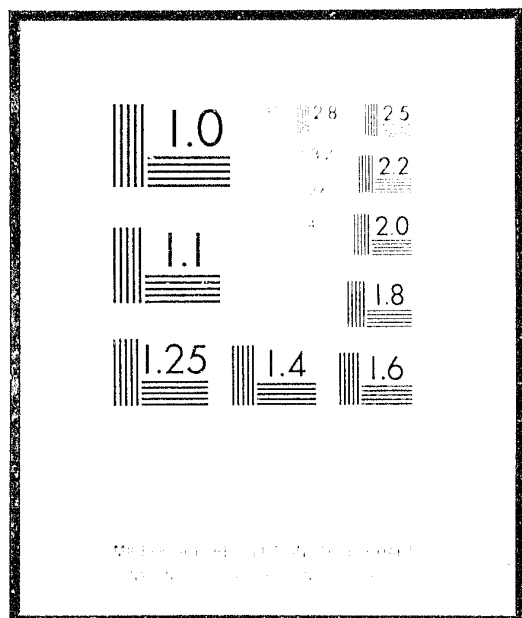


NCJRS

This microfiche was produced from documents received for inclusion in the NCJRS data base. Since NCJRS cannot exercise control over the physical condition of the documents submitted, the individual frame quality will vary. The resolution chart on this frame may be used to evaluate the document quality.



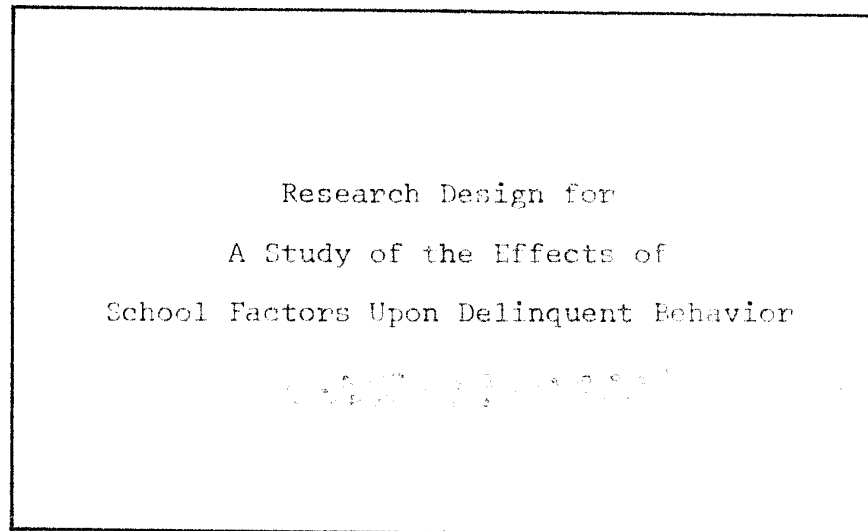
Microfilming procedures used to create this fiche comply with the standards set forth in 41CFR 101-11.504

Points of view or opinions stated in this document are those of the author(s) and do not represent the official position or policies of the U.S. Department of Justice.

U.S. DEPARTMENT OF JUSTICE
LAW ENFORCEMENT ASSISTANCE ADMINISTRATION
NATIONAL CRIMINAL JUSTICE REFERENCE SERVICE
WASHINGTON, D.C. 20531

11/29/76

Date filmed



34086
READING ROOM



College of William and Mary

WILLIAMSBURG, VIRGINIA

Research Design for
A Study of the Effects of
School Factors Upon Delinquent Behavior

72-NI-99-0005

May, 1973

Donna M. Colombano

PREFACE.

The Metropolitan Criminal Justice Center operates the Pilot City Program in Chesapeake, Norfolk, Portsmouth, and Virginia Beach, Virginia. Established in September, 1971, the Center is a research and program planning and development component of the College of William and Mary in Williamsburg, Virginia. The Center's Pilot City program is one of eight throughout the nation funded by the Law Enforcement Assistance Administration of the U. S. Department of Justice. The basic purpose of each Pilot City project is to assist local jurisdictions in the design and establishment of various programs, often highly innovative and experimental in nature, which will contribute over a period of years to the development of a model criminal justice system. Each Pilot City team is also responsible for assuring comprehensive evaluation of such programs, for assisting the development of improved criminal justice planning ability within the host jurisdictions, and for providing technical assistance to various local agencies when requested.

In October, 1972, after local, district, state and regional approval, the Program adopted a Model Juvenile Justice System Planning Guide by which to develop and execute its initial activities in juvenile justice and policing. (This was distributed pursuant to Pilot City Program guidelines.) Section IV. A. of the Guide requires the Program to conduct various programs and studies into the possible relationship between school experiences and deviant behavior. This prospectus describes the first of several undertakings in this area.

The Pilot City Program of the Metropolitan Criminal Justice Center is funded under Grant No. NI 72-005-G of the National Institute on Law Enforcement and Criminal Justice of the Law Enforcement Assistance Administration. Financial support by NILECJ does not necessarily indicate the concurrence of the Institute in the statements or conclusions contained in this publication.

I. STATEMENT OF THE PROBLEM

Sex, race, social class, family situation, neighborhood, etc., are the stuff of which delinquency theories are constructed. They share one thing in common. It is difficult to know why they are related to delinquency; if in fact they are.¹ A further and more perplexing difficulty is that many of the variables which have traditionally been linked to delinquent behavior have recently been demonstrated to have a lesser correlation with such deviance than was previously demonstrated.

It is the purpose of this research study to comprehensively explore the role of school influences upon delinquent behavior. There is much current evidence suggesting that academic and educational correlates of juvenile delinquency may be of the utmost importance to causation theory. It is posited here that sex, race, social class, family situation, etc., may best be viewed as antecedent conditions which may be related to delinquency, once the school as a significant intervening variable is taken into account. A chain of causal

1. Travis Hirschi, Causes of Delinquency, Berkeley: University of California Press, 1969.

sequence is hypothesized, with academic and educational factors constituting the most important "determining link" in the path to delinquency or conformity.

This study depends greatly upon the works of others who have examined various aspects of the school system as they affect delinquency. A replication of much previous work will be conducted, since most prior research has examined crucial independent variables in isolation from one another. The unique contribution of this study is that it examines a variety of school variables, their independent, interactive, and aggregate effects, in order to provide more definitive evidence of the impact of the school upon delinquent behavior.

II. AN EXAMINATION OF PRIOR FINDINGS RELATED TO THIS TOPIC

Historically, the influence of academic and educational factors has been viewed by sociologists as of varying importance in causation theory. In the early decades of this century, as it was recognized that the vast majority of delinquents were school failures, intelligence was seen as the crucial etiological factor, with "feeble-mindedness" constituting the key to deviance. Belief in the existence of a negative correlation between intelligence and delinquency eventually diminished, however, as techniques for more accurate measurement of intelligence were refined.² School failure came to take its place among other factors such as minority group status and broken home as "descriptive of" but not particularly "causally-related to" delinquency.

