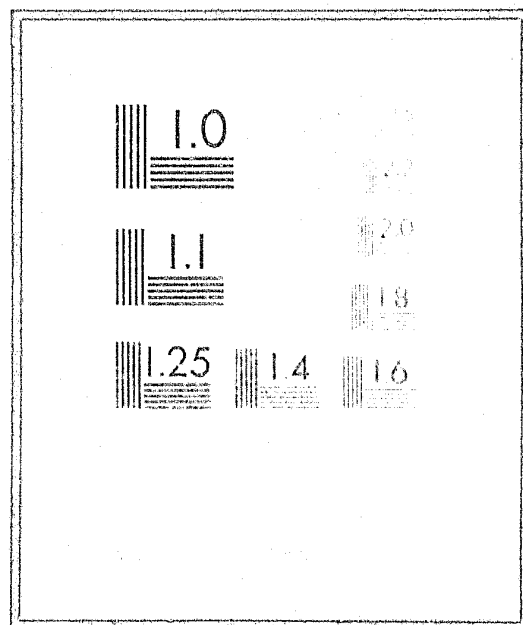


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# VANDALISM

a report by

## THE VANDALISM TASK FORCE

1976



alamo area council of governments

39225

FOREWORD

The Alamo Area Council of Governments is a political subdivision of the State of Texas organized under the provisions of Article 1011m, VACS. It is a voluntary association of cities, counties, school districts, and special districts within the twelve-county Alamo State Planning region--established to assist local governments in planning for common needs, cooperating for mutual benefit, and coordinating for sound regional development.

The Executive Committee of the Council, during the course of approving many comprehensive plans in varying areas of interest such as health, aging, transportation, water quality, criminal justice and others was made aware by one of its members, Mr. Esteban Sosa, President of the Board of Trustees of the Harlandale Independent School District, that there was no plan, study or advisory committee specifically addressing itself to or concerned with the problem of Vandalism.

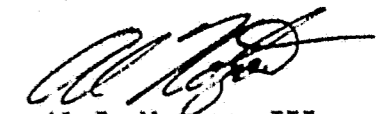
The Executive Committee appointed a Task Force, headed by Mr. Sosa, to inquire into and report on the problems of Vandalism in all its ramifications, its extent and costs, the present capabilities and future needs, and to develop plans and action programs to meet those needs.

The following Report constitutes a comprehensive study of Vandalism and is one of the first of its kind in the State. Hopefully, it will assist the members of The Council in recognizing and alleviating, if not solving, the manifold problems of Vandalism in our schools so that energies and resources may be better directed toward the educating of our children.

NCJRS

FEB 17 1977

ACQUISITIONS



Al J. Notzon, III  
Executive Director  
Alamo Area Council of Governments

NCJRS

FEB 17 1977

ACQUISITIONS

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CONTENTS

- I. Introduction
- II. Nature Of The Problem
- III. Plans & Programs
- IV. Current Resources
- V. Means And Methods Of Funding
- VI. Summary

ALAMO AREA COUNCIL OF GOVERNMENTS

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Chairman  
Mayor, City of Dilley

Glen Hartman  
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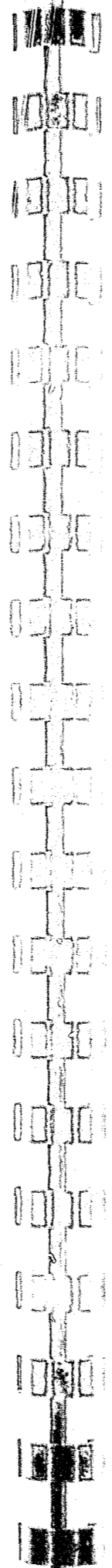
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Al J. Notzon, III  
Executive Director

VANDALISM TASK FORCE

Esteban Sosa, Chairman, Vandalism Task Force, President of  
the Board of Trustees, Harlandale I.S.D.  
C. N. Boggess, Co-Chairman, Vandalism Task Force, Supt.,  
Harlandale I.S.D.

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Fernando Arellano, Director, Youth Services, Bexar County  
Louis Bernal, Supt., Southside Independent School District  
Claude Black, Councilman, City of San Antonio  
Ted Butler, District Attorney, Bexar County  
Pat Cumberland, 5th District P.T.A.  
E. J. Denham, Assistant Supt., Harlandale I.S.D.  
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Eddie Garcia, City of San Antonio  
Ben Hardin, Poteet Independent School District  
William "Bill" Hauck, Sheriff, Bexar County  
Helen Jacobson, National Council on Crime Delinquency  
Candice Justin, Staff Manager, Human Res., San Antonio Chamber  
of Commerce  
Rudy Lopez, Teacher, Edgewood Independent School District  
Wayman Marshall, Director of Plant & Maintenance, Northeast I.S.D.  
William Marshall, Assistant Supt., Harlandale I.S.D.  
S. J. Moreman, Coordinator Security, Northeast I.S.D.  
Richard Moreno, Chief Probation Officer, Bexar County Juvenile  
Probation  
Jack Maguire, Executive Secretary, Association of Insurance  
Underwriters  
Ruben R. Perez, Southwest Texas State University, M.P.A. Intern  
Emil Peters, Chief of Police, San Antonio Police Dept.  
Rod Rodriguez, Community Affairs Editor, KKYX Radio Station  
Irma Sanchez, Librarian, St. Mary's University  
Ed Schiermeir, Central Catholic High School  
Ed Shackelford, Community Rural Manpower Program  
Byron P. Steele, Principal, Dilley Independent School District  
Arlen Tiekens, Assistant Supt., Comal I.S.D.  
Ray Wietzel, Judge, County Court #3, Bexar County  
Sam Wolfe, Director of Security & Safety Services, S.A.I.S.D.



District PTA) groups, school boards, School officials associations and other groups, and such appearances are continuing.

It was early decided that any plan, report, or study that the Task Force might prepare would have to be founded on the best data that could be obtained to show in detail the nature and extent of vandalism and its effects if any on the community. Staff prepared and mailed questionnaires to fifty-one school districts. The response was less than overwhelming. After sixty days only 18 districts had responded and only 14 of those had furnished any statistical data. Whether this meant we did not have a problem or whether it was a manifestation of what Mr. Velde, Administrator of the United States, Law Enforcement Assistance Administration, characterized as a "...continued reluctance to publicize offenses..." was difficult to ascertain.

