of the school facility itself, building design, or the use of surveillance practices and devices bear any consistent relationship to the degree of vandalism loss. Those things which were related, deal more with the operating of the school, the school environment, and the school organization. Lower vandalism was found to be associated with a small, nonteaching staff (relative to the size of the teaching staff), the maintenance of good order in the school, an enthusiastic student body, low turnover rate among the custodial staff, "good" custodial, staff, student relations, low student tardiness, evidence in the school of a program for the special education for the mentally and physically handicapped, high teacher involvement in routine school operations, personalization and lack of

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[35]Howard C. Olson and Jan B. Carpenter, "A Survey of Techniques Used to Reduce Vandalism and Delinquency in Schools", Client Report for the United States Department of Justice, McLean, Virginia, January, 1971 (McLean, Virginia: Research Analysis Corporation, 1971), p. 7.

compartmentalization of school activities. The study showed that:

> "Higher rates of vandalism are associated with the more affluent school systems in the suburban areas, schools in which the student body is predominately Caucasian, where the family income is higher and where the school generally offers more facilities to the student over more of the school week."[36]

In short, the study findings seem to suggest that past research and school administrative focus on such extrinsic factors as security and surveillance has not been effective, and that attention should be directed more toward school operating policies affecting students, teachers, and staff to develop mutual educational goals, communication across groups, and a sense of mutual involvement on the part of all those in the school system.

It was found that the mean loss per school owing to vandalism is about $800 for the 1969-70 school year, with an average loss per student of $1.14 per year. Particular emphasis was given to the fact that there seems to be no relationship between fencing and other types of barricades, and the severity of vandalism.[37]

In 1968 Bernard Greenberg of the Stanford Research Institute conducted an extensive research project to determine the nature and extent of vandalism in selected California school districts. He tended to equate the problem of vandalism with the increase in racial tension,

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[36] Ibid., p. 11

[37] Ibid.,

violence, and student activism throughout the nation and pointed out that:

> "The rate of incidents in the schools has reached alarming proportions and the severity of the economic loss is clearly reflected in the actions of the insurance industry whose carriers have been increasing payments, premiums and loss deductible inclusions substantially for those school districts that are hardest hit. In many cases, school districts have been faced with outright cancellation of policies or refusal to cover districts' schools."[38]

In this report it is pointed out that no significant valid body of knowledge was uncovered on ways to cope with vandalism that can be readily applied to a given school or school district. This position is supported by another author who states that:

> "Maybe the best thing at this time is to deal with vandalism on an individual school basis. At least some reports give encouraging clues to why individual schools have markedly reduced the number of serious incidents, but nothing a single school does can completely wipe out vandalism. But the clues boil down to the improvement of morale among students, teachers, and parents, and basically this rests on involvement."[39]

This individualized approach to the problem of school vandalism is consistant with the Community School concept that allows for innovative and creative ideas to be converted to programs and services. This approach allows the Community to become a kind of laboratory that serves as an instrument of social control.

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[38]Greenberg, Op. Cit., p. 36

[39]Calvin Grieder, "Vandalism Symptomatic of Our Societal Sickness", Nations Schools, LXXXV, (April, 1970), pp. 10-13.

Greenberg raised the question of a seemingly widely held concept that the school with high incidents of vandalism may in itself be delinquent in meeting its responsibility of preparing students for their role in the community. To this point he stated that:

> "This raises some serious questions as to the adequacy of the school plant and its administration, as well as the relevancy of the educational curricula to the current and future critical needs of students and the community. The inference is that the school itself has a vital role in the community; consequently, its physical integrity must be protected and its image and contribution to the communitys' needs must be enhanced".[40]

This study, like many others, was not designed to test the impact of a specific program on the reduction of school vandalism. Instead, it reviewed the finding of various studies, their recommendations, surveyed some additional schools in California, and based on this data, proceeded to make some recommendations. However, it was clearly demonstrated that there is panic among many school administrators who felt that they must reduce the cost of vandalism immediately and the most available remedy was to install more fences and sophisticated electronic intrusion devices or some other visible effort to show the public and their insurers that something was being done. The study found however:

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[40]Greenberg, Op. cit., p. 7

> "That the vandalism control measures that have been instituted in many school districts have not been evaluated in terms of their expected return."[41]

These findings are inconsistent with a statement in a presentation made to the Association of School Business Officials in 1966 that:

> Those schools which have utilized high fences, windowless walls, elaborate alarms and even watchdogs have probably achieved their main objective: namely, security. But except in extreme cases, schools cannot be designed to resemble dark, forbidding monoliths intended to repel all intruders; No one can fault us if in our frustrated moments we look to these absolute solutions to find our peace of mind; but if we are worth our salt, we must be more ingenious than to sacrifice any portion of the quality of the environment for learning. We might find it useful to examine the nature of the vandal himself.[42]

Some contradictions seem to come into play as noted in a later report (1967) to the same group of school business officials:

> A system of vandal prevention based upon apprehension of the vandal is generally ineffective. This does not mean that apprehension of the vandal should be neglected, rather it should be strongly stressed.[43]

This led the Stanford Research Institute report to conclude that:

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[41] Ibid., p. 23

[42] Vance Emory, "Vandalism and Protective Devices," Proceedings of the Association of School Business Officials, United States and Canada, 52, 1966, pp. 233-237.

[43] Bradley, Op. cit., p. 239

> It is evident that school authorities are both uncertain of objectives for vandal control measures and are at a loss to chart an appropriate course of action leading to satisfactory results. The equivocal statements of apprehending vandals is indicative of the problem. One cited school official resigns himself to the promise that it is impossible to design and build a vandalproof building. Thus, his solution is to minimize temptation and erect barriers against those who can be deterred. If this is a prevailing concept, and we believe that it is, we raise two important questions: How much deterrence does a school system need and want? How much of the budget can be reasonably expended to achieve a given level of deterrence? A possible third question is: Considering the cost and trouble to devise and maintain an adequate security system, should the school district just ignore the problem and accept the losses as a "normal" expense? Nowhere in the literature or in our discussions with individuals have we heard or seen these basic questions raised.[44]

The review of other research findings in the SRI study revealed widely conflicting results on the success, or lack of, for the various methods tried, such as reported by the Educational Research Service:

> One school district has had notable success with sonic detection devices; another has found the use of security personnel "significantly excellent" when compared with detection devices; a third has yet to find any protective measure which has served to 'markedly diminish" vandalism.[45]

The Stanford Research Report concluded with the following finding and recommendations:

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[44]Greenberg, Op. cit., p. 23.

[45]Protecting Schools Against Vandalism, Educational Research Service, American Association of School Administrators and the National Education Association Research Division, Washington, D.C., August 1968, p. 226.

It is evident from our somewhat cursory analysis of the school vandalism problem that individual school districts are at a tremendous disadvantage in determining what measures should be undertaken to curb the increasing cost attributable to vandalism. The literature describing the measures various school districts have undertaken are seriously deficient in describing the environment or the conditions that have caused certain measures to succeed or fail. Most of the available information regarding vandalism control addresses the problem from a deterrent approach--i.e., physical means to protect and deny access to school property. While such deterrent measures as anti-intrusion devices, security patrols, fencing, and property control, must be instituted as a minimum measure, our observation is that by themselves they have not been successful as district officials had hoped they might be. Why are these deterrent measures ineffective? There are probably many reasons basically stemming from the problem duality---deterrence versus prevention. Several are:

1. The measures that have been instituted represent only a token effort having only a transitory or minor impact.

2. The causes of vandalism have not been adequately identified; therefore, the desired deterrent also has little impact. In other words, if the causative factors are not understood, how can a vandalism control program ever be successful?

3. Records are inadequate in describing the total cost, time of occurrence of an incident, and types of incidents. Therefore, security procedures that are instituted are frequently inadequate because of a lack of precise information.

4. Where vandalism has been a severe problem, in some instances the physical measures implemented have had a negative effect--i.e., a greater challenge is offered to the determined vandal.

5. Perhaps the most subtle, negative effect

> is the general appearance of an armed, defensive fortress designed to keep the youngsters "in line" during school hours and off the premises after school hours.[46]

DOCTORAL DISSERTATION STUDIES ON VANDALISM

A literature search indicated that there have been six Doctoral Dissertations on the subject of vandalism during the past twelve years. There are none recorded prior to this time. This is perhaps indicative of the low priority given this problem in terms of research.

The earliest of the doctoral dissertations was written by Fandt in 1961 in which he sought to determine the practices of school boards in New Jersey to combat the problem of vandalism. In this study, he sought to determine the nature and extent of losses to school property resulting from vandalism, and to determine the ways in which the New Jersey school boards protected themselves against such losses. In addition, he examined the methods of protection employed and made suggestions concerning prevention practices.

> The study revealed that the total damage reported for the five-year period 1955-1960 was $1,454.249. Nearly half of these reported losses resulted from three major school fires totaling $722,000. The loss ration to building evaluations was .146 per cent with the more densely populated areas having higher loss rates. Glass damage was reported at $87,289.

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[46]Greenberg, Op. cit., p. 23.

> Rural schools experienced the lowest percentage of losses compared to valuations and communities with less than 5,000 population suffered lower losses than larger communities. Window breakage outranked all other types of reported incidents in frequency of occurrence, and most districts were not covered by insurance for glass breakage.[47]

Fandt found that the most widely used preventative measures consisted of the locking of all interior rooms each night; the use of floodlights for exterior areas; and regularly schedules police patrols during evenings, weekends, and holidays. Measures rated most effective by reporting school officials were the use of alarm systems, scheduling of ductodians for night, weekend, and holiday hours, and the installation of screens and window guards.

Based on his findings Fandt recommended for the prevention of vandalism losses, the installation of exterior lights, use of plastic glazing materials, cooperative police service, teaching of good citizenship, pride, and respect for school property. It should be noted that these devices were not recommended of any proven effectiveness and later studies (Greenberg 1969, Carpenter and Olson 1971), found these methods not very effective.

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[47]Edward L. Fandt, A Study of the Practices of New Jersey Boards of Education in Protecting School Property Against Losses Due to Vandalism and Malicious Mischief, (Unpublished Doctoral Dissertation, Rutgers University, New Brunswick, New Jersey, 1961).