Social class then assumed eminence as the determining variable, and numerous causation theories were developed based upon differing views of the influence of lower class status upon deviance. It is not the purpose of this paper to attempt to refute these theories on the grounds that the premise on which they are based is false. In fact, they maintain their viability despite the demise of the social class factor. They may be equally useful in explaining delinquency based upon school-related factors. For example, Cohen, argues that delinquency is a phenomenon reflecting the collective response

2. Barbara Wootton, Social Science and Social Pathology, New York: MacMillan Company, 1959, p. 302.

of working-class boys to their failure in a middle-class environment.³ However, it is known that delinquent behavior crosses class lines. Cohen's theory can be utilized to explain delinquent behavior that crosses class lines in terms of the collective response of youth who fail in the school environment and turn to rebellious behavior as a result. Organizational features of the school, to be examined in the present study, may play as critical a role in the eruption of non-class-related delinquent behavior as Cohen had assumed the middle-class environment played upon the delinquency of working-class boys.⁴

Evidence suggesting that school factors should be seen as intervening variables between social class and juvenile delinquency is found primarily in very recent literature. Polk and Richmond report, in their study of 802 high school students, that the effects of class origins were mediated by academic achievement.⁵ School adjustment showed a much higher relationship to delinquency than did social class. They contrast their findings to those of Hollingshead who, in his 1949 study Elmstown's Youth, determined that one's social position was an effective shield against academic failure, almost without regard to any other condition.⁶ Polk and Richmond conclude that the increa-

3. Albert Cohen, Delinquent Boys, Glencoe, Illinois: The Free Press, 1955.

4. Kenneth Polk and Walter E. Schafer, Schools and Delinquency, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972, pp. 4-5.

5. Kenneth Polk and F. Lynn Richmond, "Those Who Fail", in Polk and Schafer, op.cit., pp. 56-69.

6. A. B. Hollingshead, Elmstown's Youth, New York: John Wiley and Son, Inc., 1949.

sing division of labor in America has resulted in an increased dependence on achievement as opposed to ascription as a basis for adult success. School has become "...the initial battleground where success struggle takes place...[and] failure in school, regardless of other factors, generates wider patterns of failure and problems."⁷ Thus, educational achievement exerts a mediating and often independent effect between social origins and later behavior.

Although he does not identify the precise nature of the influence which the school exerts, Elliott provides grounds for the conclusion that the school has a negative impact upon the behavior of some boys. His study demonstrates that rates of delinquency were higher among boys who remain in school than among those who had dropped out of school. Among delinquent boys, the rate of delinquency referral was also higher among those who remained in school than among those who dropped out. Elliott concludes:

Delinquency is thus associated with frustration and failure particularly experienced in school, for it is in this milieu that youth from disparate cultural background are forced to compete for middle class success goals.⁸

These conclusions are also supported by those of Lichter et al..

7. Polk and Richmond, op. cit., p. 68.

8. Delbert S. Elliott, "Delinquency, School Attendance, and Dropout," Social Problems, vol. 13, no. 3, (Winter, 1966), p. 314.

"The decision to drop out was the outcome of an accumulation of school problems and the belief that it was too late to correct the difficulties." Dropping out constituted a resolution of the education problem.⁹

Cicourel and Kitsuse demonstrate a very strong relationship between the curriculum track in which a child is placed, and subsequent deviant or conforming behavior patterns.¹⁰ They determine that such school considerations are more strongly related to academic performance than is social class. Winslow, reviewing findings of the President's Commission on Law Enforcement and the Administration of Justice, concludes:

...available evidence strongly suggests that delinquent commitments result in part from adverse or negative school experience...Despite the fact that schools are meant to be the major agency for promoting progress along legitimate avenues to adulthood, prevailing conditions in education deter such progress for some youth and make the delinquent alternative more attractive.¹¹

Polk and Halferty report that delinquency was uniformly low among white- and blue-collar youth who were doing well in school, but high among both groups where academic per-

-
9. Solomon Lichter et al., The Dropouts, New York: The Free Press of Glencoe, 1962, p. 248.
 10. Aaron V. Cicourel and John I. Kitsuse, The Educational Decision-Makers, New York: Bobbs-Merrill Company, 1963.
 11. Robert W. Winslow, Juvenile Delinquency In a Free Society, Belmont, California: Dickinson Publishing Company, Inc., 1968, p. 70.

formance was low.¹² Their data demonstrate that delinquency is more a function of academic achievement level than of social class. Support for this finding is provided by Raygor.¹³

Stinchcombe's 1964 study, Rebellion In A High School, finds that the school, rather than family or community, is a vital factor in determining conformity or deviance.¹⁴ Stinchcombe finds that students who were not enrolled in a college preparatory track tended to believe that, despite their present efforts or achievement, they were going to end up with low status, low paying jobs. Perceived irrelevancy of the curriculum led to perceived limitations for future occupational success, which was found to be a far more important determinant of "rebellion" than social or economic origin. Further support for Stinchcombe's results is found in the work of Elliott¹⁵ and Short.¹⁶ Elliott reports a strong correlation, across class lines, between per-

-
12. Kenneth Polk and David Halferty, "School Cultures, Adolescent Commitments, and Delinquency", Journal of Research in Crime and Delinquency, vol. 4, July, 1966, pp. 82-96
 13. Betty Ruth Raygor, "Mental Ability, School Achievement, and Language Arts Achievement in The Prediction of Delinquency," Journal of Educational Research, vol. 64, no. 2, 1970, pp. 68-72.
 14. Arthur Stinchcombe, Rebellion In A High School, Chicago: Quadrangle Books, 1964, p. 71.
 15. Delbert S. Elliott, "Delinquency and Perceived Opportunity," Sociological Inquiry, XXXII (Spring, 1962), pp. 216-222.
 16. James I. Short, Jr., "Gang Delinquency and Anomie", Anomie and Deviant Behavior, Marshall B. Clinard, ed., New York: Free Press, 1964.

ceived lack of opportunity to achieve success goals and delinquent involvement. Short reports that delinquents perceive educational and occupational opportunities as more limited than do non-delinquents.

Evidence that the higher the child's academic competence, the less likely he is to commit delinquent acts, is found in the studies of Toby and Toby,¹⁷ Reiss and Rhodes,¹⁸ Short and Strodtbeck,¹⁹ and Hirschi.²⁰ The latter study provides the most thorough examination to date of factors related to the research proposed here.

In Hirschi's study of 4,000 junior high and high school students, the relationship between academic competence, academic achievement, and delinquent behavior was clearly demonstrated. Negro-white differences in delinquent activity were almost totally accounted for in terms of differences in academic achievement.²¹ Academic achievement was also more highly corre-

17. Jackson and Marcia L. Toby, "Law School Status as a Predisposing Factor In Subcultural Delinquency," U.S. Office of Education, Cooperative Research Project, No. 526, 1961.