As this juncture, Dr. Nef Garcia, Department of Public Justice, St. Mary's University, offered the assistance of his senior students in making an on-the-spot survey of the schools to collect the data. This outstanding example of cooperation between university, local schools and government was with the assistance and coordination of the Executive Director of AACOG launched and the resulting document, entitled, School Crime: A Survey In San Antonio, Texas was presented to the Task Force. This detailed, well prepared survey represented hard work on the part of the students and forms the basis of this report. It will be referred to in the body of the report simply as, The Survey. Without the dedicated concern and hard work of Mr. Esteban Sosa, and Dr. Neff Garcia, neither The Survey nor this report would have seen the light of day.

The end goal of this Task Force is to reduce the extent of school vandalism and crime to an acceptable level as determined by the individual school district governing body, which, ideally, will also reflect community tolerance. It is important that this goal be so stated since in some schools, the reported incidents might not warrant additional expense for programs described. Some objectives worthy of consideration include the following:

1. Attain the capability to identify and measure the problem.
2. Promote interagency and intergovernmental cooperation to improve the delivery of total services to youth.
3. Promote research locally to determine causative factors unique to this area.
4. Provide professional assistance upon request to school administrators in making decisions concerning physical security needs and programs.
5. Promote community awareness of the complexity of the problem.
6. Promote and encourage community involvement in attacking what are, essentially community problems.
7. Increase the quality and quantity of educational services by freeing limited resources from the constraints imposed by problems of crime and vandalism.

8. Limit the socially dysfunctional effects of institutions concerned with youth.
9. Provide information concerning programs proven successful in other geographical areas.
10. Enhance the role of the schools as a center of community life.

The ensuing report was developed with the overall goal and the above objectives in mind.

NATURE OF THE PROBLEM

If one were merely to state the extent of dollar cost and numerical incidence of school crime, then only a minute particle of the problem would be highlighted. Of much more importance are such factors as mental and physical anguish to the victims, especially in crimes involving violence, and the immeasurable adverse effects on the young (often one-time) offender that hasty and impersonal resolution entails.

Concerning those acts which have a victim, in contrast to the school district as the victim, serious thought must be given when computing "cost." Such crimes as assaults, robbery, theft and other personal offenses do indeed present added factors to be considered.

Any analysis of crime must take into account the seriousness with which citizens view a particular crime. The most common criticism levied against our crime reporting system is that it treats the seven index crimes as equally serious. Thorston and Selling devised an index in "Measurement of Delinquency" in 1964 which more reasonably quantifies the "harm" experienced by the victim of crime. The St. Louis Police Department utilized this approach in 1971 in a study concerning the deployment of police patrols. Part of this procedure requires the assignment of "seriousness points" to each offense. This weighted factor then gives a resulting index of real crime seriousness.

In the Office of Information Services publication entitled "Crime Seriousness in Texas", this specific procedure is espoused as being valuable in supporting crime-specific planning and programming. Following is a chart reflecting how the citizens of St. Louis view crime when weighted with the seriousness index of Thorston and Selling.

<u>OFFENSE</u>	<u>CRIME SERIOUSNESS INDEX</u>
Murder	33.29
Rape	15.33
Robbery	6.43
Aggravated Assault	9.74
Burglary	2.64
Larceny (Over \$50)	2.26
Auto Theft	2.29

To arrive at a specific seriousness, the offense is multiplied by the seriousness index, i.e., number of murders x 33.29 = number of murders adjusted by Crime Seriousness. Naturally, different locations with diverse sub-cultures will have varying views on the sanctity of life, property, etc., so it would be unwise to automatically assume that citizens of this region view seriousness of offenses in the same light as the citizens of St. Louis. However, this process does offer an interesting input of citizen attitude toward crime in general.

On the following pages are reprinted the survey data collected by students enrolled in the Public Justice Program at St. Mary's University. Under

the direction of Professor Nef Garcia, these students personally interviewed officials at 230 schools located in Bexar County. The problem of accurate data is always present when working in any field of endeavor. Most disconcerting is the lack of written, recorded data concerning incidents occurring inside the schools. Often, the researchers were forced to rely on recollections of the officials concerned. However, with these shortcomings and an overall caution, the data presented is the most complete available to date. If anything, the number of incidents reported understates the extent of the problem.

A quick preview of the data reveals the following:

CRIMINAL MISCHIEF accounted for 52% of the incidents reported and caused a direct unrecovered loss to the school districts of \$114,110. Data indicates that this offense doubled in 1975 when compared to 1974 incidents.

ARSON in a similar manner, almost doubled in frequency in 1975. A direct unrecovered dollar loss of \$70,925 was reported. Recovery under Fire Insurance helped keep this amount from being higher.

BURGLARY reports of this incident increased by almost 50%, over 1974. A direct unrecovered dollar loss of \$77,707 is attributable to this offense.

Other numerically significant incidents are the Possession or Use of Alcohol/Marijuana/Drugs which together accounted for 25% of the 1975 incidents. In 1974 these two offenses constituted 19% of the total incidents. The biggest increases here were in the possession/use of Marijuana and Drugs, while those incidents connected with alcohol remained relatively constant or decreased.

BOMB THREATS increased from 92 to 128 in 1975.

ASSAULTS increased from 19 to 88 in 1975.

SEX OFFENSES increased from 24 to 59 in 1975.

Overall, the total number of all incidents increased from 3,087 to 5,761, an increase of 87% when comparing 1975 with 1974.

Overall, in 1974, an initial dollar loss of \$404,605 was reduced through recovery to \$330,610. While in 1975, an initial loss of \$324,170 was reduced to \$280,444. This 1975 direct loss, if averaged out among the schools surveyed, indicates that property incidents cost each school approximately \$1,200 in 1975.

The following charts and graphs were prepared using the basic data of the survey itself.