In 1966, Nowakowski[48] sought to determine the annual cost and scope of school vandalism in a large school system, the nature of vandalism, and characteristics of vandals. He surveyed twenty large school districts and studied the records of 93 vandals in Dade County, Florida. He found that the twenty-two school systems for the years studied amounted to $2,457,000. Window breakage was the largest single category, accounting for $1,789,000, or seventy-three per cent of the total. It was noted that non-uniform methods of record keeping hampered synthesis and comparison of data. This position is supported by the American Insurance Association and Greenberg both having stated that the methods of recording vandalism has made it impossible to determine the exact nature, extent, and loss. Nowakowski studied the school records of ninety-three vandals who were identified by school personnel. He found that:

> Vandalism is almost exclusively a male activity, that the mean age was 12.4 years, and that most vandals were attending junior high school at the time of their identification.[49]

The above findings corroborates an earlier finding by John Martin in his study of Juvenile Vandalism and may give clear direction for further study. The study of school records indicate that the vandals do not differ significantly

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[48]Rodney E. Nowakowski, "Vandals and Vandalism in the Schools: An Analysis of Vandalism in Large School Systems and a Description of Ninety-Three Vandals in Dade County Schools," (Unpublished Doctoral Dissertation, University of Miami, 1966).

[49]Ibid.

from other students in terms of grades, school attendance, and I.Q. scores. Teachers, however, tended to describe the vandals as impulsive and lacking in self-control. The home background of the Dade County vandals appeared to be normal, most lived with both parents, and the principal wage earner was usually in a skilled or white-collar job.

Nowakowski reported a significant relationship existed between school achievement and vandalism. Reading test scores indicated that the vandals were at least one year below grade level while the other students scored at above-average reading levels. Half of the vandals had failed one or more grades and had done so within one year of their apprehension. He suggested that school was not a happy place for the vandals and that school vandalism was one outlet for retaliation or relief of frustration.

In this study, Nowakowski found that vandalism is usally a group activity, that it usually occurs when the schools are unguarded, and that March was the most likely month for school vandalism; while August was lowest in frequency of occurrence.

> Glass breakage was the most frequent kind of damage. Elementary schools were vandalized more frequently than junior high and high schools.[50]

In the final analysis, nowakowski recommended the establishment of a uniform data collection system, the use of plastic glazing because of high losses from window breakage,

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[50] Ibid.

the hiring of security personnel to work on weekends.

In 1966, Smith[51] conducted an intensive survey in slected Southern California School Districts to determine the nature, extent, and preventive measures used in regard to school vandalism. He used a structured interview with the chief business officials in forty-four school districts and examined six budget categories: maintenance, operations, transportation, instructional supplies, library and supplementary books, and textbooks.

Smith reviewed twenty different aspects of vandalism and found that glass breakage constituted from fifteen to fifty per cent of the vandalism cost and the other highest categories were theft, breaking and entering, equipment damage, and defacement of building surfaces. It was found that most maintenance vandalism occurred on weekends with Sunday the more critical day and security system failures was found to be the main reasons for losses.

Operation of plant included six types of vandalism, with lavatory mischief, marking walls, and doors, and campus littering the most often reported. Most districts reported the weekends as the time most operations vandalism occurred. Library and supplementary book vandalism constituted an average of ten per cent of the total losses. In terms of

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[51]Donald C. Smith, "Vandalism in Selected Southern California School Districts: Nature, Extent, and Preventive Measures," (Unpublished Doctor's dissertation, University of Souther California, Los Angeles, 1966

money, total vandalism costs average $6.41 per pupil. When projected to include all the pupils in the districts surveyed, the total cost for the forty-four districts was $7,528,406.

From his survey, Smith found that Glass breakage, theft, arson, defacement of exterior walls and doors, and mutilation of interior surfaces as the most prevalent types of vandalism acts.

Smith also found that assessment of public school vandalism is dependent on how it is defined; that money losses were substantial; that vandalism is related to the time of day, week, and year; and that acts of carelessness or ignorance exceeded those of willful destruction. Other conclusions were that highly congested areas experience a higher rate of loss; that staff security failure was a major factor; that vandalism losses are reducible; that apprehension of the vandals, as basis for vandalism prevention, is not effective. He recommended the development of a uniform record keeping system; establishment of the position of Security Supervisor; and that districts should exclude all persons from school building areas during nonschool hours and should enlist nonschool agencies to supervise playground use on weekends.

Contrary to the latter recommendation, school administrators in Alpena, Michigan by turning their six elementary and one junior high school into community centers, they "have cut

school vandalism sharply."[52] The shool administrators say:

> "Credit the community center concept? I don't know, for sure. But having a lot of people in the building has given would-be vandals a few second thoughts. And inviting students to use the school, instead of locking them out, may well be cutting away the motivation for vandalism."[53]

In 1971 Severino[54] conducted a study to determine the historical development and the current legal status of juveniles and the parents of juveniles who destroyed property of the public schools in the United States. Five questions were posed to achieve the purpose of the study:

1. What has been the historical development of the legal issues pertaining to the rights of the individual and the rights of the state?

2. What statutory bases have helped or hindered school officials in dealing with (1) pupils who vandalize public school property, and (2) non-pupils who vandalize public school property?

3, What statutory bases have applied to the parents of pupils and the parents of non-pupils who vandalize public school property?

4. What common law principles have evolved to provide direction in determining (1) the extent of juvenile responsibility for acts of vandalism to public school property, and (2) the extent of parent liability for those juvenile acts of vandalism?

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[52]Workshop: Putting an End to Vandalism, Turn Schools into Neighborhood Center," School Management, XI (February, 1969), p. 25.

[53]Ibid.

[54]Michael Severino, "School Vandalism: Legal Implications." Unpublished Doctoral Dissertation, (University of Denver, August 1971)

5. What conclusions can be drawn to aid in the future administration of programs dealing with the treatment of juveniles who vandalize public school property?[55]

The following conclusions were drawn by the author as a result of this study. They are presented under the headings of common law relationships, statutory relationships and administrative relationships for purposes of clarity.

Severino found that under Common Law Relationships the absence of a U. S. Supreme Court ruling on the subject of prenatal liability, it is highly probable that inferior courts will continue to uphold the English common law doctrine which says that neither parent nor child shall be held liable for the tortious acts of the other. This conclusion is supported because of these conditions: (1) a world-wide civic rights movement exists which tends towards the transendency of individual rights over state rights; (2) the belief that individuals, especially children are "persons" under our Constitution; and (3) individual rights seem to be becoming more important in the scales of justice than are property rights.

The same situation is applicable under Statuatory Relationships where parent liability laws, although widely distributed among the states, have not resulted in the eradication of school vandalism. It may be concluded that these statues were enacted in response to public demand

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[55] Ibid.

for a scapegoat. This conclusion is supported by the fact that the provisions of only nine state statutes even approach covering potential losses from school vandalism, giving rise to the further conclusion that the intent of the legislative bodies was not restitution, but the desire to place a moral responsibility on the parent for the wrongful acts of the child, despite the generally held belief in English law that one cannot assume "guilt by association."[56]

Under Administrative Relationships Severino pointed out that inasmuch as school vandalism is evidence of negativity and hostility on the part of students and other children, he concluded that school administrators should involve students and parents in school decisions so that both are made to feel that schools exist for them. This conclusion is seemingly supported by the fact that students are much more likely to adhere to school regulations in which they have a voice. Furthermore, students are less likely to destroy, and parents will protect what is theirs.

In concluding, Severino reasoned that inasmuch as vandalism is a symptom and not a disease, he recommended that school officials place more emphasis on humanizing schools and proportionately less emphasis on protecting the buildings.

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[56]Paul W. Alexander, "Constitutional Rights in Juvenile Court", American Bar Association Journal, XLVI (November, 1960) p. 1206.

The development of positive student attitudes toward school should be a major concern of school officials charged with protecting school property.

In 1971 James Edgar Davis[57] conducted a study of major incidents of vandalism, cause, and preventative measures employed in Texas Public junior high schools. The basic purpose of the study was to determine the characteristics of schools that had experienced major incidents of vandalism; determine what preventative measures are being used and which ones are rated most effective by principals; determine the characteristics of persons who have been identified as vandals and why acts occurred; and to compare those schools with low incidents of vandalism with those having high incidents. The study was conducted by mailing a questionnaire to each of the 777 junior high schools in the state of Texas, of this total 477 responded. Davis found that nearly half of the replying schools reported cases of major vandalism and that there is a relationship between major incidents of vandalism and grade levels in the school, size of enrollment, student turnover, size of school district enrollment, city population, economic level of the community, and the percentage of Anglo-American enrollment.

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[57]Edgar J. Davis, Jr., "A Survey of Major Incidents of Vandalism, Causes, and Preventative Measures Employed in Texas Public Junior High Schools," (Unpublished Doctoral Dissertation, East Texas State University, 1971).

> There appears to be no relationship between major vandalism and teacher turnover, age of building, location in a suburb, percentage of Afro-American enrollment, percentage of Mexican-American enrollment and the number of recreational facilities available.[58]

One may want to review carefully the above findings in that they contradict earlier findings by Goldman and others. He further found that the majority of schools located in communities in which the principal occupations were professional or large business, white-collar and unskilled labor had received major vandalism damage and the principals' office is the area in the school most likely to receive vandalism.

Davis sustantiated some earlier findings by Martin (1961) that vandals were most often male, twelve to fourteen years of age, Anglo-American, unsatisfactory in school achievement and conduct, not involved in extra-curricular activities, and of average popularity with students and teachers.