18. Albert J. Reiss, Jr. and Albert L. Rhodes, "The Distribution of Juvenile Delinquency in The Social Class Structure," American Sociological Review XXVI, October 1961, pp. 720-32.

19. James F. Short, Jr. and Fred L. Strodtbeck, Group Process And Gang Delinquency, Chicago: University of Chicago Press, 1965

20. Hirschi, op. cit.

21. Hirschi, op. cit., p. 80.

lated with delinquent activity than was intimacy of ties with family.²² Finally, he determined that the middle-class child who was doing poorly in school was more apt than the lower-class child who was doing well in school to become involved in delinquent behavior.²³ Thus the effects of school-related factors, acting as intermediaries between pre-existent factors (which have more often been connected with delinquency by causation theorists) and delinquent behavior, are strongly evidenced.

The most relevant study to this research proposal is that of Kelly and Balch,²⁴ who reexamined Cohen's theory of working-class delinquency and attempted to test the strength of academic performance, self-evaluation, and school involvement as intervening variables between the independent variable of social class, and Cohen's dependent variables of school avoidance and delinquency. Kelly and Balch were handicapped in testing Cohen's theory because they utilized data originally collected for reasons unrelated to the purposes of their study. Hence, they were forced to "...pick and choose to find appropriate indicators, sometimes with less than satisfying results".²⁵ However, they state that the weaknesses of any single indicator were

22. Ibid, p. 132.

23. Ibid, pp. 221-223.

24. Delos H. Kelly and Robert W. Balch, "Social Origins and School Failure", Pacific Sociological Review, vol. 14, no. 4. (October, 1971): 413-430.

25. Ibid, p. 419.

overcome by the consistency of the pattern of results.

Kelly and Balch determined that delinquency was not related to social origins (even when measured in three different ways) and that the effect of social class was weak and inconsistent. The four school variables tested--academic performance, academic self-evaluation, affect toward school, participation in extracurricular activities--were uniformly and strongly related to the dependent variables. They conclude that school factors exert an influence upon delinquent behavior independent of the effects of social class.

III. RELATIONSHIPS BETWEEN ACADEMIC CAREER
FACTORS AND DELINQUENCY

The specific ways in which particular academic and educational factors act to contribute to delinquency are also suggested in much of the literature, and are of primary concern to the present study. Many of the questionnaire items previously utilized will be used in the present research and a replication of the testing of most of Hirschi's items related to the school will be made.

Academic competence, operationalized as a variable through grades received, has been found to have a strong negative relation to subsequent delinquent behavior. The nature of the influence it exerts is examined by Hirschi:

Academic competence is not assumed to be a cause of delinquency in the sense that the less competent person is more likely to underestimate the risk of detection and less able to see the implications of his acts for the interpersonal and object relations that would otherwise bind him to the conventional order. Instead, in a system in which competence is rewarded and incompetence is therefore punished, the cost of detection is assumed to be reduced for the incompetent because his ties to the conventional order have previously been weakened.²⁶

An examination of the methods by which the educational system

26. Hirschi, op. cit., pp. 112-13.

operates to reward competence and punish incompetence is thus of concern for the purpose of demonstrating the process by which the "incompetent's" ties to the social order are weakened.

Polk and Schafer's 1972 publication, Schools and Delinquency, reports the findings of several studies conducted with high school students in Oregon in order to determine the influence of several school-related factors upon deviant behavior. Polk and Schafer conclude that prevailing educational conditions contain certain features which foster negative experiences for youth, and which act as powerful forces promoting delinquency for certain elements of the school population.²⁷

Polk and Richmond find that academic failure becomes "...a double-edged sword, resulting in failure in the social or activity dimension of student life as well."²⁸ They determine that the school environment creates psychological pain for unsuccessful youths, as students are compelled by law to continue in a system to which they are largely uncommitted. They identify, as a result, a negative view toward the quality of the school and its curriculum, and

27. Polk and Schafer, op. cit., p. 7.

28. Polk and Richmond, "Those Who Fail," in Polk and Schafer, op. cit., p. 60.

rejection of the goals of the institution overwhelmingly among students who were failing to achieve academically. Furthermore, they uncover evidence implying the existence of a subculture which bolsters this "neutralization" process.²⁹

The findings of Vinter and Sarri are similar to those of Polk and Richmond. Their data show that students who fail academically are subject to a snowballing of sanctions which, in addition to the stigmatizing effect of poor grades, tend to isolate these youths from the mainstream of student activity:

Students are frequently exposed to a kind of double - or even triple - penalty. Those who perform below a certain standard receive adverse grades, and may also be denied, as a direct consequence, a wide variety of privileges and opportunities within the school. They lose esteem among their classmates, they are seldom chosen for minor but prestigious classroom or school assignments, and they may be excluded from participation in extracurricular activities. This process, in turn, often subjects such pupils to negative parental responses, representing a third penalty.³⁰

Vinter and Sarri suggest that students who fail may reject the values of the school system and turn to rebellious behavior in response to negative school pressures.

29. Ibid, p. 67.

30. Robert D. Vinter and Rosemary C. Sarri, "Malperformance in The Public School: A Group Work Approach," Social Work, vol. 10, (1965), p. 9.

The struggle for academic success takes place in an institution biased strongly in favor of identifying talent and increasing the proportion of college-bound students.³¹ This value bias has several implications for organizational features of the school system, which interact with certain elements of the school population to produce negative and undesired results.

One of the implications concerns teachers expectations. Rosenthal and Jacobson find a high correlation between teacher expectations and academic performance.³² Hence, if a child comes to a classroom with a record of past poor performance, he will be expected to continue to fail academically. In addition to anticipating poor academic performance, the teacher may also suspect "trouble" from the student, as he is already a "deviant" in terms of the school's value system by virtue of his failure to achieve good grades. Since it has been established that there exists a high correlation between academic failure and delinquent behavior, such deviance is, at least in part, a result of teacher expectations which lock a child into a pattern of failure.