TOTAL REPORTED INCIDENTS AND PERCENT OF TOTAL

	1974		1975	
CRIMINAL MISCHIEF*	1608	52%	3012	52%
ARSON	19	1%	36	1%
BOMB THREATS	92	3%	128	2%
ASSAULTS	19	1%	88	2%
POSSESSION OF WEAPONS	173	6%	203	4%
ROBBERY	62	2%	89	1%
BURGLARY	214	7%	300	5%
THEFT	230	7%	342	6%
ALCOHOL/DRUGS/MARIJUANA				
POSSESSION	254	8%	779	13%
USE	345	11%	678	12%
SALE	47	1%	47	1%
SEX OFFENSES	24	1%	59	1%
	<u>3087</u>	<u>100%</u>	<u>5761</u>	<u>100%</u>

PERCENT OF INCIDENTS IN WHICH THE OFFENDER BECAME KNOWN TO SCHOOL AUTHORITIES.

1974 - 19%

1975 - 18%

\*Includes offenses separately labeled "Breaking and Entering"

METHOD OF HANDLING

OFFENDER

(SEE NOTE BELOW)

	LAW ENFORCEMENT	PARENTS	OTHER*
CRIMINAL MISCHIEF			
1974	38%	62%	0%
1975	29%	29%	42%
ARSON			
1974	NOT AVAILABLE		
1975	73%	23%	4%
ASSAULTS			
1974	75%	15%	10%
1975	38%	59%	3%
POSSESSION OF WEAPONS			
1974	8%	59%	33%
1975	5%	82%	13%
POSSESSION OF ALCOHOL/DRUGS/MARIJUANA			
1974	25%	68%	7%
1975	47%	51%	2%
USE OF ALCOHOL/DRUGS/MARIJUANA			
1974	14%	84%	2%
1975	23%	75%	2%
SALE OF ALCOHOL/DRUGS/MARIJUANA			
1974	22%	71%	7%
1975	61%	39%	0%

\*OTHER may include the suspension of the person from school by school officials either with or without further referral to a counselor or social agency, etc.

\*Note: This chart reflects disposition of the offenders known to school authorities reflected on the previous page. (19% of total in 1974 and 18% of total in 1975).



## \$ DOLLAR LOSS DUE TO PROPERTY INCIDENTS

TYPE OF OFFENSE	DOLLAR LOSS	
	1974	1975
CRIMINAL MISCHIEF	78,206	114,110
ARSON	192,450	70,925
ROBBERY	1,134	2,450
BURGLARY	51,528	77,707
THEFT	7,292	14,852
TOTALS	\$ 330,610	\$ 280,044

## MOST COSTLY OFFENSES (IN TERMS OF PROPERTY)

TYPE OF OFFENSE	NO. OF INCIDENTS		% OF ALL INCIDENTS		DOLLAR LOSS		% CLEARED	
	1974	1975	1974	1975	1974	1975	1974	1975
CRIMINAL MISCHIEF	1,608	3,012	52%	52%	78,206	114,110	2%	3%
ARSON	19	36	1%	1%	192,450	70,925	0%	22%
BURGLARY	214	300	7%	5%	51,528	77,707	7%	1%
TOTALS	1,841	3,348	60%	58%	322,184	262,742	3%	3%

## PERCENTAGE BREAKDOWN FOR METHOD OF HANDLING OFFENSES

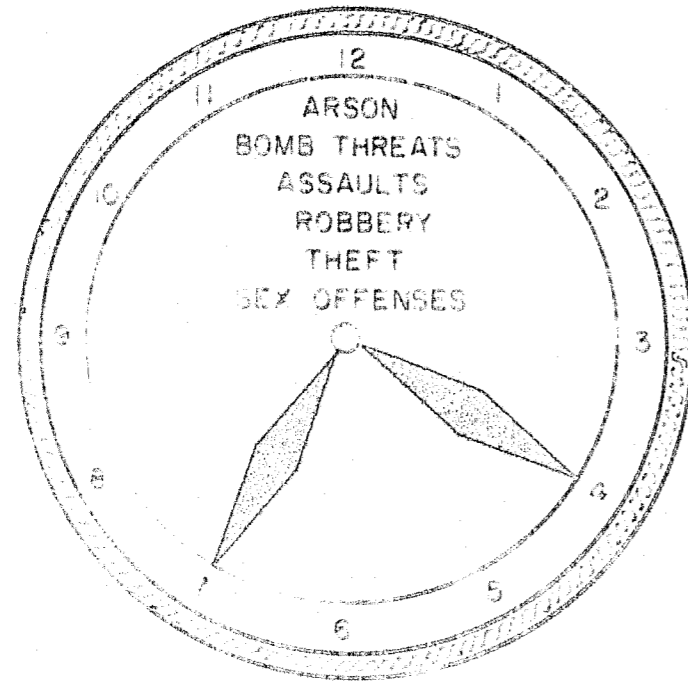
TYPE OF OFFENSE	1974			1975		
	LAW ENFORCT.	PARENTS	OTHERS	LAW ENFORCT.	PARENTS	OTHERS
CRIMINAL MISCHIEF	38 %	62 %	0 %	29 %	29 %	42 %
ARSON	NA	NA	NA	73 %	23 %	4 %
ASSAULTS	75 %	15 %	10 %	38 %	59 %	3 %
POSSESSION OF WEAPONS	8 %	59 %	33 %	5 %	82 %	13 %
ALCOHOL, DRUGS AND MARIHUANA :						
— POSSESSION	25 %	68 %	7 %	47 %	51 %	21 %
— USE	14 %	84 %	2 %	23 %	75 %	2 %
— SALE	22 %	71 %	2 %	61 %	39 %	0 %

## MOST COMMON DAY OF WEEK WHEN INCIDENTS OCCURRED

TYPE OF OFFENSE	DAYS OF WEEK						
	MON.	TUE.	WED.	THURS.	FRI.	SAT.	SUN.
CRIMINAL MISCHIEF						X	X
ARSON						X	X
BOMB THREATS	X		X				
ASSAULTS			X				
BURGLARY	X	X	X	X	X	X	X
THEFT	X	X	X	X	X		