PARADOX IN RESEARCH FINDINGS

It seems clear from the review of literature and findings of studies on school vandalism that there are at least three broad areas of thought on the development of strategies for prevention and control: (1) those who believe that van-

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[58]Ibid., p. 115.

dalism can only be reduced by improving the human relationships between students, faculty and community; (2) those who believe that it can be reduced by placing physical obstacles or barricades in the paths of vandals combined with electronic intrusion and detection devices; (3) those who believe that apprehension and punishment including the establishment of "parent responsibility laws"[59] whichhold parents accountable for acts committed by their children. The research reports seems to indicate that the strategies for prevention is largely dependent upon the attitude of the school officials in a particular school district and the school principal. The American Insurance Association and the Associates of School Business Officials has had considerable influence by recommending the installation of electronic intrusion systems such as, "motion detection, electromechanical, radar, vibration detectors, photoelectric beams surveillance cameras, electric fences, and automatic telephone dialer,"[60] and in some cases has offered financial incentives in terms of lower rates to districts who comply. The school is now viewed by most insuring companies as "high

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[59]James W. Colmey and Thomas W. Valentine, "Stop Vandalism with Parent Responsibility Laws," American School Board Journal, CXL (July, 1960), p. 9.

[60]American Insurance Association. School Vandalism. Chicago, Illinois: American Insurance Association, 1970

risk institutions,"[61] because of the increasing problem of vandalism.

A survey of school administrators conducted by Nation's Schools revealed that administrators believed that the law should make parents financially responsible for damages to school property committed by their children. In response to these damages, "almost half the states have enacted some type of legislation since 1955 concerning parental responsibility for acts of vandalism."[62]

There are many articles appearing in professional education journals describing ways to reduce vandalism in schools. Most of these articles are written in a subjective manner, based on empirical evaluation, and have little or no statistical data for study or comparison.

Those studies or articles that offered statistics mostly describes the cost of property destruction and security measures employed in school, but made no comparative analysis of relative effectiveness, cost, or extent to which the various means were employed. However, some of these articles and reports are worthy of recognition for their perceptive thought on strategies to reduce vandalism and placing the problem in perspective.

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[61]Velma A. Adams, "What's Behind Rising Insurance Costs?" School Management, XIV (June, 1970), p. 32.

[62]"Vandalism: A Dirty Word for Eight of Ten Schoolmen", Nation's Schools, XL (April, 1968), p. 61.

In 1965 Furno and Karas[63] reported the results of a survey conducted in 1965 by the Baltimore school district. The sixty-one great-city school districts were surveyed and the total damage reported as $7,054,500. Of this total, window repairs constituted more than half. Most of the districts reported using the following methods of prevention: intensive floodlighting, increased security personnel around those schools most often victimized, installation of electronic alarm systems, installation of window screening, and encouraging residents of school neighborhoods to report suspects on school property to police.

The editors of American School and University[64] discussed the effectiveness of building design in preventing or minimizing the effects of vandalism. The use of unbreakable plastic windows was reported as gaining popularity. Other design developments were: solid metal exterior doors, with little or no glass; floodlights around the school all night, wire screens and grills over the windows; tamperproof locks on exterior doors and equipment storage rooms, minimizing exposed glass areas; fences--metallic and with electronic sensing devices; and tamperproof lockers.

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[63]Orlando F. Furno and Michael Karas, "Can You Reduce Your District's Vandalism Costs?" School Management, IX (May, 1965), p. 116.

[64]Lowering the Toll of Vandalism", American School and University, XXXVIII (August, 1966), pp. 16-17

In 1966 Totin[65] discussed factors causing vandalism prevention to be difficult. He stated that the best alarm system did not help if the police could not respond quickly. Totin also pointed out that buildings designed to withstand the onslaught of vandals tend to become unattractive. He called for buildings to continue to be designed with beauty in mind and that solutions to the problem of vandalism be found in other, more ingenious methods.

In Edina, Minnesota the schools try to spot vandals before they act. A three-member team consisting of a psychologist, a nurse, and a detective sergeant from the juvenile bureau, is assigned to each junior high school. The team identifies behavior problems from referrals by parents, teacher, police, merchants and townspeople. They report that "in most cases, children seem to resort to vandalism in order to take out their frustrations on inanimate objects."[66]

In a Chicago high school[67] the restrooms were completely refurnished with top-grade plumbing fixtures, stainless

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[65]John Totin, "Vandalism: An Overview", Proceedings Addresses, and Research Papers, 52nd Annual Meeting of the Association of School Business Officials of the United States and Canada, 1966. Chicago, Illinois, 1967, pp. 237-239.

[66]"How Schools Combat Vandalism", Nation's Schools, LXXXI (April, 1968), pp. 58-67.

[67]"Remodeling Project at Chicago School to Help Curb Vandalism", American School and University, XLI (September, 1968), p. 46.

steel soap and towel dispensers, mirrors and light fixtures. School officials were hopeful of determining whether improved conditions affect vandalism rates, whether better plumbing fixtures are cheaper in the long run because they last longer, and whether students can be shown that it is in their own interests to take care of their school facilities.

In salem, Ohio,[68] one school offered financial incentives to gain student support. Students suggested that "if the school board would set aside $500.00 to cover window breakage and let the student body have what was left to buy a gift for the school system, they thought a self-policing plan would work". The report indicated that students were interested in the project and that window breakage appeared to be diminishing.

In Sioux City, Iowa,[69] after a junior high school was broken into and $3,500 damage was done, the school board decided to hire a private protection agency to guard the 83 schools on an experimental basis. Guards and dogs inspect the outside and inside of each building. If the dogs detect a fresh scent, the guards radio for police assistance. no information was given on the number of guards and dogs involved, or on the cost of the protection.

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[68]"Incentive Cures School Vandalism," The Dallas Morning News, Section A, February 9, 1969, p. 26.

[69]Robert Krotz, "Dog Patrols in S. C. Schools," Des Moines Sunday Register, Section L, November 23, 1969, p. 4.

In Akron, Ohio, one high school placed the responsibility for vandalism in the hands of students. Specifically, local "heroes" such as athletes and student leaders. A local civic group sponsored the program and teachers volunteered to assist with technical matters. They sought to get the community involved in school affairs and reportedly reduced the cost of vandalism. The Superintendent of Schools commented that:

> the key to vandalism reduction is involvement. We think kids are tired of being treated as a special kind of illness just because they're adolescents. Here, they're treated like adults. When they do a responsible job for the community, they know they deserve respect and they get it.[70]

District personnel estimate that school vandalism has been reduced by fifty percent since the programs inception.

The above efforts have been reviewed without evaluation on the part of this writer because there was no provision built into the projects to determine the nature of their success or failure. Many educational periodicals during the past five years have been replete with examples of methods used to combat vandalism, but objective evaluation of the results of these methods are missing. The fact that the cost of vandalism continues to rise throughout the Nation in spite of wide exposure of the problem, may be indicative of the need for carefully controlled studies to determine what methods are effective and under what circumstances.

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[70]Wayne Carl, "Vandalism: How One District Fights it--and Wins," School Management, X (April, 1966), p. 101.

SUMMARY

As indicated in the beginning, school vandalism is an elusive subject and the literature seems to bear out the fact that there is not nationally agreed upon definition for vandalism. However, in this report the writer has focused on a variety of intrusions against the school and particularly those deliberate acts designed to deprive, deface, mutilate, damage, or destroy school property. In this context one can see that there are wide and varied opinions on what constitutes vandalism and the opinions are even more varied in regard to its nature and extent, causes, and strategies for its prevention and control. However, there are some basic agreements on such factors as vandalism being a major national concern. The perpetrators are primarily male juveniles in their early teens. They come from all socio-economic segments of our society, but significantly involves the Anglo-American middle class. The research materials generally substantiated the findings that high incidents of vandalism relate to school environments that tend to encourage isolation, suspicion, violence, aggression and destruction.

All of the studies that possessed some instrumentation for evaluation and analysis of data were of the survey type. Of the studies, none were designed to service or work with

the vandals. In addition, none of the studies were designed to make an in-depth study of the impact of a particular program on the reduction of school vandalism.

There is overwhelming agreement on the fact that any effective program of prevention must involve students, teachers, administrators, parents and the community at large. This effort must also include agencies outside the school.

Most districts surveyed were using mechanical barriers such as fences, lights or iron bars. The most frequently recommended strategy is the installation of some form of electronic intrusion devices. Unfortunately, these are designed for detection and apprehension. Most researchers have concluded that they are ineffective.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

The purpose of this chapter is to describe the community and the circumstances under which this study was conducted and to present and analyze the data collected. The chapter was prepared with assistance from the Horace H. Rackham School of Graduate Studies Statistical Laboratory.

DEMOGRAPHIC CHARACTERISTICS

The school district in which the study was conducted is located on the southern portion of the San Francisco Bay Area. Employment in this community primarily consists of manufacturing in the Electronic and Missile and Space Industry. The population is predominantly Anglo-American (82%) with the remainder consisting of Mexican-Americans, Orientals and Blacks, the latter being less than one per-dent. The housing in this community consists mainly of single family dwellings and approximately half of the city's 45,000 work force are employed outside the city. The median household income is $12,000 and the median home value is $30,000. The median educational level is 12.6 years.

Table 3.1 gives an overview of the size of the city and the school district. The district is located entirely

TABLE 3.1

DEMOGRAPHIC CHARACTERISTICS OF THE CITY AND SCHOOL DISTRICT STUDIED*

City Population	School Dist. Enrollment	Number of Schools	Number of Teachers in Study	Number of Adm. in Study	Grade Levels
100,000	9,000	18	353	18	K-8

* "Profile '70", Santa Clara County, California, 1973

within the city limits. Its 9,000 students and 383 teachers work in fifteen elementary and three junior high schools. Six of the elementary and one junior high have been converted to "Community Schools" during the past three years.

This study was done in cooperation with the school district. The results fron the Purdue Teacher Opinionaire is being used by the district for purposes of staff development. Approximately 97% of the teachers in the district participated in the study. The district gave the teachers released time to report to a central location for the test, making this high degree of participation possible.

On the principal's questionaire, all eighteen administrators volunteered to participate. The study was initially explained to the principals by the district Superintendent. The questionnaires were later hand delivered to each principal with a letter explaining the purposes of the study. A personal interview was then conducted.

INSTRUMENTATION

The Purdue Teacher Opinionaire is a widely used instrument for measuring teacher morale. It was specifically designed to be used in school settings. It's validity and reliability was already established. The items included in

the opinionaire, according to the authors, were selected based on internal consistency item analysis techniques. The Kuder Richardson internal consistency reliability coefficients for the ten factors ranged from .79 to .98 with an overall reliability coefficient of .96.