31. Cicourel and Kitsuse, op. cit. p. 144

32. Robert Rosenthal and Lenore Jacobson, Pygmalion In The Classroom, New York: Holt, Rinehart, and Winston, 1968.

One of the greatest sources of labeling and stigma in the adolescent's educational experience is the tracking system. Separating students into "ability levels" serves to give visibility to the non-college bound (i.e., non-conforming) student. Often juveniles are "locked into" the track to which they are initially designated, even should they later express an interest in alternative career goals. Teaching methods are fitted to the track level, with the most boring material being presented with the least teacher enthusiasm at the lowest track levels. "Schools place disadvantaged youngsters in situations in which the academic instruction is irrelevant to the needs and interests of children, at the same time that inappropriate teaching methods are used with them."³³ Schafer et. al., reporting on a 1960 study of the effects of tracking in two western high schools, determined that tracking produced significant detrimental effects on the non-college bound, which might understandably lead to delinquent behavior. The findings

...strongly suggest that the non-college prep experience has a negative, dampening effect on commitment to school and that it independently contributes to resentment, frustration, and hostility finally ending in active withdrawal from the alienating situations of school.³⁴

33. Don C. Gibbons, Delinquent Behavior, Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1970, p. 136.

34. Schafer, Walter E., Carol Olexa, and Kenneth Polk, in Schools and Delinquency, Polk and Schafer, eds, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972, p. 42.

In summary the literature has suggested some correlation between delinquency and the following educationally related variables: academic achievement, teacher expectations, tracking, involvement in extra-curricular activities, perceived relevancy of school, and commitment to school. These have been examined largely in isolation from one another.

IV. OPERATIONAL MEASURES

Delinquent behavior will be examined within the following theoretical framework: as a product of interaction between individuals (who may share some common characteristics other than those regarding their academic situation) and the organizational system of the school with which they are compelled by law to interact. It is postulated that this organizational system incorporates certain structural features, and produces certain responses on the part of administration and staff, which reflect a college-oriented bias. These features and responses impact negatively upon certain elements of the school population which the organization purports to serve. It is hypothesized that the negative effects of the organization upon the individual constitutes a strong impetus toward the development of delinquent behavior.

The following hypotheses will be tested:

1. Academic performance is inversely related to delinquency.

This hypothesis has previously been supported in the works of Gold,³⁵ Polk,³⁶ Kelly and Balch,³⁷

35. Martin Gold, Status Forces in Delinquent Boys (Ann Arbor: University of Michigan Press, 1963).

36. Polk, in Polk and Schafer, op. cit.

37. Kelly and Balch, op. cit.

and Hirschi,³⁸ among others. Gold³⁹ has established that delinquents have lower grades than non-delinquents prior to their first police contact, showing clearly that failure precedes delinquency. Elliott's findings also support the notion that failure causes delinquency, since he demonstrated that the delinquency rates of dropouts declined after they left school.⁴⁰ Thus, use of academic performance as an independent variables appears justifiable.

A child's reported grade point average will be used as the indicator of academic performance.

II. Children enrolled in college preparatory curriculum tracks are less likely to become involved in delinquent behavior than children enrolled in non-college preparatory tracks.

Shafter et. al.⁴¹ Hargreaves,⁴² Sexton⁴³ and others have discussed the differential effects of tracking upon the student population. Negative effects of tracking upon non-college bound students include academic failure,

38. Hirschi, op. cit.

39. Gold, op. cit.

40. Elliott, op. cit.

41. Schafer et. al, in Polk and Schafer, op. cit.

42. David H. Hargreaves, Social Relations In A Secondary School (New York: Humanities Press, 1968).

43. Patricia C. Sexton, Education and Income: Inequality of Opportunity In The Public Schools(New York: The Viking Press, Inc., 1961).

alienation, lack of involvement, dropping out, lack of self-esteem, and antagonism toward teachers and school.

The child's report of his curriculum track will be used as an indicator of his track position. Track positions will be dichotomized into college-bound and non-college-bound curricula.

- III. Student perceptions of teacher effort will be more positive among students enrolled in college preparatory tracks than those in non-college preparatory tracks.

The work of Rosenthal and Jacobson⁴⁴ provides the primary support for this hypothesis. In this study, teachers of children randomly assigned to an experimental group were told to anticipate "unusual intellectual" progress while teachers of a control group were told nothing. After two years, the experimental group showed significantly greater gains in IQ and grades, and were judged to be happier, more curious, and more likely to succeed in the future.

This hypothesis goes one step further. It is that students detect or perceive that teacher effort is greater in the college preparatory track than in the non-college preparatory track and that this track-differentiated perception correlates with delinquency.

44. Robert Rosenthal and Lenore Jacobson, Pygmalion In The Classroom (New York: Holt, Rinehart, and Winston, 1968).

Perceptions of teacher effort will be assessed through several questionnaire items, whose scale properties will be assessed following the pretest.

- IV. Students who perceive teacher expectations of them in terms of success (grades, ability) as low will be more apt to become delinquent than those who perceive high teacher expectations.

It is postulated that the negative effects of tracking upon non-college bound students will also be experienced by students of whom little is expected in terms of success, regardless of track position.

Many questionnaire items designed to indicate perceived degree of teacher expectations have been included. Their scale properties will be assessed following the pretest.

- V. Students who perceive that the school curriculum is irrelevant will be more apt to become delinquent than those who perceive it as relevant.
- Va. Students who perceive the school curriculum as irrelevant in terms of future occupational payoff will be more apt to become delinquent than those who perceive it as relevant.

The work of Stinchcombe⁴⁵ provides the primary support for this hypothesis.

45. Stinchcombe, op. cit.

Questionnaire items regarding relevance of curriculum to occupational goals are included, and their scale properties will be assessed.

- Vb. Students who perceive the curriculum as irrelevant to "real life" situations will be more apt to become delinquent than those who find it relevant.

It is anticipated that students who find school materials irrelevant will be less apt to be attached or committed to school, and thus more apt to become involved in delinquent activities. Hirschi⁴⁶ found a relationship between lack of attachment or commitment to school and delinquent behavior.

Perceived relevancy of curriculum in terms of "real life" situations will be examined through responses to several indicators included in the questionnaire. The scale properties of these items will be assessed.

- VI. Students who do not participate in extracurricular activities will be more apt to become delinquent than those who do participate.

Shafer⁴⁷ provides support for this hypothesis.

Participation in extracurricular activities will be determined through response to questionnaire items.

46. Hirschi, op. cit.

47. Schafer, in Polk and Schafer, op. cit.

VII. Among the delinquent population, the antecedent conditions of home situation, social class, race, and sex will have a lesser relationship to delinquent behavior than will the school factors identified in hypotheses I-V.

The works of Hirschi⁴⁸ and Kelly and Balch⁴⁹ provide the major basis of support for this hypothesis.

Two indicators of social class (parents' occupation and education) will be used. One item each will determine race and sex and home situation.

Multivariate relationships between the independent variables will be examined. They are listed below in anticipated order of the strength of the relationship between each and the dependent variable, delinquent behavior.

1. academic performance
2. curriculum tracking
3. perception of teacher expectations
4. perception of curriculum relevance to "real life" situations
5. perception of teacher effort to motivate students
6. perception of curriculum relevance to future occupational payoff
7. participation in extracurricular activities
8. home situation
9. social class
10. race
11. sex

It is anticipated that many of the independent variables

48. Hirschi, op. cit.

49. Kelly and Balch, op. cit.

will be strongly associated with one another.