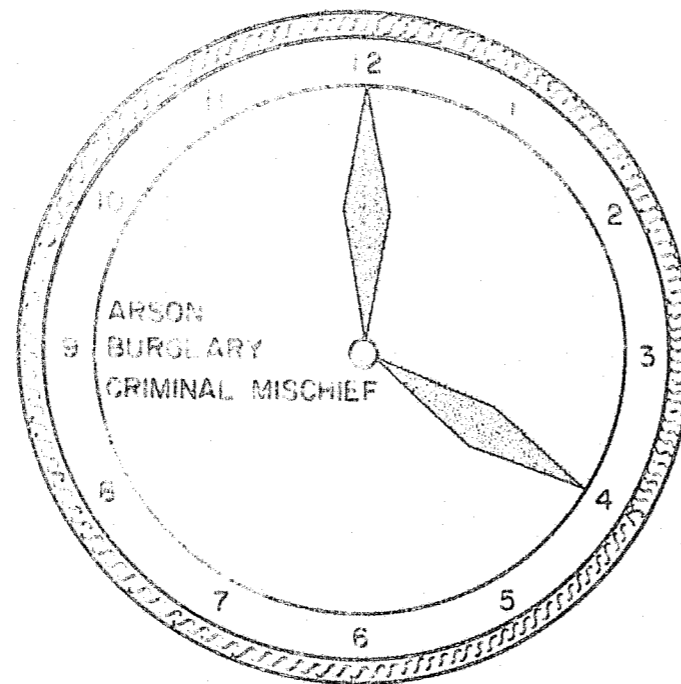
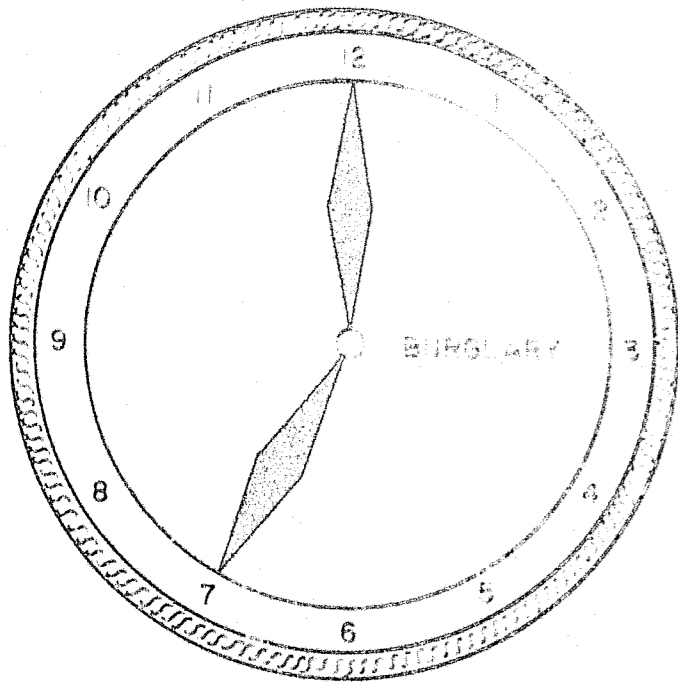
# CLOCK OF SCHOOL VANDALISM

DAYTIME (7AM-4PM)



MIDNIGHT - 7 A.M.

(4 PM - MIDNIGHT) NIGHTTIME



REPRODUCED FROM

STATE CRIME

RECORDS

Submitted to the Council on Crime and Delinquency

Prepared by the Department of Public Administration,  
The University of Texas at San Antonio, Texas

May 1968

## INTRODUCTION

The problem of crime occurring on school property has reached critical proportions throughout the United States. The effects are visible in every school district and at all levels of education. Crimes in the schools are separated into two main groups. The two divisions include crimes against property and crimes against persons. The broad categories of crimes against property include criminal mischief, breaking and entering, arson, bombing, burglary, robbery and theft. Crimes against persons include homicide, assault, possession, use and sale of alcohol and drugs.

The high crime rate on school property has fostered numerous studies. Such studies ascertain the number of incidents and the cost of each incident. Crimes against property are damaging in that such incidences involve materials which aid in the teaching process. The dollar cost of replacement or repair caused by property crimes utilizes money which is needed for the education of the children. In all areas of crime committed on school property everyone loses. The teachers and the students lose for lack of materials and the citizens lose by way of increased taxes. Although crimes against persons are feared most, the damage is hard to calculate. Mental anguish and the loss of a human life are impossible to express in dollars and cents. Only the victim and his family can realize the damage caused by an incidence of assault, rape or homicide.

The Senate Subcommittee on Juvenile Delinquency conducted a study in 1970 of 110 school districts in the United States. The study found that the crime rate in the schools has doubled since 1964. The greatest significance occurred in the following categories: robberies had increased 306 per cent; crimes by non-students had increased 2600 per cent; and assaults on teachers had increased 7100 per cent. The 1971 publication of the National School Public Relations Association estimated the national loss suffered from school vandalism, theft and arson runs to 200 million dollars a year.<sup>1</sup> A study conducted in the schools of New York City during 1971 revealed that glass breakage alone cost the city \$1,299,000 dollars. The damage caused by unlawful entries of various types was estimated at \$1,371,000 dollars and fires cost the New York City tax payers \$266,000 dollars.<sup>2</sup>

The June 1973 issue of School Product News reported the findings of a survey including 331 of the 15,000 school systems

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(1) Safe Schools Act, House of Representatives, General Subcommittee on Education of the Committee on Education and Labor H.R. 3101 and H.R. 10641 (Washington, D.C.: Government Printing Office, 1972), p. 10.

(2) Safe Schools Act, p. 70.

in the United States. The average annual vandalism loss ranged in dollar amount from \$12,415 for schools with an enrollment of from 5,000 to 10,000 to a high of \$243,925 for those schools with an enrollment of over 25,000 students.<sup>3</sup> Doctor Norman B. Scharer, President of the American Association of School Administrators told the National School Directors Conference in 1973 that "A conservative estimate of the cost of vandalism, theft and arson to schools in this country this year will reportedly be over a half billion dollars."<sup>4</sup> A report published by the Law Enforcement Assistance Association in March, 1976 cited a study conducted by the Senate Subcommittee on Juvenile Delinquency. The Senate Subcommittee discovered that from 1970 to 1973 there was an 85 per cent increase in assaults on students and a 77 per cent increase in assaults on teachers.<sup>5</sup>

All of the aforementioned studies emphasized the need for more research in an effort to determine the causes and effects of crimes committed in the schools. Methods must be found to combat this serious problem which affects all of us. In conjunction with the need to conduct more research in the areas of causes and effect of crimes committed on school property this survey was instituted.