HYPOTHESES

For purposes of presentation and analysis of the data, all hypotheses in this study have been restated in the null form (N_O) and subjected to basic research and statistical procedures.

HYPOTHESIS I:

> There will be no difference in the opinions of principals in Community and Non-Community Schools that greater use of school facilities by the community for organized and supervised activities will serve to reduce incidents and cost of vandalism.

Table 3.2 shows the results of the statistical test to determine if there are differences in opinions between principals in Community and Non-Community Schools as to whether keeping schools open for organized activities will reduce vandalism. Principals were asked to weigh their opinions on a scale ranging from strongly agree to strongly disagree and no significant differences were found in their responses. The hypothesis of no difference as stated above is therefore accepted.

TABLE 3.2

A TEST OF THE MEAN DIFFERENCE IN OPINIONS OF PRINCIPALS IN COMMUNITY AND NON-COMMUNITY SCHOOLS ON THE EFFECT OF COMMUNITY SCHOOL PROGRAMS IN REDUCING VANDALISM

	Community School Mean	Non-Community School Mean	t-test	Significance Level
9. Principals Opinion of Community School Program Reducing Vandalism	2.1429	1.5455	1.5496	.1299
10. Does Changing Schools from Non-Community to Community Schools help Reduce Vandalism?	2.0000	1.8182	.54433	.5937
11. Does Keeping Schools Open Reduce Vandalism?	1.8571	1.9091	-.17897	.8602

Not significant at .05 level of confidence

Table 3.3 shows the results of the correlation coefficients test to determine if a significant relationship exists between principals opinions on the effectiveness of Community School Programs in preventing vandalism and the number of incidents and cost of vandalism that actually occured. Item 9, table 3.3 (vandalism incidents 1972-73) show a correlation coefficient of -.8748, significant at the .05 level of confidence. The correlation coefficient for the previous year, -.7032 in column one, while not significant at the .05 level, was in the same direction and may be significant with a larger sample. The same is applicable for column four (vandalism cost 1973-74) with a correlation coefficient of -.7112.

The data in table 3.3 seems to indicate that Community School Principals do not place a high value on Community Schools as a mean of preventing school vandalism.

It is important to note that Non-Community School Principals rated much higher in the affirmative direction (Strongly Agree) than Community School Principals when expressing a positive correlation between Community School Programs and vandalism reduction. Item 10, table 3.3 show a significant correlation between the response of principals in Non-Community Schools and incidents and cost of vandalism. A correlation

TABLE 3.3

AN ANALYSIS OF PRINCIPALS OPINION IN COMMUNITY AND NON-COMMUNITY SCHOOLS ON THE EFFECTIVENESS OF COMMUNITY SCHOOL PROGRAMS IN REDUCING VANDALISM

Item	Vandalism Incidents 1972-73	Vandalism Incidents 1973-74	Vandalism Cost 1972-73	Vandalism Cost 1973-74
COMMUNITY SCHOOLS N=7				
9. Principals Opinion of Community School Program Reducing Vandalism	-.7032	-.8748**	-.3369	-.7112
10. Does Changing Schools From Non-Community to Community Schools help Reduce Vandalism?	-.7623*	-.7493	-.4257	-.6896
11. Does Keeping Schools Open Reduce Vandalism	-.7370	-.7332	-.3773	-.6611

Table continued

TABLE 3.3 (Continued)

Item	Vandalism Incidents 1972-73	Vandalism Incidents 1973-74	Vandalism Cost 1972-73	Vandalism Cost 1973-74
NON-COMMUNITY SCHOOLS N=11				
9. Principals Opinion of Community School Program Reducing Vandalism	-.2874	-.4164	-.0602	-.3649
10. Does Changing Schools from Non-Community to Community Schools help Reduce Vandalism	-.6717*	-.7966**	-.6550*	-.7789**
11. Does Keeping Schools open Reduce Vandalism	-.5012	-.4096	-.1545	-.6087*

Community Schools R@ .9500 = .7545 R@ .9900 = .8745
Non-Community Schools R@ .9500 = .6021 R@ .9900 = .7348
*Significant at .05 level of confidence
**Significant at .01 level of confidence

coefficient score ranging from -.6550 to -.7966, significant at the .05 level of confidence or better was obtained on each of the four areas. Principals in Community Schools did not rate this factor as strongly as did those in Non-Community Schools. They obtained a value score high enough to be rated as a significant on but one section of this question. The data from both Community and Non-Community Schools tend to reject the idea that merely keeping schools open will reduce vandalism. This finding is consistent with earlier findings (Carpenter and Olson 1971) that merely keeping schools open may serve to increase vandalism. The data seems to suggest that principals whose schools have not been converted to a Community School are more likely to view this process as a means of preventing vandalism than those whose schools have already been converted to Community Schools. Such a finding was not anticipated.

HYPOTHESIS II:

There will be no difference in the number of incidents and cost of vandalism in Community and Non-Community Schools.

The data collected reject the null hypothesis as stated above and show that there is a significant difference in the number of incidents and cost of vandalism between Community and Non-Community Schools. Tables 3.4 and 3.5 present a review of the findings for these two areas.

The findings as presented in table 3.4 clearly

TABLE 3.4

AN ANALYSIS OF THE RELATIONSHIP BETWEEN THE MEAN NUMBER OF INCIDENTS OF VANDALISM IN COMMUNITY AND NON-COMMUNITY SCHOOLS

Item	Community School Mean Vandalism Incidents	Non-Community School Mean Vandalism Incidents	t-test	Significance Level
26. Vandalism Incidents 1972-73	50.209	24.545	2.5982	.0194*
27. Vandalism Incidents 1973-74	43.286	19.182	3.0781	.0072**
Percentage of Change	14.16%	21.85%		

*Significant at .05 level of confidence
**Significant at .01 level of confidence

TABLE 3.5

A SIGNIFICANCE TEST OF THE MEAN COST OF VANDALISM BETWEEN COMMUNITY AND NON-COMMUNITY SCHOOLS

	Community School Man Vandalism Incidents	Non-Community School Man Vandalism Incidents	t-test	Significance Level
28. Vandalism Cost 1972-73	$4,285.00	$1,445.00	3.4885	.0030**
29. Vandalism Cost 1973-74	$3,057.00	$1,354.00	2.8607	.0113*
Percent of Change	28.67%	6.30%		

*Significant at .05 level of confidence
**Significant at .01 level of confidence

indicate that Community Schools in this district have more incidents of vandalism than Non-Community Schools with a t-ratio of .0194, significant at the .05 level of confidence for 1972-73 and a t-ratio of .0072, significant at the .01 level of confidence for 1973-74. These findings are further supported when viewing the percent of change between the mean scores for incidents of vandalism for 1972-73 and 1973-74 in table 3.4. These changes were 14.16% for Community Schools and 31.85% for Non-Community Schools.

Table 3.5 presents the findings on vandalism costs and illustrates that the cost of vandalism for the years investigated is clearly higher in Community Schools than Non-Community Schools. The difference between the mean resulted in a t-ratio of 3.4885 and significant score of .0030, significant at the .01 level of confidence for 1972-73 and a t-ratio of 2.8607, significant score of .0113, significant at the .05 level of confidence for 1973-74. However, it is important to note that unlike table 3.4 on incidents of vandalism, the percentage change decreased cost of vandalism between 1972-73 and 1973-74 is greater of Community Schools. A 28.67% decrease for Community Schools compared to 6.30% for Non-Community Schools. This seems to be very important in view of the

fact that many community educators believe that during the first year of a Community School program both incidents and cost of vandalism may increase. This situation may further complicate a tendency to try to implement Community School programs in poor areas already plagued with vandalism and where school administrators and teachers are already burdened with an over abundance of administrative tasks resulting from federally funded programs plus inherent disciplinary problems often not encountered by schools in other areas.

HYPOTHESIS III:

There will be no difference in teacher ratings of levels of morale among Community and Non-Community Schools.

The data collected reject the hypothesis of no difference in levels of teacher morale between Community and Non-Community Schools. Tables 3.6 and 3.7 show the median scores by school indicating the difference in levels of teacher morale by factor. Table 3.8 presents by factor the level of morale Community and Non-Community Schools and table 3.9 indicates the overall level morale for all schools in the district and allows for comparison with community and non-community schools.

Each of the factors listed in tables 3.6-3.9 contains a series of questions designed to measure morale on that

TABLE 3.6

DERIVED SCHOOL MEDIAN SCORES BY FACTOR FROM THE PURDUE TEACHER OPINIONAIRE FOR COMMUNITY SCHOOLS*

ITEMS N=7 Schools (130 Teachers)	1	2	3	4	5	6	7
46. TEACHER RAPPORT WITH PRINCIPAL	2.70	3.15	2.54	3.36	3.00	3.04	2.51
47. SATISFACTION WITH TEACHING	3.56	3.60	3.59	3.49	3.73	3.66	3.20
48. RAPPORT AMONG TEACHERS	2.91	3.53	3.17	3.63	3.08	3.52	3.33
49. TEACHERS SALARY	2.62	2.71	2.86	2.85	2.02	2.79	1.67
50. TEACHER LOAD	2.63	3.10	3.03	3.18	3.16	2.67	2.63
51. CURRICULUM ISSUES	3.05	3.13	2.98	3.09	2.44	2.87	2.67
52. TEACHER STATUS	2.94	2.65	3.02	2.95	2.97	2.94	2.16
53. COMMUNITY SUPPORT OF EDUCATION	2.54	2.53	2.40	2.80	2.21	2.33	1.79
54. SCHOOL FACILITIES AND SERVICES	3.06	3.15	2.60	3.21	2.65	2.36	3.31
55. COMMUNITY PRESSURES	3.21	3.64	3.44	3.33	3.59	3.27	3.15