A set of self-report items will be utilized to measure delinquent behavior. Official juvenile courts will not be used in order to obviate the need for names on the questionnaires, thereby ensuring confidentiality.

Many of the questionnaire items are taken from relevant sections of the research instrument, which Hirschi utilized in Causes of Delinquency. Items designed by this author are also included. A test for the scale properties of all items will be made subsequent to administration of a pretest to a select group of high school students.

The following table provides an index of the level of measurement anticipated for each of the study variables that have been identified. (It is possible that other variables may be identified if multi-dimensionality of an item or set of items is discovered through the pretest. For example, it is possible that items intended to indicate "perception of teacher expectations" may have to be divided into several items of a unidimensional nature, assessing various aspects of the cumulative property.)

x	sex	nominal
x	race	nominal
x	social	ordinal
x	home situation	ordinal
x	curriculum tracking	nominal
x	academic performance	ordinal
x	teacher effort	ordinal
x	teacher expectations	ordinal
x	curriculum relevance	ordinal
x	extracurricular activities	ordinal
x	delinquent involvement	ordinal

Following administration of the pretest, the questionnaire will be condensed to include only the more sensitive items. This modification will be made on the basis of review of response items and interviews with test subjects.

V. Expected Contributions

Examination of the nature and extent of the relationship between academic and educational factors and delinquent behavior will have implications both for the advancement of delinquency causation theory and for the improvement of educational policies and practices.

Studies to date have not simultaneously considered the multiplicity of academic and educational factors which may act to produce undesirable behavior and thus have only partially disclosed the relationship between delinquency and features of the educational system. Thus, previous studies have contributed little in the way of definitive research which can serve as a guideline to educational policy-makers.

It is, of course, desirable to know which variables are related to delinquent behavior, as others have done. But it is further imperative that the effects of the interplay of variables, and the aggregate effect of school-related factors be determined if the expected contributions of this study are to be made. Thus, the present study will analyze the strength of the relationship between a variety of educational features and delinquent involvement. In addition, the strength of the relationship between each independent variable will be assessed.

BIBLIOGRAPHY

Books

- Cloward, Richard A. and James A. Jones, "Social Class: Educational Attitudes and Participation", in Education In Depressed Areas, A. Harry Passow, ed. (New York: Colombia Teachers College Press, 1963).
- Cloward, Richard A. and Lloyd E. Ohlin, Delinquency and Opportunity (New York: The Free Press, 1959). especially Chapters 4 and 5.
- Cohen, Albert, Delinquency Boys (Glencoe, Illinois: The Free Press, 1955).
- Coleman, James S: et. al., Equality of Educational Opportunity (Washington, D. C.: U. S. Government Printing Office, 1966).
- Gibbons, Don C., Delinquent Behavior (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1970).
- Glueck, Sheldon and Eleanor Glueck, Delinquents and Nondelinquents In Perspective (Cambridge: Harvard University Press, 1968).
- Gold, Martin, Status Forces In Delinquent Boys (Ann Arbor: University of Michigan Press, 1963).
- Hargreaves, David H., Social Relations In A Secondary School (New York: Humanities Press, 1968).
- Hirschi, Travis, Causes of Delinquency (Berkeley: University of California Press, 1969).
- Hollingshead, A. B., Elmtown's Youth (New York: John Wiley and Sons, Inc., 1949).
- Kitsuse, John I. and Aaron V. Cicourel, The Educational Decision-Makers (New York: The Bobbs-Merrill Co., Inc., 1963).
- Kvaraceus, William C., Anxious Youth: Dynamics of Delinquency (Columbus, Ohio: Charles E. Merrill Books, Inc., 1966).
- Kvaraceus, William C., Juvenile Delinquency and The School (New York: World Book Company, 1945).
- Lichter, Solomon et. al., The Dropouts (New York: The Free Press of Glencoe, 1962).

Polk, Kenneth and Walter E. Schafter, Schools and Delinquency (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972).

Rosenthal, Robert and Lenore Jacobson, Pygmalion In The Classroom (New York: Holt, Rinehart and Winston, 1968).

Sexton, Patricia C., Education and Income: Inequality of Opportunity In The Public Schools (New York: The Viking Press, Inc., 1961).

Short, James F., Jr. and Fred L. Strodbeck, Group Process and Gang Delinquency (Chicago: University of Chicago Press, 1965).

Stinchcombe, Arthur, Rebellion In a High School (Chicago: Quadrangle Books, 1964).

Toby, Jackson, "Affluence and Adolescent Crime", in Delinquency, Crime, and Social Process, Donald R. Cressy and David A. Ward, eds. (New York: Harper and Row, 1969) :285-311.

Toby, Jackson and Marcia L. Toby, "Law School Status as A Predisposing Factor In Subcultural Delinquency", U. S. Office of Education, Cooperative Research Project No. 526, 1961.

Turner, Ralph, The Social Context of Ambition (San Francisco: Chadler Publishing Company, 1964).

Wilkerson, Doxey A., "The School, Delinquency, and the Children of The Poor", in Children Against Schools, Paul S. Graubard, ed. (Chicago: Follett Educational Corporation, 1969) : 107-128.

Winslow, Robert W., Juvenile Delinquency In A Free Society (Belmont, California: Dickinson Publishing Company, Inc., 1968).

Wooton, Barbara, Social Science and Social Pathology (New York: MacMillan, 1959).

Periodicals

- Borsadi, Ralph, "Curriculum: The Real Meaning of Relevance", Journal of Human Relations, vol. 18, no. 4 (1970): 1121-1128.
- Brown, Donald R., "Student Stress and The Institutional Environment", Journal of Social Issues, vol. 23, no. 3 (July, 1967) : 92-107.
- Coffin, Gregory C., "Educational Relevance: Environment, Teachers, and Curriculum", Education and Urban Society, vol. 1, no. 4 (August, 1969) : 375-382.
- Elliott, Delbert S., "Delinquency, School Attendance, and Dropout", Social Problems, vol. 13, no. 3, (Winter, 1966) : 307-314.
- Hall, Nason E. and Gordon P. Waldo, "School Identification and Delinquency Proneness", Journal of Research in Crime and Delinquency, vol. 4, no. 2, (July, 1967) : 231-242.
- Karacki, Larry and Jackson Toby, "The Uncommitted Adolescent: Candidate For Gang Socialization", Sociological Inquiry, vol. 32 (Spring, 1962) : 203-215.
- Kelly, Delos H. and Robert W. Balch, "Social Origins and School Failure: A Reexamination of Cohen's Theory of Working-Class Delinquency", Pacific Sociological Review, vol. 14, no. 4. (October, 1971) : 413-430.
- Maizels, Joan, "How School-Leavers Rate Teachers", New Society, vol. 16, no. 417, (September, 1970) : 535-537.
- Motz, Annabelle B. and George H. Weber, "On Becoming a Dropout", Phylon, vol. 30, no. 2, (Summer, 1969) : 125-138.
- Raygor, Betty Ruth, "Mental Ability, School Achievement, and Language Arts Achievement in The Prediction of Delinquency", Journal of Educational Research, vol. 41, no. 1, (1971): 17-34.
- Reiss, Albert J., Jr. and Albert L. Rhodes, "Status Deprivation and Delinquent Behavior", Sociological Quarterly, vol. 4 (Spring, 1963) : 135-149.
- Reiss, Albert J., Jr. and Albert L. Rhodes, "The Distribution of Juvenile Delinquency in The School Class Structure", American Sociological Review, XXXVI, (October, 1961): 720-732.