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(3) Safe Schools Act, House of Representatives, General Subcommittee on Education of the Committee on Education and Labor H.R. 2650 (Washington, D.C: Government Printing Office, 1973), p. 70.

(4) Safe Schools Act, p. 70.

(5) San Antonio News, April 6, 1976, p. 10.

## OBJECTIVES AND PROCEDURES

The senior class of the Department of Public Justice, St. Mary's University was requested to assist the Alamo Area Council of Governments in gathering information pertinent to an accurate and complete description of the criminal mischief problem in Bexar County Schools. The seniors conducted research to determine the full extent of criminal mischief and other major crimes committed in schools, on school property, and on school buses. From the factual information gathered, AACOG will be able to draw conclusions and to determine whether criminal mischief should be a major point of concern to the citizens of Bexar County.

The seniors attempted to identify the variables related with a high crime rate. Quantitative analyses on such variables as location, time, day of week, and month were reported to determine the high or low crime categories. Information was also gathered concerning the cost of these crimes and how much of this money was recovered from other sources. Furthermore, the group attempted to identify which type of individual is most prone to commit these crimes, and whether at the time of the offense they were under the influence of alcohol or drugs.

It is hoped this project will promote public awareness and will generate interest in attacking the extensive problem of criminal mischief. From this research, those in a position to make changes can make more rational decisions on what actions to take to alleviate the problem areas. This project is the first in Texas, and one of the few in the United States, which collected information covering a metropolitan area. Hopefully, this study will encourage other counties to undertake a similar project to gain realistic perspectives on their criminal mischief problem.

It was decided that a questionnaire would be the most appropriate method of gathering the necessary information. A questionnaire was designed and statistics were collected in the following areas: homicide/manslaughter; assault; robbery; arson; criminal mischief; burglary, breaking and entering; theft; bombings, bomb threats; possession, sale or use of weapons, alcohol, marijuana, and drugs; and sex offenses. Incidences of these crimes, in addition to the variables mentioned earlier, were included. The researchers then separated into groups of two and three, and school districts were divided equally among them. After clearing their intentions with the superintendent of each school district, the teams made appointments with the principals of each school in the district to administer the questionnaire for the years 1974 and 1975. A total of 230 schools were surveyed representing a total enrollment of 190,240 students.

Based on the experience in gathering this information, recommendations are made which should aid the school districts in alleviating their criminal mischief problem. The findings concerning the aforementioned offenses are listed below. Each of the teams was responsible for recording the results of a combination of offenses. Some of the results lent themselves to comparison and others did not. The reader is advised not to draw conclusions from apparent increases of certain offenses because they may be due to improved reporting procedures, or other factors not related to actual increases in offenses.

CRIMINAL MISCHIEF

Criminal mischief, commonly referred to as vandalism is the intentional, conscious, or malicious defacing, damaging, or otherwise destroying of property other than your own. The data collected on incidences of criminal mischief reflect only those acts which resulted from malicious, intentional, or negligent acts. Excluded from the data were those acts of an accidental or questionable nature. In addition, the damage or destruction of property resulting from an intentionally set fire was not recorded under this category, but rather under the separate category of arson.

Few of the 230 schools surveyed escaped the reach of acts of criminal mischief. Unlike other incidences, criminal mischief acts were apparent in elementary, middle, and senior high schools alike. The most prevalent form of criminal mischief found in the survey was the intentional breakage of windows. In this respect, maintenance records maintained by the San Antonio area school districts were extremely helpful in securing the necessary data.

Data on other acts of criminal mischief proved difficult to secure. The difficulty became apparent in the quest of the researchers to obtain the most accurate and comprehensive data regarding the extent of this persistent crime. Often, no records on criminal mischief incidences were kept. Thus, surveyors had to rely upon the recollection of principals and other school administrators. Those incidences recalled appeared to be the most costly ones and those occurring in latter months of 1975. Consequently, the data would seemingly underestimate the actual extent of these criminal acts. For these same reasons, no conclusion as to an increase in the number and cost of incidences or criminal mischief as well as other incidences could be reliably documented. The relatively high attrition rate among elementary school principals also hampered efforts to ascertain whether such an increase did, in fact, exist and to collect accurate and comprehensive data. Thus, caution must be exercised in drawing conclusions as to any increase or decrease in any of the incidences surveyed.

The following tables illustrate the extent and costs of reported incidences of criminal mischief.

TABLE I

FREQUENCY OF REPORTED INCIDENCES OF CRIMINAL MISCHIEF BY CALENDAR YEAR

	<u>Number of Incidences Reported</u>	<u>Average Number of Incidences Committed Daily</u>	<u>Number of Incidences Reportedly Cleared</u>	<u>Clearance Rate</u>
Criminal Mischief				
1974	1,478 <sup>a</sup>	1	32	2.1%
1975	2,757 <sup>b</sup>	7.6	95	3.4%

<sup>a</sup>Figures represents 47.8% of all reported incidences (3,091) occurring in 1974.

<sup>b</sup>Figure represents 47.8% of all reported incidences (5,762) occurring in 1975.

TABLE II

REPORTED COST OF INCIDENCES OF CRIMINAL MISCHIEF BY CALENDAR YEAR

	<u>Total Dollar Reported</u>	<u>Average Cost per Incidence</u>	<u>Total Reported Dollar Recovery</u>	<u>Percent Recovered</u>
Criminal Mischief				
1974	\$80,077.73 <sup>a</sup>	\$54.18	\$1,872	2.3%
1975	\$119,270.35 <sup>b</sup>	\$43.26	\$4,160.02	4.3%

<sup>a</sup>Figure represents 19.5% of the reported total dollar cost of all incidences occurring in 1974.

<sup>b</sup>Figure represents 35.6% of the reported total dollar cost of all incidences occurring in 1975.

Criminal mischief was, both in 1974 and in 1975, the most frequently committed offense. During both calendar years, incidences of criminal mischief accounted for nearly fifty per cent of all incidences reported. In addition, the reported clearance rate during both years was below four per cent.

The total dollar cost of criminal mischief ranked second behind the total dollar cost of incidences of arson. The low clearance rates of incidences are particularly responsible for the low rates of dollar recovery during the years of 1974 and 1975. However, some school districts have insurance coverage which permits them to recover a portion of the money lost under certain circumstances.