*COMMUNITY SCHOOLS
SCALE RANGE 1.0 - 4.0

TABLE 3.7

DERIVED MEDIAN SCORES BY FACTOR FROM THE PURDUE TEACHER OPINIONAIRE FOR NON-COMMUNITY SCHOOLS*

ITEMS N=11 Schools (202 Teachers)	1	2	3	4	5	6	7	8	9	10	11
46. TEACHER RAPPORT WITH PRINCIPAL	3.19	2.80	3.64	3.95	2.23	3.85	2.71	3.25	3.26	2.39	3.19
47. SATISFACTION WITH TEACHING	3.73	3.75	3.69	3.91	3.62	3.70	3.70	3.62	3.73	3.37	3.63
48. RAPPORT AMONG TEACHING	3.65	3.58	3.63	3.95	3.59	3.65	3.70	3.73	3.41	2.78	3.21
49. TEACHERS SALARY	2.23	3.09	2.29	3.15	2.86	2.20	2.21	2.61	2.17	2.51	2.18
50. TEACHER LOAD	3.35	3.18	3.35	3.79	2.87	2.85	3.39	2.92	3.27	3.22	3.12
51. CURRICULUM ISSUES	3.02	3.16	3.52	3.94	3.41	2.82	2.71	3.34	3.33	2.28	3.21
52. TEACHER STATUS	3.22	2.24	2.90	3.64	3.10	2.31	3.01	3.07	2.89	2.85	2.87
53. COMMUNITY SUPPORT	3.06	3.05	3.07	3.69	3.21	3.09	2.64	3.07	3.52	2.80	3.20
54. SCHOOL FACILITIES AND SERVICES	3.20	3.38	3.19	3.68	3.14	3.12	3.15	2.95	3.65	2.89	3.20
55. COMMUNITY PRESSURES	3.67	3.70	3.54	3.84	3.18	2.95	3.72	3.38	3.55	3.57	3.43

*Non-Community Schools
Scale Range 1.0-4.0

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factor. Each school's raw scores are computed to establish a school median as shown in tables 3.6 and 3.7. These median scores are plotted on a standardized chart as indicated in table 3.8. They are rated on a scale with a value of 1 to 4 (4= higher value) and there are both positive and negative weights. This procedure allows for analysis of individual school scores and groups of schools as in the case of Community and Non-Community. A comparison of Community and Non-Community schools can be made from table 3.8. It can be seen that morale on all ten factors is lower in Community Schools than in Non-Community Schools. This data can also be compared with the district score as indicated in table 3.9.

In table 3.10, a t-test was used to determine the significance between the mean scores in Community and Non-Community Schools and to determine the level of significance.

The mean difference between Community and Non-Community Schools is rated on each factor as indicated on Item 50 (Teacher Load). The Community School Mean is 2.9143 and the Non-Community Schools mean is 3.2109. The difference between the mean resulted in a t-ratio of -2.2939, significant at the .05 level of confidence. Item 53 (Community Support of Education) and 54 (School Facilities and Services)

TABLE 3.10

A SIGNIFICANCE TEST OF THE MEAN DIFFERENCES IN LEVELS OF TEACHER MORALE IN COMMUNITY AND NON-COMMUNITY SCHOOLS

Item	Community School Mean	Non-Community School Mean	t-test	Significance Level
46. Teacher Rapport with principal	2,9000	3.1327	-.99325	.3354
47. Satisfaction with teaching	3.5471	3.6773	-1.8351	.0851
48. Rapport Among Teachers	3.3100	3.4436	-.78665	.4430
49. Teacher Salary	2.5029	2.5000	-.01329	.9888
50. Teacher Load	2.9143	3.2109	-2.2939	.0357*
51. Curriculum Issues	2.8900	3.1582	-1.4446	.1679
52. Teacher Status	2.8043	3.0091	-1.3238	.2042
53. Community Support of Education	2.3714	3.1273	-5.1932	.0001**
54. School Facilities and Services	2.7600	3.2318	-3.2141	.0054**
55. Community Pressures	3.3757	3.5027	-1.1217	.2785

* Significant at .05 level of confidence
**Significant at .01 level of confidence

both obtained t-ratio scores sufficient to be significant at the .01 level of confidence.

HYPOTHESIS IV:

There will be no difference in the per student cost of vandalism between groups of schools with high levels of teacher morale and those with low teacher morale.

Table 3.11 analyzes the per student cost of vandalism for Community and Non-Community Schools. The mean for Community Schools for 1972-73 was $8.56 and for Non-Community Schools $2.96. The t-ratio was 3.8083 with a significance score of .0015, significant at the .01 level of confidence. A similar score was found for 1973-74 with a mean of $6.33 for Community Schools and $2.55 for Non-Community Schools. The t-ratio was 4.1017 with a significance score of .0008, significant at the .01 level of confidence. The hypothesis of no difference is therefore rejected. What seems important in this situation is the fact that the percentage of decrease in per student cost of vandalism between 1972-73 and 1973-74 was 25.43% for Community Schools and 14.10 percent for Non-Community Schools. This represents an 11% greater decrease for Community Schools than that of Non-Community Schools.

The data presented earlier in table 3.8 graphically show that Community Schools as a group have lower levels

TABLE 3.11

AN ANALYSIS OF THE COMPARISON OF PER STUDENT COST OF VANDALISM BETWEEN COMMUNITY AND NON-COMMUNITY SCHOOLS

Item	Community School Mean	Non-Community School Mean	t-test	Significance Level
100. Per Student Cost of Vandalism 1972-73	8.5654	2.9688	3.8083	.0015**
101. Per Student Cost of Vandalism 1973-74	6.3443	2.5502	4.1017	.0008**
Percent of Change	25.43%	14.10%		

**Significant at .01 level of confidence

of teacher morale than Non-Community Schools. In fact, teacher morale in Community Schools tended to be lower than that found in Non-Community Schools on all ten factors in the questionnaire. It is interesting to note that 17 of the 18 principals reported teacher morale at their school as high. This tended to differ from that reported by teachers. It is not known to what extent, if any, the development of Community Schools has had on teacher morale. This situation appears to be worthy of further study.

OTHER FINDINGS

In addition to the testing of the hypotheses a number of other aspects of the data were analyzed to determine their significance in relation to incidents and cost of vandalism. Table 3.12 presents a t-ratio showing the mean differences between Community and Non-Community Schools on such factors as age of building, number of students in school, percent of students from broken homes, and per cent of students achieving at or above grade level. While there were differences between the two groups of schools, none were significant at the .05 level of confidence. However, it is suggested that further exploration is indicated on items 19, (per cent of students achieving at or above grade level). These items showed the strongest indicators toward

TABLE 3.12

A SIGNIFICANCE TEST OF THE RELATIONSHIP BETWEN COMMUNITY AND NON-COMMUNITY SCHOOLS ON AGE OF SCHOOL, NUMBER OF STUDENT ENROLLMENT AND YEARS PRINCIPAL HAS BEEN AT SCHOOL

ITEM	Community School Mean	Non-Community School Mean	t-test	Significance Level
12. Age of school bldg.	15.571	15.444	.097276	.9239
13. Number of Students in school	469.29	493.64	-.40629	.6899
14. Years principal at school	2.4286	2.2727	.13911	.8911
15. Per cent of student turnover	18.750	12.636	1.0531	.3115
16. Per cent of families on welfare	19.200	10.111	2.0671	.0610
17. Per cent of families who own their home	47.800	59.167	- .89743	.3929
18. Per cent of students from broken homes	32.714	26.000	1.89743	.3192
19. Per cent of students achieving at or above grade level	51.000	65.909	-1.9233	.0724

Not significant at .05 level of confidence

the .05 level of confidence. The scores were .0610 and .0724 respectively. It is believed that with a larger number of participants this score will improve and become significant at the .05 level of confidence.

Table 3.13 is an analysis of some of the items presented in table 3.11, but using correlation coefficients with Community and Non-Community Schools. The items closest to a significant correlation were found in the comparison between levels of a student achievement with incidents of vandalism in Community Schools. However, none of the items had a correlation score high enough to be significant at the .05 level of confidence. In the case of Non-Community Schools, there is significance between the number of students on welfare and incidents of vandalism for 1973-74. The correlation coefficient score of -.9825 is significant at the .05 level of confidence.

Table 3.14 shows no significant correlation between age of school building and incidents and cost of vandalism. The number of students in school scored strongly in the direction of a significant correlation for both Community and Non-Community Schools. In fact the correlation coefficient score of .9970 on cost of vandalism for 1973-74 is significant at the .05 level of confidence. The data

TABLE 3.13

AN ANALYSIS OF THE RELATIONSHIP BETWEEN THE NUMBER OF INCIDENTS AND COST OF VANDALISM AND THE PER CENT OF STUDENTS FROM BROKEN HOMES, FAMILIES ON WELFARE, STUDENTS ACHIEVING AT OR ABOVE GRADE LEVEL

ITEM	Vandalism Incidents 1972-73	Vandalism Incidents 1973-74	Vandalism Cost 1972-73	Vandalism Cost 1973-74
COMMUNITY SCHOOLS N=3				
15. Per cent of student turnover	-.5210	.1774	-.4900	-.2884
16. Per cent of families on welfare	-.2538	.5000	-.2884	-.6100
17. Per cent of families who own their home	-.2538	.5000	-.2884	-.6100
18. Per cent of students from broken homes	-.2638	.0	-.2290	.9245
19. Per cent of students achieving at or above grade level	.9900	-.9177	.9843	-.7172
NON-COMMUNITY SCHOOLS N=4				
15. Per cent of student turnover	-.3776	-.6895	-.5307	-.6220
16. Per cent of families on welfare	-.7619	-.9825	-.8909	-.6656

TABLE 3.13 (cont'd.)