- Rhodes, A. Lewis and Albert J. Reiss, Jr., "Apathy, Truancy and Delinquency as Adaptations to School Failure", Social Forces, vol. 48 (September, 1969) : 12-22.
- Silberberg, Norman E. and Margaret E. Silberberg, "School Achievement and Delinquency", Review of Educational Research, vol. 41, no. 1, (1971) : 17-34.
- Vinter, Robert D. and Rosemary C. Sarri, "Malperformance in The Public School: A Group Work Approach", Social Work, vol. 10 (January, 1965) : 3-13.
- Wagner, Hilmar, "Adolescent Problems Resulting From the Lengthened Educational Period", Adolescence, vol. 5, no. 19, (Fall, 1970) : 339-344.
- Weber, Geoge H. and Annabelle B. Motz, "Schools as Perceived By The Dropouts", Journal of Negro Education, vol. 37, no. 2 (Spring, 1968) : 127-134.

APPENDIX A

Field Method

The questionnaire should be administered to a group of approximately 1,000 high school juniors. It is anticipated that it will be administered by teachers at the beginning or end of a single school day.

The questionnaires will be collected by the researcher as soon as they are completed to insure that their confidentiality is maintained. No school personnel will have access to the completed questionnaire forms.

Upon completion of questionnaire administration, all of the data collected will be converted to punch cards or magnetic tape for purposes of data analysis.

Copies of the completed study will be furnished to the participating school system and distributed pursuant to Pilot City Program guidelines.

APPENDIX B

Questionnaire

This is part of a study to make life better for students in this area. In order to plan useful programs we need to know a great deal about your opinions, plans, experiences, and problems.

No one at the school will know how you mark your answers. At the study center we will count how many students answered questions each way. Be sure not to put your names on the questionnaire.

Please work as rapidly as you can. Answer the questions frankly, even if you think there are people who disagree with you. We want your opinion.

If you can't read a question, raise your hand. The teacher will read words you don't know. If the teacher is busy, mark the number of the question so you can ask later when your teacher is free.

Please answer the questions the way you really feel. We want to know what students think. When you have finished these questions, put your answer sheet in the large envelope which is marked:

ANSWER SHEETS

No one in the school will look at your answers.

Look at the top of your answer sheet. Be sure that you are starting with answer sheet number 1.

How to Mark Answers

After each question, there are several answers. Each answer has a letter A,B,C,..., in front of it. Find the answer to the question which is best for you.

Circle that answer.

Examples

1. Are you a student in school.

A. yes B. No

Your answer should be "yes". Be sure you circle A to indicate that you are a student in school.

2. What grade are you in?

A. 7th D. 10th
B. 8th E. 11th
C. 9th F. 12th

Circle the correct response indicating your grade level.

ANSWER SHEETS

Part I

3. Sex
- A. male
 - B. female
4. Race
- A. black
 - B. white
 - C. oriental
 - D. Philippino
5. With whom do you live?
- A. both natural parents
 - B. father only
 - C. mother only
 - D. mother and step father
 - E. father and step mother
 - F. grandparents
 - G. aunt and uncle
 - H. foster parents
 - I. other
6. Does your father work?
- A. yes
 - B. no
- If he does work, describe as best you can what he does.
7. To the best of your knowledge, how much schooling did your father complete?
- A. 8th grade or less
 - B. 9th grade
 - C. 10th grade
 - D. 11th grade
 - E. graduated from high school
 - F. some college
 - G. graduated from college
 - H. masters degree
 - I. Ph.D. or other advanced degree

8. Does your mother work?

- A. yes
- B. no

If she does work, describe as best you can what she does.

9. To the best of your knowledge, how much school did your mother complete?

- A. 8th grade or less
- B. 9th grade
- C. 10th grade
- D. 11th grade
- E. graduated from high school
- F. some college
- G. graduated from college
- H. master's degree
- I. Ph.d. or other advanced degree

10. What kind of work would you most like to do when you get out of school? If you do not plan to work, state what it is that you would most like to do. (example: housewife)

11. What kind of work do you actually expect to do when you finish school? If you do not expect to work, state what it is that you actually expect to do.

12. How would you rate the public school system?

- A. good
- B. not very good
- C. don't know

13. Some people feel that school is dull and boring. Do you
- A. agree?
 - B. disagree?
 - C. not have an opinion?
14. In general, do you like school?
- A. I like it
 - B. I like it and dislike it about equally
 - B. I dislike it
15. Which of these things do you think is the most important thing that a student should be able to get out of school? (Choose only one)
- A. job training
 - B. skill in subjects like English and math
 - C. ability to think clearly
16. Do you feel that you can get this thing the way the school system works now?
- A. yes
 - B. no
 - C. don't know
17. How do you rate yourself in school ability compared with other students in your school?
- A. among the best
 - B. above average
 - C. about average
 - D. below average
 - E. among the worst
 - F. don't know
18. What kind of grades do you think you are capable of getting?
- A. mostly A's
 - B. mostly A's and B's
 - C. mostly B's
 - D. mostly B's and C's
 - E. mostly C's
 - F. mostly C's and D's
 - G. mostly D's
 - H. mostly D's and F's
 - I. mostly F's

19. What kinds of grades do you actually get?
- A. mostly A's
 - B. mostly A's and B's
 - C. mostly B's
 - D. mostly B's and C's
 - E. mostly C's
 - F. mostly C's and D's
 - G. mostly D's
 - H. mostly D's and F's
 - I. mostly F's
20. How important is getting good grades to you personally?
- A. very important
 - B. somewhat important
 - C. fairly important
 - D. completely unimportant
21. How important do you think grades are for getting the kind of job you want when you finish school?
- A. very important
 - B. somewhat important
 - C. unimportant
 - D. I have no idea
 - E. I don't plan to work when I finish school
22. Do you finish your homework?
- A. always
 - B. usually
 - C. seldom
 - D. never
 - E. we are not given any homework
23. Do teachers check your homework?
- A. always
 - B. usually
 - C. seldom
 - D. never
 - E. we are not given any homework
24. On the average, how much time do you spend doing homework outside school?
- A. 3 or more hours a day
 - B. about 2 hours a day
 - C. about 1 hour a day
 - D. about 1/2 hour a day
 - E. we are not given any homework

25. Do you have any trouble finding a quiet place in which to do your homework?
- A. usually
 - B. sometimes
 - C. never
 - D. I don't do homework
26. How many of your teachers seem to care about how well you do in school?
- A. almost all
 - B. many
 - C. a few
 - D. one
 - E. none
27. What kind of work do most of your teachers seem to expect from you?
- A. excellent work
 - B. good work
 - C. fair work
 - D. poor work
 - E. they don't seem to care
28. Do you care what teachers think of you?
- A. I care a lot
 - B. I care some
 - C. I don't care much
 - D. I don't care at all

How do you feel about the following statements?