The following three tables reflect the data concerning the chronological distribution of incidences. As chronological data were not available on all reported incidences, the figures presented in these three tables reflect only those identifiable incidences.

TABLE III

HOURLY DISTRIBUTION OF INCIDENCES OF CRIMINAL MISCHIEF BY CALENDAR YEAR

Criminal Mischief	Percentage of Incidences Occurring Between:		
	7 a.m. to 4 p.m.	4 p.m. to Midnight	Midnight to 7 a.m.
1974 <sup>a</sup>	7.8% (78) <sup>c</sup>	52.7% (524)	39.5% (393)
1975 <sup>b</sup>	11.5% (115)	72.1% (721)	16.4% (164)

<sup>a</sup>995 criminal mischief acts were identified by time of occurrence in 1974.

<sup>b</sup>1,000 criminal mischief acts were identified by time of occurrence in 1975.

<sup>c</sup>Numbers in parenthesis indicate the number of criminal mischief acts occurring during that time frame.

TABLE IV

DAILY DISTRIBUTION OF INCIDENCES OF CRIMINAL MISCHIEF BY CALENDAR YEAR

Criminal Mischief	Percentage and Number of Incidences occurring on:						
	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
1974:							
Percentage	5.7	9.2	8.5	7.1	6.4	36.2	26.9
Number	8	13	12	10	9	51	38
1975:							
Percentage	4.9	8	6.8	6.1	9.9	36	28.4
Number	26	42	36	32	51	189	149

The available chronological data reveals that the majority of criminal mischief acts occurred between the hours of 4 p.m. and midnight. During the calendar years of 1974 and 1975, nearly ninety per cent of those identified acts took place during "after school hours". (i.e. 4 p.m. to 7 a.m.) Available data on the daily distribution of incidences indicate that Saturday was the most popular day of the week for such incidences, while Sunday was the second most popular during 1974 and 1975. These two days, Saturday and Sunday, accounted for slightly over 63 per cent of the identifiable criminal mischief acts during each calendar year. Also noteworthy is the fact that many such incidences reportedly occurred on the "weekend". However, the inability of surveyors to ascertain whether these incidences occurred on Saturday or on Sunday excluded the inclusion of such incidences in the recorded data.

TABLE V

MONTHLY DISTRIBUTION OF INCIDENCES OF CRIMINAL MISCHIEF OF CALENDAR YEAR

Criminal Mischief	Percentage and Number of Incidences occurring in:											
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
1974:												
Percentage	5.9	7.2	7.8	12	8.4	12	13.7	4.8	7.2	5.4	6.4	7.2
Number	10	12	13	20	14	20	23	8	12	9	14	12
1975:												
Percentage	7.8	7.3	15.8	6.5	12.6	7.8	6.5	4.2	7.5	10.3	5.6	8.1
Number	48	43	93	38	74	46	38	25	44	61	33	48

With reference to the monthly distribution of incidences, fewer incidences (percentage-wise) were committed during the month of August during both calendar years. Available data on the monthly distribution of criminal mischief acts did not reveal a month in which the rate of reported incidences of criminal mischief was consistently high.

The following two tables relate to the identified criminal mischief offenders. Data relating to these offenders were often unavailable. For example, the 32 incidences cleared in 1974 resulted in the apprehension of 45 offenders. However, data relating to the ages of these 45 offenders were available on only 29 of them and data relating to the method of handling the 45 offenders were available on only 40 offenders.



TABLE VI

DATA RELATING TO THE OFFENDER'S SEX AND AGE AND THE NUMBER OF INCIDENTS KNOWN TO HAVE BEEN COMMITTED BY A GROUP (2 or more) OF OFFENDERS BY CALENDAR YEAR

	Number of Incidences Reportedly Cleared	Percent or Male Offenders	Percent of Female Offenders	Age Range of Offenders	Number of Incidences Committed by a Group
Criminal Mischief					
1974	32	95.6(43) <sup>a</sup>	4.4 (2)	8-17	13
1975	95	87.5(112)	12.5 (16)	7-24	19

<sup>a</sup>Numbers in parenthesis indicate the number of offenders identified as male or female.

TABLE VII

DATA ON THE METHOD OF HANDLING CRIMINAL MISCHIEF OFFENDERS BY CALENDAR YEAR

	Percentage and Number of Offenders Turned Over to:		
	Law Enforcement Agencies	Parents	Other*
Criminal Mischief			
1974:			
Percentage	37.5	62.5	0
Number	15	25	0
1975:			
Percentage	29	29	42
Number	20	20	29

\*Others may include the suspension of the offender from school by school officials, the referral of the offender to a counselor or social agency, etc.

From the data, it is impossible to draw valid conclusions. Surveyors were unable to ascertain the actual extent or cost of criminal mischief acts due to the incompleteness of the data. The actual extent and cost of these acts will remain unknown until a more accurate and uniform system of "by incidence" reporting is devised and implemented.

ARSON

Arson was defined as the malicious burning or attempting to burn the property of another, in this case school property. Thus, incidences of arson were not limited to the intentional burning of school buildings, but were extended to the intentional burning of any property on the school grounds. It is noteworthy that many fires are started in an effort to conceal evidence of another crime such as burglary. Data on arson incidence were perhaps more accurate and comprehensive than data on incidences of criminal mischief. Whereas many other acts of vandalism are forgotten, incidences of arson are seldom forgotten.

The following two tables reveal data on the extent and cost of reported incidences of arson occurring in San Antonio area schools during the calendar years of 1974 and 1975.

TABLE VIII

FREQUENCY OF REPORTED INCIDENTS OF ARSON BY CALENDAR YEAR

	Number of Incidences Reported	Average Number of Incidences Committed Daily	Number of Incidences Reportedly Cleared	Clearance Rate
Arson				
1974	19 <sup>a</sup>	.05 <sup>c</sup>	0	0
1975	36 <sup>b</sup>	.09 <sup>d</sup>	8	22.2%

<sup>a</sup>Figure represents .6% of all reported incidences (3,091) occurring in 1974.

<sup>b</sup>Figure represents .6% of all reported incidences (5,762) occurring in 1975.

<sup>c</sup>Available data indicated that, on the average, 1 arson incidence occurred every 19.3 days in 1974.

<sup>d</sup>Available data indicated that, on the average, 1 arson incidence occurred every 10.1 days in 1975.