17. Per cent of families who own their home	.2990	.4814	.2468	-.6220
18. Per cent of students from broken homes	.2230	.2771	.5269	.3827
19. Per cent of students achieving at or above grade level	.2801	.7428	.7054	.3590

Community Schools R@ .9500 = .9969
Non-Community Schools R@ .9500 = .9500
*Significant at .05 level of confidence

TABLE 3.14

AN ANALYSIS OF THE NUMBER OF INCIDENTS AND COST OF VANDALISM WITH OTHER PHYSICAL AND SOCIO-ECONOMIC FACTORS IN COMMUNITY AND NON-COMMUNITY SCHOOLS

Item	Vandalism Incidents 1972-73	Vandalism Incidents 1973-74	Vandalism Cost 1072-73	Vandalism Cost 1973-74
COMMUNITY SCHOOLS N=3				
12. Age of School Building	-.5947	.7857	-.6232	-.2723
13. Number of Students in School	.9851	-.9049	.9783	-.7384
14. Years of Principal at this School	.9978*	-.9449	.9948	-.6628
NON-COMMUNITY SCHOOLS N=4				
12. Age of School Building	-.0726	-.4080	-.2502	-.4612
13. Number of Students in School	.8458	.7649	.5110	.9770*
14. Years of Principal at this School	.9381	.9649*	.8545	.7461

Community Schools - R@ .9500 = .9969
Non-Community Schools - R@ .9500 = .9500
*Significant at .05 level of confidence

also shows a high correlation for both Community and Non-Community Schools between the length of time the principal had been at the school and incidents and cost of vandalism. The scores of .9978 for Community Schools and .9649 for Non-Community Schools are both significant at the .05 level of confidence. One may wish to question this finding in view of the fact that there have been numerous principal transfers within the district during the past 18 months.

Table 3.15 was an effort to determine whether there was a significant correlation between the way in which the principal rated the feelings and attitudes of students, parents, and community toward the school and the number of incidents and cost of vandalism. The data shows a positive correlation between high ratings of positive student attitudes toward the school by principals and vandalism in Non-Community Schools with a strong indicator in the same direction for Community Schools. The correlation coefficient score of -.9557 is significant at the .05 level of confidence indicating that the stronger the positive feeling of the students toward the school, (as viewed by principal) the lower the vandalism rate. This same situation is applicable to item 34 dealing with the principals' rating of the community's attitude toward the school. The data shows a strong correlation between

TABLE 3.15

AN ANALYSIS OF PRINCIPALS RATING OF STUDENTS, PARENTS AND COMMUNITY ATTITUDE TOWARD THE COMMUNITY ATTITUDE TWOARD THE SCHOOL AND ITS RELATIONSHIP TO INCIDENTS AND COST OF VANDALISM

Item	Vandalism Incidents 1972-73	Vandalism Incidents 1973-74	Vandalism Incidents 1972-73	Vandalism Incidents 1973-74
COMMUNITY SCHOOLS N=3				
32. Principals Rating of Students Feeling Toward School	-.9308	-.9575	-.6547	-.8322
33. Principals Rating of Parents Feeling Toward School	.3654	.2884	.7559	.5544
34. Principals rating of Community Feeling Toward School and Neighborhood	-.9847	-.9526	-.7922	-.9723
NON-COMMUNITY SCHOOLS N=4				
32. Principals Rating of Students Feeling Toward School	-.5685	-.7857	-.9557*	-.5239
33. Principals Rating of Parents Feeling Toward School	-.6093	-.8660	-.8653	-.7792
34. Principals Rating of Community Feeling Toward School and Neighborhood	-.9847*	-.9526*	-.7922	-.9723*

Community Schools R@ .9500 = .9969
Non-Community Schools R@ .9500 = .9500

*Significant at .05 level of convidence

'TABLE 3.16

'AN ANALYSIS OF THE RELATIONSHIP BETWEEN INCIDENTS AND COST OF VANDALISM AND PEOPLE AND NUMBER OF GROUPS USING SCHOOL FACILITIES

Item	Vandalism Incidents 1972-73	Vandalism Incidents 1973-74	Vanalism Cost 1972-73	Vandalism Cost 1973-74
COMMUNITY SCHOOLS N=3				
37. Number of People Using School Facilities after Regular School Hours	.5296	.5996	.0751	.3378
38. Number of Community Groups Using School	-.0726	.0088	-.2290	.0000
NON-COMMUNITY SCHOOLS N=4				
37. Number of People Using School Facilities after Regular School Hours	-.3965	-.5293	-.7893	-.1970
38. Number of Community Groups Using School	.6228	.8753	.9910	.6515

Community Schools R@ .9500 = .9996 R@ .9900 = .9999
Non-Community Schools R@ .9500=.9500 R@ .9900 = .9900
Not Significant at .05 level of confidence

positive community attitude toward the school, as rated by principals, and incidents and cost of vandalism. The correlation coefficient scores of -.9847, -.9526, and -.9723 are all significant at the .05 level of confidence for Non-Community Schools. While the score was not high enough for significance at the required level for Community Schools, the scores are strongly weighted in the same direction indicating that the stronger the believed support of the school by the community, the lower the incidents and cost of vandalism. These findings should be important to community educators in working with the community to help solve some of their problems. The school should not be viewed as the villain. If the school is perceived as a positive vehicle for attacking a problem such as vandalism, the community simply becomes a reinforcing agent against this type of behavior.

In the final analysis, table 3.16 is an attempt to determine if there was any significant correlation between the number of people and the number community groups using the school facilities in Community and Non-Community Schools, and incidents and costs of vandalism. The data shows no significant correlation at the .05 level of confidence.

SUMMARY

This chapter presented the results of the testing of

four hypotheses about the relationships of Community and Non-Community Schools on a series of items dealing with school vandalism and levels of teacher morale. The basic purpose of this chapter was to determine, through a series of statistical analyses, whether Community Schools have had a significant impact on the reduction of the number of incidents or cost of vandalism in the school district in which the study was conducted. The results of the data show that Community Schools in this district have more incidents and a higher per student cost for vandalism than Non-Community Schools. This finding may be partially explained by the fact that all of the Community Schools in this district are located in low socio-economic areas. However, to make such an assertion would imply that schools in poor areas have more vandalism than schools in wealthier areas. Such a position would be contrary to research findings in several other studies. The data seems to indicate that during the two years studied, Community Schools have had little or no impact on the reduction of incidents and cost of vandalism when compared to Non-Community Schools. This seems to indicate that while Community School programs have many positive benefits, they cannot be looked upon as a panacea for the prevention and control of school vandalism.

The results of the study also show that teacher morale in Community Schools was lower than teacher morale in Non-

Community Schools on all ten factors as measured by the Purdue Teacher Opinionaire. However, no significant correlation was found to exist between levels of teacher morale in general and incidents and cost of vandalism. There was a positive correlation found in the factors on Teacher Load, Community support of education, and school facities and services.

There appears to be some correlation between the number of incidents and cost of vandalism and the percentage of students achieving at or above grade level.

Principals in Non-Community Schools rated Community School programs as a means of preventing vandalism more favorably than principals in Community Schools.

There appears to be no correlation between age of school, percentage of students from broken homes and the number of persons using the schools facilities after regular school hours with incidents and cost of vandalism for Community and Non-Community Schools. It was found that some schools have high usage of school facilities even though they are not officially classified as a Community School.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

The purpose of the study was to analyze the impact of Community Schools on the reduction of the number of incidents and vandalism cost in a selected school district. An attempt was also made to compare levels of teacher morale between Community and Non-Community Schools and to determine whether a significant relationship existed between incidents and cost of vandalism and levels of teacher morale.

The study was conducted in an industrial city of 100,000 population located in the southern portion of the San Francisco Bay Area in Northern California. The district has 9,000 students and 383 teachers working in fifteen elementary and three junior high schools. All of the principals and approximately 97% of the teachers participated in the study.

There were two instruments used to collect data for the study. The Purdue Teacher Opinionaire (Bentley and Rempel 1970), designed to measure levels of teacher morale through factor analysis (See Appendix B) and The Vandalism Questionnaire, designed to obtain certain facts and opinions from school principals about their school.

The questionnaires for both teachers and principals were completed during the month of March and April 1974. The data from The Purdue Teacher Opinionaire was processed at the Measurement and Research Center, Purdue University. Additional computation on both sets of data was conducted at The University of Michigan Computer Center with assistance from the Rackham School of Graduate Studies Statistical Laboratory.

CONCLUSIONS

Certain conclusions were reached as a result of the findings of the study which show that differences do exist between Community and Non-Community Schools in terms of the actual cost and number of incidents of vandalism against the schools. It is also concluded that the conversion of Non-Community Schools to Community Schools has had no appreciable impact on the reduction of incidents and cost of vandalism between Community and Non-Community Schools. The per student cost of vandalism in Community Schools was found to be more than twice that of Non-Community Schools. However, Community Schools did have a greater percentage decrease in over-all vandalism cases than Non-Community Schools for the 1973-74 school year.

Another finding of the study is that the level of teacher morale, as measured by the Purdue Teacher Opinion-

aire, was found to be lower in Community Schools than in Non-Community Schools on all ten factors of the test. This was an unexpected finding in that it had been believed that Community Schools tended to promote a kind of togetherness among students, faculty and community that would enhance the level of teacher morale.

These findings do not seem to indicate that Community Schools are responsible for high incidents and cost of vandalism or low teacher morale. The findings do seem to suggest that Community Schools alone are not a panacea for solving school vandalism problems. For example, the data shows that the higher the percentage of students achieving at or above grade level, the lower the incidents of vandalism. This seems to indicate that for Community Schools to have a positive effect on reducing the problem of vandalism they must be instrumental in solving some other problems in the process.

HYPOTHESES

Four Hypotheses were tested in the study. In the process of testing the hypotheses, several statistical methods were used to determine the most consistent sets of data. In the final analysis, the t-ratio and correlation coefficients were used.

HYPOTHESIS I:

There will be no difference in the opinions of principals in Community and Non-Community Schools that greater use of school facilities by the community for organized and supervised activities will serve to reduce incidents and cost of vandalism.

On the basis of the data collected and analyzed the above hypothesis is accepted. The above statement was designed to determine if there were differences in opinion among Community and Non-Community School principals as to whether keeping school facilities open after regular school hours for community use caused a reduction in school vandalism. On one occasion, 1972-73 school year, both groups of principals agreed that the conversion of Non-Community Schools to Community Schools would help to reduce vandalism. However, the following year, there was no significant correlation between principals' opinions in Community Schools and the number of incidents and vandalism cost actually experienced. The data shows that principals in Non-Community Schools continued to agree that the conversion of Non-Community Schools to Community Schools would help to reduce vandalism. The importance of this finding is that Non-Community School principals expressed stronger beliefs in the concept as a means of reducing vandalism than Community School principals. In analyzing these findings, it should be noted that principals' opinions are actually

being measured against factual data for number of incidents and vandalism cost. The correlation coefficient score was found to be significant at the .05 level of confidence or better.