29. Teachers should give credit for effort.
- A. strongly agree
 - B. agree
 - C. disagree
 - D. strongly disagree
 - E. don't know
30. Teachers talk about the kinds of things which really matter to students.
- A. strongly agree
 - B. agree
 - C. disagree
 - D. strongly disagree
 - E. don't know

31. Teachers talk about problems which people I know really have.
- A. strongly agree
 - B. agree
 - C. disagree
 - D. strongly disagree
 - E. don't know
32. Brains are more important to teachers than manners.
- A. strongly agree
 - B. agree
 - C. disagree
 - D. strongly disagree
 - E. don't know
33. I would do better in school work if teachers didn't go so fast.
- A. strongly agree
 - B. agree
 - C. disagree
 - D. strongly disagree
 - E. don't know
34. It is none of the school's business what a student does outside of the classroom.
- A. strongly agree
 - B. agree
 - C. disagree
 - D. strongly disagree
 - E. don't know
35. Teachers give enough examples to make things clear for me.
- A. strongly agree
 - B. agree
 - C. disagree
 - D. strongly disagree
 - E. don't know
36. I feel nervous in school.
- A. strongly agree
 - B. agree
 - C. disagree
 - D. strongly disagree
 - E. don't know

37. Many of the things we have to memorize are meaningless.
- A. strongly agree
 - B. agree
 - C. disagree
 - D. strongly disagree
 - E. don't know
38. Teachers pick on me.
- A. strongly agree
 - B. agree
 - C. disagree
 - D. strongly disagree
 - E. don't know
39. Teachers use words that I don't know.
- A. strongly agree
 - B. agree
 - C. disagree
 - D. strongly disagree
 - E. don't know
40. Teachers understand students.
- A. strongly agree
 - B. agree
 - C. disagree
 - D. strongly disagree
 - E. don't know
41. Teachers try to understand students.
- A. strongly agree
 - B. agree
 - C. disagree
 - D. strongly disagree
 - E. don't know
42. Teachers just want you to be quiet.
- A. strongly agree
 - B. agree
 - C. disagree
 - D. strongly disagree
 - E. don't know
43. Teachers don't care if you learn.
- A. strongly agree
 - B. agree
 - C. disagree
 - D. strongly disagree
 - E. don't know

44. Most teachers enjoy teaching.
- A. strongly agree
 - B. agree
 - C. disagree
 - D. strongly disagree
 - E. don't know
45. Are you active in any school-connected activities, such as athletic teams, clubs, student government?
- A. yes
 - B. no
- If you are active in any activities, please list which ones.
46. Are your friends here at school active in school activities?
- A. very active
 - B. somewhat active
 - C. not active at all
 - D. I have no friends at this school
47. How much do you think most students like the group of friends you have?
- A. very much
 - B. fairly well
 - C. not much
 - D. not at all
 - E. I have no friends at this school
48. How much do you think most teachers like the friends you have?
- A. very much
 - B. fairly well
 - C. not much
 - D. not at all
 - E. I have no friends at this school
49. Teachers care most about students who are going to college.
- A. strongly agree
 - B. agree
 - C. disagree
 - D. strongly disagree
 - E. don't know

50. Counsellors care most about students who are going to college.
- A. strongly agree
 - B. agree
 - C. disagree
 - D. strongly disagree
 - E. don't know
51. During the last year, did you ever stay away from school just because you had other things you wanted to do?
- A. often
 - B. a few times
 - C. once or twice
 - D. never
52. How did your parents feel about your staying away from school?
- A. I never have stayed away
 - B. they didn't know about it.
 - C. they didn't care
 - D. they disapproved
 - E. they approved
 - F. I don't know
 - G. I am not living with or in contact with my parents
53. During the last year, were you ever sent out of a classroom by a teacher?
- A. often
 - B. a few times
 - C. once or twice
 - D. never

If ever, for what reason(s)?

54. Have you ever been suspended from school?
- A. often
 - B. a few times
 - C. once or twice
 - D. never

If ever, for what reason(s)?

55. Have you ever been expelled from school?

- A. often
- B. a few times
- C. once or twice
- D. never

If ever, for what reason(s)?

56. Have you ever been picked up by the police?

- A. never
- B. once
- C. twice
- D. three times
- E. four or more times

57. Have any of your close friends ever been picked up by the police?

- A. no
- B. one friend has
- C. two friends have
- D. three friends have
- E. four or more friends have

58. Have you ever been brought before juvenile court?

- A. never
- B. once
- C. twice
- D. three times
- E. four or more times

59. Have you ever been on probation?

- A. yes, I am now on probation
- B. yes, but no longer
- C. no, never

60. Do you ever think of yourself as a delinquent?

- A. never
- B. once in a while
- C. often
- D. all the time
- E. I don't know what the word means

61. Does anyone else ever think of you as a delinquent?

- A. never
- B. once in a while
- C. often
- D. all the time
- E. I don't know what the word means

How often do you wonder or worry about the following things?

62. knowing what your real interests are

- A. often
- B. sometimes
- C. never

63. knowing what you will do when you finish school

- A. often
- B. sometimes
- C. never

64. knowing what work you are best suited for

- A. often
- B. sometimes
- C. never

65. deciding whether you should go to college

- A. often
- B. sometimes
- C. never

66. knowing how much ability you really have

- A. often
- B. sometimes
- C. never

67. finding out how you can learn a trade

- A. often
- B. sometimes
- C. never

68. being able to find a job when you finish school

- A. often
- B. sometimes
- C. never

69. getting married
- A. often
 - B. sometimes
 - C. never
70. staying out of trouble
- A. often
 - B. sometimes
 - C. never
71. How often do you think about what you are going to do and be after you get out of school?
- A. very often
 - B. often
 - C. sometimes
 - D. seldom
 - E. never
72. As you see it now, do you plan to graduate from high school?
- A. yes, go straight through
 - B. yes, but leave for a while and come back
 - C. no
73. How much schooling do you actually expect to get eventually?
- A. some high school
 - B. high school graduation
 - C. on the job apprenticeship
 - D. trade or business school
 - E. some college or junior college
 - F. college graduation (four years)
 - G. graduate school after completion of four years of college
74. How much schooling would you like to get eventually?
- A. some high school
 - B. high school graduation
 - C. on the job apprenticeship
 - D. trade or business school
 - E. some college or junior college
 - F. college graduation (four years)
 - G. graduate school after completion of four years of college