TABLE IX  
REPORTED COST OF INCIDENTENCES OF  
ARSON BY CALENDAR YEAR

	<u>Total Reported Dollar Cost</u>	<u>Average Cost Per Incidence</u>	<u>Total Reported Dollar Recovery</u>	<u>Percent Recovered</u>
Arson				
1974	\$254,362.11 <sup>a</sup>	\$13,387.48	\$61,912.11	24.3%
1975	\$103,532.44 <sup>b</sup>	\$ 2,875.90	\$32,607.64	31.5%

<sup>a</sup>Figure represents 62% of the reported dollar cost of all incidences occurring in 1974.

<sup>b</sup>Figure represents 30.9% of the reported dollar cost of all incidences occurring in 1975.

With the exception of bombings, incidences of arson, during the calendar years of 1974 and 1975, were the least frequently committed crimes against property. During both years, less than one per cent of all reported incidences were classified as arson. However, during 1974, the total dollar cost of the 19 reported incidences accounted for 62 percent of the total dollar cost of all incidences reported, ranking arson as the most destructive incidence in terms of dollars and cents during that year. Despite the "apparent" decrease in the total dollar cost of arson incidences in 1975, arson ranked second only to the total dollar cost of incidences of criminal mischief. The relatively high rates of dollar recovery during both calendar years was largely due to fire insurance coverage.

Chronological data relating to incidences of arson are presented in the following tables.

TABLE X  
HOURLY DISTRIBUTION OF INCIDENTENCES  
OF ARSON BY CALENDAR YEAR

	Percentage and Number of Incidences Occurring Between:		
	<u>7 a.m. to 4 p.m.</u>	<u>4 p.m. to Midnight</u>	<u>Midnight to 7 a.m.</u>
Arson			
1974:			
Percentage	55.6	11.1	33.3
Number	5	1	3
1975:			
Percentage	28.6	45.7	25.7
	10	16	9

TABLE XI  
DAILY DISTRIBUTION OF INCIDENTENCES  
OR ARSON BY CALENDAR YEAR

	Percentage and Number of Incidences Occurring on:						
	<u>Mon.</u>	<u>Tues.</u>	<u>Wed.</u>	<u>Thurs.</u>	<u>Fri.</u>	<u>Sat.</u>	<u>Sun.</u>
Arson							
1974:							
Percentage	11.1	--	11.1	11.1	---	33.3	33.3
Number	1	--	1	1	---	3	3
1975:							
Percentage	---	11.9	5.9	17.6	17.6	23.5	23.5
Number	---	2	1	3	3	4	4

TABLE XII

MULTIPLY DISTRIBUTION OF INCIDENTS IN THE ARMY BY CALENDAR YEAR

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TABLE XIII

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BOMBINGS AND BOMB THREATS

The term bomb threats refers to those real or simulated expressions of intent to use an incendiary or explosive device. Bombings referred to the actual use of an incendiary or explosive device with the intent of causing physical harm to others or destruction of another's property. While the bomb threat in itself is not of a physically harmful or destructive nature, the threat cannot be taken lightly, particularly in the school environment since actual bombings are more often than not preceded by bomb threats. Bombings, like arson, can result in the destruction of thousands of dollars of property within a matter of seconds. However, of far more serious concern is the potential number of deaths and injuries an exploded bomb in an occupied school building could cause.

The following table reflects the frequency and extent of reported incidences of bombings and bomb threats occurring in San Antonio area schools during the calendar years of 1974 and 1975.

TABLE XV  
FREQUENCY OF REPORTED INCIDENCES OF BOMBINGS AND BOMB THREATS BY CALENDAR YEAR

	Number of Incidences Reported	Average Number of Incidences Committed Daily	Number of Incidences Reportedly Cleared	Clearance Rate
Bombings				
1974	3 <sup>a</sup>	.008 <sup>e</sup>	2	66.7%
1975	1 <sup>b</sup>	.003 <sup>f</sup>	1	100%
Bomb Threats				
1974	92 <sup>c</sup>	.25 <sup>g</sup>	5	5.4%
1975	128 <sup>d</sup>	.35 <sup>h</sup>	6	4.7%

<sup>a</sup>Figure represents .09% of all incidences reported (3,091) occurring in 1974.

<sup>b</sup>Figure represents .02% of all incidences reported (5,762) occurring in 1975.

<sup>c</sup>Figure represents 3% of all incidences reported (3,091) occurring in 1974.

<sup>d</sup>Figure represents 2.2% of all incidences reported (5,762) occurring in 1975.

<sup>e</sup>Available data indicated that, on the average, 1 bombing incidence occurred every 122 days in 1974.

<sup>f</sup>Available data indicated that, on the average, 1 bombing incidence occurred every 365 days in 1975.

<sup>g</sup>Available data indicated that, on the average, 1 bomb threat was received every 3.98 days in 1974.

<sup>h</sup>Available data indicated that, on the average, 1 bomb threat was received every 2.85 days in 1975.

The data indicated that in 1974 and in 1975, although bomb threats were not uncommon occurrences in San Antonio area schools, bombing incidences were seldomly committed.

Chronological data on incidences of bombings were restricted to time of occurrence. The available data on bombing incidences were reported to have occurred between the hours of 7 a.m. and 4 p.m. Daily and monthly distribution data on bombing incidences occurring during the two years were not available to surveyors.

The following tables reflect the chronological data on incidences of bomb threats occurring in San Antonio area schools during the calendar years of 1974 and 1975.