HYPOTHESIS II:

There will be no difference in the number of incidents and cost of vandalism in Community and Non-Communities Schools.

The data collected rejects the null hypothesis as stated above and shows a significant difference in the number of incidents of vandalism between Community and Non-Community Schools. The findings clearly indicate that Community Schools in this district have more incidents of vandalism than Non-Community Schools. The difference between the mean resulted in a t-ratio of .0194, significant at the .05 level of confidence for 1972-73 and a t-ratio of .0072, significant at the .01 level of confidence for 1973-74.

The findings were equally significant as to the cost of vandalism between Community and Non-Community Schools. The difference between the means resulted in a t-ratio of 3.4885, significant at the .01 level of confidence for 1972-73 and .0113 for 1973-74. An important finding is that while Community Schools have more incidents and

higher vandalism costs than Non-Community Schools, the percentage decrease between 1972-73 and 1973-74 was greater in Community Schools. A 28.6% decrease for Community Schools compared to 6.30% for Non-Community Schools. It is not known whether Community School Programs had any influence on this difference in percentage decrease.

HYPOTHESIS III:

There will be no difference in teacher ratings of levels of morale between Community and Non-Communities Schools.

The data rejects the hypothesis of no difference in levels of teacher morale between Community and Non-Community Schools. The data shows a clear difference in levels of teacher morale between Community and Non-Community Schools. In fact, the data shows that morale in Community Schools was lower on all ten factors on the Purdue Teacher Opinionaire when compared with Non-Community Schools, and scored below the 50th percentile rank on all factors. Since the Community Schools in this district are all located in low socio-economic areas, these findings may suggest that teacher morale will be lower in such areas with or without Community Schools.

HYPOTHESIS IV:

There will be no difference in the per student cost of vandalism between groups of schools with high levels of teacher morale and those with low teacher morale.

Based on the data collected, the above hypothesis is rejected. When groups of Community and Non-Community Schools are compared the level of teacher morale is found to be lower in Community Schools than in Non-Community Schools. The findings on the per student cost of vandalism for 1972-73 shows that the per student cost for Community Schools was nearly three times that of Non-Community Schools. The mean for Community Schools was $8.56 and was $2.96 for Non-Community Schools. A similar finding is reported for 1973-74. A mean of $6.34 for Community Schools and $2.55 for Non-Community Schools. It is important to note that the percentage decrease in the per student cost of vandalism between 1972-73 and 1973-74 is 25.43% for Community Schools compared to 14.10% for Non-Community Schools. This represents an 11% greater decrease in Community Schools than in Non-Community Schools.

OTHER FINDINGS

When comparing the Mean scores of Community and Non-Community Schools no significant correlations were found between the number of incidents and cost of vandalism and age of school buildings, number of students in school, percentage of student turnover, percentage of students from broken homes and percentage of families owning their

home. Positive correlations were found between the number of incidents and cost of vandalism and the percentage of families on welfare and the percentage of students achieving at or above grade level.

IMPLICATIONS

A solution to the problem of school vandalism remains very elusive. This study was not designed to find direct cause and effect relationship between incidents and cost of vandalism and other social and economic factors. It was an effort to measure the strength of relationship between multiple sets of variables.

Trying to determine the impact of Community School programs on the reduction of incidents and cost of school vandalism in a selected school district resulted in some unexpected findings contrary to a preconceived notion that the conversion of Non-Community Schools to Community Schools, thereby increasing community-school involvement, would have a major impact on the reduction of school vandalism. The data from the study shows that the number of incidents of vandalism decreased for both Community and Non-Community Schools for 1973-74 when compared with 1972-73. However, Non-Community Schools had a much greater percentage decrease than did Community Schools. This seems to indicate that

Community Schools may not have been responsible for whatever decrease occurred.

In analyzing the total dollar cost of school vandalism, it is clear that Community Schools had a larger percentage decrease than Non-Community Schools. However, the average cost of vandalism in Community Schools is more than twice that of Non-Community Schools. This does not mean that Community Schools are responsible for the high rates because independent data shows that the present Community Schools had higher incidents of vandalism than other schools in the study prior to the conversion to Community Schools. The data does show that Community Schools have not had the expected impact on vandalism reduction. In fact there was no decrease in the number of incidents and only a slight decrease in cost.

The number of incidents was added to dollar cost as a variable for study because dollar value alone does not always reflect the nature and extent of vandalic activity at a particular school. These findings are of special importance in view of the fact that the Community School program in this district is funded under a Criminal Justice Grant and one of its specific objectives was to reduce vandalism. This lack of apparent success is obscured by the interpretation of what types of behavior

would be classified as vandalism. The definition was not spelled out in the original proposal. In some interpretations vandalism is restricted to window breakage.

Another objective of the Criminal Justice proposal was to increase the amount of community involvement in school activities. The data collected in this study clearly indicates increased community involvement. I believe that the Community School program deserves much of the credit for this accomplishment. At the same time I believe that the increased community involvement may have had some serious impact on other areas, such as levels of teacher morale. This conclusion seems to be reflected in teacher responses on the Purdue Teacher Opinionaire. Among the factors which teachers rated lowest in Community Schools was Teacher Rapport with Principal, Teacher Load, and Community Support of Education. This is especially significant since these are factors one would expect to be rated high in Community Schools. The apparent contradiction seems to indicate a greater need on the part of Community School personnel to work closely with teachers and to make sure teachers feel and share the same optimism concerning accomplishments as those responsible for the Community

School Program. Such an effort may be more important than working directly with students and parents. It is the opinion of this writer that in this district, Community School personnel have adopted a role of advocacy on behalf of parents and students and such a role may have hampered a close or trusting relationship with teachers. If this observation is correct, and there seems to be general concurrence among the principals, then one may have to reassess the role and function of Community School personnel working in the immediate school environment. The teacher must be an integral part of the process and the Community School program must not be viewed as a threat by teachers if it is to have the desired impact.

There seems to be a growing tendency to try to establish Community Schools in those areas of our cities already experiencing the most severe social problems. This school district is no exception. While the rationale is to try to combine the resources of many community agencies and organizations in a comprehensive way to assist communities in solving some of their problems, the ultimate responsibility rests with the local community. One must realistically think of this effort as a long and continuing process because the efforts will probably bring the community to new levels of awareness of problems

requiring even greater skills and resources for solution. This seems to indicate that the role of Community Education leaders must be legitimized and sanctioned by many community agencies to be an effective coordinator of human resources. This task is much broader than simply bringing more people into the school. One must consider the impact of this effort on the school itself.

It seems clear from the results of this study, that vandalism, like many other types of anti-social behavior, must be viewed as a by-product of the total environment in which the vandal lives and grows up. One aspect of the Community School program then becomes that of reinforcing the socialization roles of the school and parents. The school may become the vehicle which allows for the identification of "community" on a much smaller scale and could become a major instrument of social control over such activities as vandalism. Each school community has a personality made up of many individual personalities. Each school community has its own level of tolerated deviance and must decide how much of what types of behavior it will accept at any given time. This fact seems more evident in the Non-Community Schools in this study than in the Community Schools. For example, the school with the highest level of teacher morale and with one of the highest percentages of students achieving at or above grade level,

also has a relatively high per student cost of vandalism. While this seems to be the exception rather than the rule, it points out that a school may have a very high level of parent, student and teacher satisfaction and at the same time have a high vandalism rate. Out of the 18 schools in the study, this is the only school in which teacher morale was rated above the 90th per centile on 9 of the 10 factors. It would appear that vandalism in this context may not be a manifestitation of any underlying hostility toward the school, but may result from "play activity" (Clinard 1958) or "adolesence rowdiness and raising hell" (Ellison 1973). While not overtly sanctioned by the community, the community may not be willing to apply any strong legal sanctions against such behavior.

In contrast to the above mentioned school, another Non-Community School in the study, located in a low socio-economic area, has less than 50% of its students achieving at or above grade level, 35% from families on welfare, and a relatively low level of teacher morale. The principal of this school was the only one studied that stated that teacher morale was low at his school. However, this school has one of the lowest number of incidents and per student cost of vandalism in the district, even though its student body is larger than the average. What is interesting about this

school is the fact that the teachers rated Satisfaction with Teaching, School Facilities and Services, and Community Pressures or Freedom to Teach highest on the ten morale factors. These findings seem to indicate that no single strategy is likely to reduce vandalism in all schools. Instead each school must strive to develop its own antidote. Community Education may be one of the few programs in the education field that allows for enough flexibility for individual school programs to be developed.

In the final analysis, it seems evident that programs designed to reduce vandalism will be successful only to the extent they are able to meet other human and social needs of the community which they serve.

RECOMMENDATIONS FOR FURTHER STUDY

As a result of the findings in this study, the following is recommended for further study.

1. Inclusion of students in the study of school morale. This seems important since the study showed considerable differences between what teachers reported and what principals reported.
2. Inclusion of a selected portion of the community in the study. This seems important in that it would show a direct community response that could be compared with what teachers and principal have

to say.

3. Does a relationship exist between the number of incidents and cost of vandalism and school discipline problems such as suspensions and trauncy?
4. Are more students suspended from Non-Community Schools than Community Schools?
5. Do teachers and principals see school morale as essential to a high quality of education? What do principals and teachers think can be done to increase levels of morale?
6. What are the school faculty's feelings about Community School Programs?
7. Do teachers feel they receive benefits from Community School Programs that actually assist them in educating their students?
8. What type of training and preparation is provided for Non-Community School staffs before Community School Programs are implemented?
9. A pre-test and post-test procedure is recommended for studying the impact of Community School Programs on specific problems.
10. It is assumed that converting Non-Community Schools to Community Schools means additional work for teachers and administrators. This area needs to be carefully investigated since the factor on

Purdue Teacher Opinionaire that deals with "Teacher Load" was rated by teachers in Community Schools at the third percentile rank on a scale of 100. As all of the Community Schools in this study are Title I schools and require additional work for teachers in terms of record keeping. The Community School program may be erroneously blamed for some of the additional work loads and viewed negatively. The study findings show that teachers rated "Community Support of Education" at the second percentile rank on a scale of 100. Do teachers in the district view increased community involvement in the schools program as supportive of education? This question should be investigated.