75. How certain are you of the type of work you would like to do when you finish school?
- A. very certain
 - B. fairly certain
 - C. fairly uncertain
 - D. completely uncertain
 - E. I do not want to work when I finish school
76. How sure are you that you will actually get the job you want?
- A. completely certain
 - B. pretty sure I will
 - C. not too sure
 - D. not sure at all
 - E. I do not plan to work when I finish school
77. At what age do you want to get married?
- A. I don't
 - B. 15 or under
 - C. 16
 - D. 17
 - E. 18
 - F. 19
 - G. 20
 - H. 21 or over
 - I. don't know
 - J. I am already married
78. What period of your life do you think will turn out to have been the happiest part of your life?
- A. grade school
 - B. junior high school years
 - C. high school years
 - D. between high school and age 20
 - E. age 20 to 30
 - F. age 30 to 40
 - G. over age 40
 - H. none of my life has been or will be happy

How would you feel about taking these jobs?

79. maid
- A. would like it
 - B. wouldn't mind it
 - C. would hate it

CONTINUED

1 OF 2

80. truckdriver
A. would like it
B. wouldn't mind it
C. would hate it
81. salesman/saleswoman
A. would like it
B. wouldn't mind it
C. would hate it
82. carpenter
A. would like it
B. wouldn't mind it
C. would hate it
83. hairdresser
A. would like it
B. wouldn't mind it
C. would hate it
84. bank teller
A. would like it
B. wouldn't mind it
C. would hate it
85. teacher
A. would like it
B. wouldn't mind it
C. would hate it
86. social worker
A. would like it
B. wouldn't mind it
C. would hate it
87. doctor
A. would like it
B. wouldn't mind it
C. would hate it
88. scientist
A. would like it
B. wouldn't mind it
C. would hate it

Do you think any of the following things will keep you from getting the kind of job you want eventually?

- 89. bad grades
 - A. yes
 - B. maybe
 - C. no
- 90. getting into trouble
 - A. yes
 - B. maybe
 - C. no
- 91. I am not smart enough
 - A. yes
 - B. maybe
 - C. no
- 92. I am not willing to make the effort
 - A. yes
 - B. maybe
 - C. no
- 93. lack of money
 - A. yes
 - B. maybe
 - C. no
- 94. schools don't give the necessary training
 - A. yes
 - B. maybe
 - C. no
- 95. don't know how to go about it
 - A. yes
 - B. maybe
 - C. no
- 96. getting married too soon
 - A. yes
 - B. maybe
 - C. no
- 97. no job available
 - A. yes
 - B. maybe
 - C. no

98. poor health
- A. yes
 - B. maybe
 - C. no
99. racial discrimination
- A. yes
 - B. maybe
 - C. no
100. sexual discrimination
- A. yes
 - B. maybe
 - C. no
101. If you didn't have to attend school until you were sixteen, do you think you would
- A. have dropped out of school already
 - B. drop out of school before completing high school
 - C. finish high school
 - D. finish high school and go on to further education.
 - E. go to trade or vocational school instead of high school, if this were available
 - F. drop out of school and attempt to get an apprenticeship or on the job training
102. If you could change the educational curriculum, would you (choose only one)
- A. leave it the way it is now
 - B. provide better college preparatory education
 - C. provide more trade or vocational training
 - D. provide for training in homemaking
103. Do you think the school system now allows you to take as many electives as you would like?
- A. yes
 - B. no
104. Do you think counselors
- A. try to help all kids equally
 - B. mostly try to help kids who are going to college
 - C. mostly discipline students

105. Do you see your school counselor
- A. often
 - B. sometimes
 - C. seldom
 - D. never
106. Has your counselor been a help to you with your career plans?
- A. yes
 - B. no
107. Do you plan to go to college?
- A. yes
 - B. no
108. Do you think most of your teachers
- A. expect you to fail
 - B. expect you to do average work
 - C. expect you to do excellent work
109. Do you think most of your teachers
- A. view you as a troublemaker
 - B. consider you well-behaved
110. Do you think most of your teachers
- A. enjoy having you in their classes
 - B. don't care whether you're there or not
 - C. wish you'd leave and not come back
111. Do you see your counselor mostly about
- A. school adjustment problems
 - B. personal problems
 - C. career plans
 - D. I never see my counselor
112. Do you take primarily college prep or non-college prep courses?
- A. college prep
 - B. non-college prep
113. How did you decide whether to take college prep or non-college prep courses?

- A. the school chose for me
- B. pressure from parents
- C. pressure from counselors or teachers
- D. pressure from my friends
- E. my own choice because of my grades
- F. my own choice because of my career plans

114. In general, how do you choose your electives?

- A. on the basis of how easy they are
- B. on the basis of how interesting the subject is
- C. on the basis of how useful they will be in terms of my future plans
- D. on the basis of who's teaching them
- E. I don't have any electives

115. Do you think most of your teachers spend a lot of time preparing for class?

- A. yes
- B. no
- C. I have no idea

116. Do most of your teachers try to make classes interesting?

- A. yes
- B. no

117. Are most of your classes interesting?

- A. yes
- B. no

118. Do you think the things you are taught in high school will be useful in the job you want eventually?

- A. very useful
- B. somewhat useful
- C. not very useful
- D. not useful at all
- E. I do not plan to work

How do you feel about the following statements?

119. School is helping me to become a better citizen.

- A. strongly agree
- B. agree
- C. disagree
- D. strongly disagree
- E. don't know

120. School is preparing me to make the right decisions.
- A. strongly agree
 - B. agree
 - C. disagree
 - D. strongly disagree
 - E. don't know
121. School is helping me to understand other people.
- A. strongly agree
 - B. agree
 - C. disagree
 - D. strongly disagree
 - E. don't know
122. School is very frustrating.
- A. strongly agree
 - B. agree
 - C. disagree
 - D. strongly disagree
 - E. don't know
123. School is helping me to think for myself.
- A. strongly agree
 - B. agree
 - C. disagree
 - D. strongly disagree
 - E. don't know
124. Sometimes I get into trouble unfairly because of things that happen at school.
- A. strongly agree
 - B. agree
 - C. disagree
 - D. strongly disagree
 - E. don't know
125. There are too many unnecessary rules at school.
- A. strongly agree
 - B. agree
 - C. disagree
 - D. strongly disagree
 - E. don't know

126. What is your favorite subject? (If you do not have one, leave this space blank)

127. What is your least favorite subject? (If you do not have one, leave this space blank)

END

7 11/25/1961