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APPENDIX A

APPENDIX C

VANDALISM STUDY QUESTIONNAIRE

PRINCIPALS

INSTRUCTIONS

This questionnaire is designed to assist in obtaining specific information on school-community attitudes toward vandalism and to determine how you view the effectiveness of certain methods of prevention and control.

These questions should be answered only by the principal. We suggest you use any reference materials you have that may be of assistance in answering the questions.

Please answer each question by filling in the appropriate information for that question, by checking on the appropriate line with an (X) or by circling the number that most nearly represents your opinion. There are provisions for additional comments.

The space at the left edge of the page is for coding the answers. Please leave it blank.

SECTION I: PLEASE ANSWER THE FOLLOWING QUESTIONS BY CIRCLING THE NUMBER THAT MOST NEARLY REPRESENTS YOUR OPINION

1. Strongly Agree	2. Agree	3. Disagree	4. Strongly Disagree	5. No Opinion

1.	How would you rate the idea that an honest effort is being made at your school to involve parents and students in the development of the curriculum and other services.	1	2	3	4	5

1. Strongly Agree	2. Agree	3. Disagree	4. Strongly Disagree	5. No Opinion

2.	Vandalism has been a major problem in many schools throughout the country. Is this same situation applicable to your school?	1	2	3	4	5
3.	Some research studies show that the incidents of school vandalism at a particular school is related to expressed levels of teacher morale. What is your opinion?	1	2	3	4	5
4.	Some educators see the Community School Program as a vehicle to organize the efforts of parents and other citizens to work on environmental problems that affect the welfare of the community. What is your opinion?	1	2	3	4	5
5.	Do you believe the Community School program serves to reduce incidents of school vandalism?	1	2	3	4	5
6.	Do you believe that keeping schools open during evenings and weekends will tend to reduce the number of incidents of vandalism?	1	2	3	4	5
7.	Some people believe that the conversion of traditional schools to community schools will serve to reduce incidents of vandalism. What is your opinion?	1	2	3	4	5

SECTION II: SOME FACTUAL INFORMATION ABOUT YOUR SCHOOL

8. What is the age of your school building in years? _____.

9. What is the student enrollment at your school? _____.

10. How many years have you been principal at this school _____.

11. Some schools have high transient rates. What was the percentage of student turnover at your school during the past two years? (That is, what percentage of students enrolled at the beginning of the semester actually left the school by reason of transfer before the end of the school year)? _____.

12. What percentage of families with children in your school are on welfare or some form of public assistance? _____.

13. What percentage of families in your school area own their own home? _____.

14. What percentage of students at your school come from broken homes (divorce, separation, etc)? _____.

15. What percentage of students at your school are achieving at or above grade level? _____.

16. What is the racial makeup of your student body?

    1. White (Anglo-American, European, etc.) _____%

    2. Black (Afro-American, Negro, etc.) _____%

    3. Spanish Surname (Mexican-American, Chicano, Latin, etc.) _____%

    4. Oriental (Japanese, Chinese, Korean, Etc.) _____%

    5. Native American (Indians) _____%

17. Do you have a Community School Program at your school? 1. yes____ 2. no____

18. List the number of incidents of school vandalism at your school during the past two years (this includes arson, theft, burglary, breaking and entering, and malicious destruction of property.)

    1. 1972_____

    2. 1973_____

19. What was the total cost of vandalism at your school during the past two years (including theft, burglary, arson, breaking and entering, malicious destruction of school property, and replacement?)

    1. 1972_____

    2. 1973_____

20. List the type of incidents of vandalism that occured most frequently at your school during the past two years. Give each item a rating from 1-6. #1 would indicate the highest number of incidents.)

		1972	1973
1.	Window Breakage	____	____
2.	Arson	____	____
3.	Marking on Walls	____	____
4.	Destruction of Equipment	____	____
5.	Damage to Bathrooms	____	____
6.	Damage to Classrooms or Principals Office	____	____

SECTION III: YOUR OPINIONS OF THE COMMUNITY'S ATTITUDE TOWARD SCHOOL

21. How do you rate the feelings of most of the students toward their school?

    1. Very Proud _____
    2. Proud _____
    3. Indifferent _____
    4. Dislike _____
    5. Unknown _____

22. How do you rate the feelings of most parents and other adults in the immediate neighborhood toward your school?

    1. Very Proud _____
    2. Proud _____
    3. Indifferent _____
    4. Dislike _____
    5. Unknown _____

23. How do you rate the community spirit of your school neighborhood?

1. Actively supports community improvement _____
2. Nominally supports community _____
3. Apathetic toward community _____
4. Opposes most community improvement efforts _____

24. Does participation in your school programs include parents who do not have children in school?
1. yes ___ 2. no ___

If yes, what percent? ____.

25. Estimate the total number of people using your school building after regular school hours from January 1972 to December 1973. _____.

26. Estimate the number of community groups using the school facility during 1972 and 1973 _____.

27. As an administrator, what do you believe to be the level of teacher morale at your school at this time?

1. Very high _____
2. High _____
3. About Average _____
4. Low _____
5. Very Low _____

SECTION IV: YOUR VIEWS ON SCHOOL VANDALISM AND THE IMPACT OF COMMUNITY SCHOOLS ON ITD REDUCTION

28. Do you believe that the number of incidents of vandalism has increased at your school during the past two years? 1. yes ___ 2. no ___.

29. In your opinion, what percentage of students in your school are involved in vandalism of the school? _____.

30. Indicate who, in your opinion, causes the most vandalism to your school.

1. Children attending your school _____
2. High School Students _____
3. Parochial grade school students _____
4. Out of school youth _____
5. Adults _____
6. Unknown _____

31. What percentage of vandals were apprehended for incidents occuring at your school during the past two years? _____.

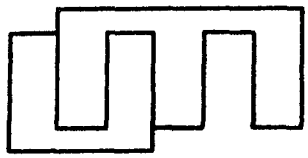
32. Rank in order of highest to lowest (1-6) the most important reasons you think people vandalize your school.

	RANK
1. For kicks, pleasure	_____
2. To show bravery to friends	_____
3. Profit, gain items for sale	_____
4. Boredom	_____
5. To show dislike for school and staff	_____
6. Revenge against school	_____

33. In your opinion, which of the areas listed below are most likely to be vandalized at your school? (mark only one).

1. Principals Office _____
2. Kitchen _____
3. Classrooms _____
4. Gymnasium _____
5. Other (specify) _____

APPENDIX D



THE UNIVERSITY OF MICHIGAN

School of Education
Corner East and South University Avenues
Ann Arbor, Michigan 48104

Board of Education
Sunnyvale School District
750 E. Arques Avenue
Sunnyvale, California

SUBJECT: Request for Permission to Conduct Research for Doctoral Dissertation

In accordance with your guidelines, the following request is made to conduct research in the Sunnyvale School District. As requested, the following is a summary of my proposal as approved by my Doctoral Committee and the Rackham School of Graduate Studies, University of Michigan, Ann Arbor, Michigan.

Statement of Problem

The primary problem to be investigated in this study is to determine the impact of community schools on the reduction of school vandalism in the Sunnyvale School District in a given period of time and to determine if there is a casual relationship between incidents of school vandalism and the expressed level of teacher morale as measured by Purdue Teacher opinionaire.

Need for Study

In 1969 a report by the Stanford Research Institute found the cost of vandalism to the nation's schools to be

approximately $200 million annually and termed the problem "A National Dilemma". Community schools is being broadly recommended as one primary approach to reducing school vandalism. There is little or no research to support the contention that community schools has any significant impact on the reduction of school vandalism. There is even less research on the relationship between incidents of school vandalism and the school environment. This study is a first step to test some specific hypotheses on this issue.

Objectives of the Study

To determine if there is a relationship between the expressed level of teacher morale at a given school and the number of incidents of school vandalism and to determine if community schools have fewer incidents of vandalism than non-community schools.

Resume of Research

The research findings and studies of the past twenty years that I investigated clearly indicate the need to study the impact of specific programs on the reduction of school vandalism.

Procedures of Study

The population for this study will include all principals and teachers in the Sunnyvale School District who

will voluntarily participate. The principals will answer a questionnaire on school vandalism developed by this investigator. No new questionnaire will be administered to teachers, instead we will use the data collected from the Purdue Teacher Opinionaire recently given to teachers in the district. In short, my contact will be limited to a half hour personal interview with each principal to fill out a questionnaire.

The analysis of covariance is the statistaicl procedure to be used in analyzing the data. The anominity of individual schools and principals will be protected by adopting a confidential coding system.

Sponsoring Institution

The University of Michigan School of Education in cooperation with the Rackham School of Graduate Studies and the National Center for Community Education Development.

Dissementation of Findings

It is anticipated that my dissertation will be completed in June 1974. A copy will be made available to the district upon request. The investigator is willing to discuss the findings with the board, staff, and those who participated.

Very truly yours,

Willie S. Ellison
Mott Fellow
School of Education
University of Michigan

APPENDIX E

THE UNIVERSITY OF MICHIGAN

School of Education
Corner East and South University Avenues
Ann Arbor, Michigan 48104

Principals
Sunnyvale School District
750 E. Arques Avenue
Sunnyvale, California

SUBJECT: Vandalism Study

I have been granted permission to conduct a research study on the problem of school vandalism in the Sunnyvale School District. The study requires the voluntary participation of principals.

The purpose of the study is to analyze the impact of community schools on the reduction of vandalism within the district. The questionnaire is designed to obtain certain information about your school. The name of your school will not be identified in the study.

The questionnaire will be hand delivered to you prior to a pre-arranged interview to allow time to compile specific data that may necessitate a review of some school records.

I would appreciate your cooperation in this venture.

Sincerely,

Willie S. Ellison