TABLE XVI  
HOURLY DISTRIBUTION OF BOMB THREAT INCIDENCES BY CALENDAR YEAR

	Percentage and Number of Incidences Received Between:		
	7 a.m. to 4 p.m.	4 p.m. to Midnight	Midnight to 7 a.m.
Bomb Threats			
1974:			
Percentage	92.6	7.4	0
Number	50	4	0
1975:			
Percentage	98.9	0	1.1
Number	92	0	1

TABLE XVII  
DAILY DISTRIBUTION OF BOMB THREAT INCIDENCES BY CALENDAR YEAR

	Percentage and Number of Incidences Received on:						
	Mon.	Tue.	Wed.	Thurs.	Fri.	Sat.	Sun.
Bomb Threats							
1974:							
Percentage	29	9.7	29	6.5	19.3	6.5	0
Number	9	3	9	2	6	2	0
1975:							
Percentage	27.8	11.1	25	13.9	19.4	0	2.8
Number	10	4	9	5	7	0	1

TABLE XVIII

MONTHLY DISTRIBUTION OF BOMB THREAT  
INCIDENCES BY CALENDAR YEAR

Percentage and Number of Incidences Received In:*										
	J A N	F E B	M A R	A P R	M A Y	S E P	O C T	N O V	D E C	
Bomb Threats 1974:										
Percentage	4.2	16.6	12.5	4.2	12.5	16.6	25	4.2	4.2	
Number	1	4	3	1	3	4	6	1	1	
1975:										
Percentage	22.6	9.7	16.1	3.2	3.2	12.9	16.1	9.7	6.5	
Number	7	3	5	1	1	4	5	3	2	

\*The months of June, July, and August have been omitted due to the fact no incidences of bomb threats were reportedly received in those months.

Chronological data on bomb threat incidences occurring during the two years surveyed indicated that the overwhelming majority, over 92 per cent, of such threats were received during the hours of 7 a.m. to 4 p.m. The daily distribution of bomb threat incidences during both years indicated that most threats were received on Mondays, followed in order by Wednesdays and Fridays. October appeared to be the most "popular" month in which most bomb threats were received.

Data available to surveyors on the bombing and bomb threat offenders were limited. The clearance of two of the three bombing incidences occurring in 1974 resulted in the identification of three male offenders. One of these three cleared incidences were committed by a group (2 or more offenders). Data regarding the method of handling offenders were available on only two offenders, one of whom was turned over to a law enforcement agency, while the other one was turned over to his parents. Data were unavailable on the one bomb incidence occurring in 1975. Although data were available on bomb threat offenders for the two calendar years, its questionable nature prevents its inclusion in this survey report.

## CRIMINAL HOMICIDE

The Texas Penal Code declares that "a person commits criminal homicide if he intentionally, knowingly, recklessly, or with criminal negligence, causes the death of an individual." Criminal homicide includes murder, capital murder, voluntary manslaughter, involuntary manslaughter and criminally negligent homicide.

According to the available data, in the San Antonio area schools, there was one criminal homicide committed during the 1974 calendar year. This incidence was cleared with the arrest of a 17-year-old male, school drop-out. The incidence occurred on a Tuesday in November between the hours of 4:00 p.m. and 12:00 a.m.

During the 1975 calendar year there were no criminal homicides recorded.

Criminal homicide is not a significant factor in school related crimes.

## ASSAULTS

The Texas Penal Code declares that "a person commits an assault if he intentionally, knowingly, recklessly causes bodily injury to another, or intentionally or knowingly threatens another with bodily injury; or intentionally, or knowingly causes physical contact with another, when he reasonably believes that the other will regard the contact as offensive or provocative". Assault includes aggravated assaults, deadly assault on a peace officer, injury to a child, terroristic threat and aiding suicide.

The available data indicate that there were 19 incidences of assault during the 1974 calendar year of which 12 per cent were cleared.

Most incidences occurred during March and November. Of all of the incidences, 36.8 per cent occurred between 7:00 a.m. and 4:00 p.m. and 10.5 per cent occurred between 4:00 p.m. and 12:00 a.m. Ninety-four per cent of the assailants were males, whereas 6.2 were female. The ages of the assailants ranged from 14 to 50 years. The majority of assailants were between 14 to 18 years of age. The method of handling offenders was that 23 were turned over to law enforcement agencies, 5 to parents, and 3 were unspecified.

This study determined that an assault occurred in the San Antonio area schools approximately every nineteen days during the 1974 calendar year.

The available data indicate that during 1975, there were 88 incidences of assault, ninety-seven per cent were cleared. The incidences occurred during all months of the year except June, July and August. They also occurred every day of the week except Sunday.

The per cent and number of occurrences on a daily basis were 12.6 per cent or 8 on Monday, 6.3 per cent or 4 on Tuesday, 31.1 per cent or 25 on Wednesday, 17.4 or 11 on Thursday, 22.6 per cent or 14 on Friday, and 1.6 per cent or one on Saturday. The percentages and number of occurrences on a monthly basis were 6.2 per cent or 4 in January, 12.5 per cent or 8 in February, 17.1 per cent or 11 in March, 9.3 per cent or 6 in April, 12.5 per cent or 8 in May, 6.2 per cent or 4 in September, 15.6 per cent or 10 in October, 14 per cent or 9 in November, and 6.2 per cent or 4 in December. The time of incidences were 92 per cent or 63 between the hours of 7:00 a.m. and 4:00 p.m., and 5 per cent or 4 between 4:00 p.m. and 12:00 a.m.

There were 44 per cent or 30 males and 10 per cent or 13 females. Assailants ages ranged from 14 to 50 years. Alcohol was a factor affecting one individual.

Six out of 88 incidences were committed by a group of two or more. The educational status was that 62 were in school, 12 out of school, and 3 were drop-outs. The method of handling the offenders were that 21 were turned over to law enforcement agencies, 33 to parents and 2 were unspecified.

This study determined that an assault occurred in the San Antonio area schools approximately once every five days during the 1975 calendar year. The majority of incidences of assault occurred during the school year and during the school week.

## ROBBERY, BURGLARY, AND THEFT

Robbery is the act of stealing or taking anything of value from a person by force or violence or intimidation.

Burglary includes housebreaking, safecracking or any unlawful entry to commit a felony or a theft, even though no force was used to gain entrance.

Theft is defined as taking of property such as taking of bicycles, automobile accessories, shoplifting, pocket-picking or any stealing of property or article of value.

With reference to robbery in the year of 1974 the schools reported a total of 62 incidences of which 11 per cent were cleared. Such incidences occurred with a frequency of one every 6 days, and costing the schools a sum of \$1,134.00. Zero percent was recovered. In dollar value, an average of \$18.29 per incident was calculated.

Of the total incidences reported 66 per cent occurred between 7 a.m. and 4 p.m., 8 per cent between 4 p.m. and 12 a.m., and 3 per cent between 12 a.m. and 7 a.m. Twenty-three per cent of all incidences were not classified in any category. All the offenders were males.

In the same year with reference to burglary, there were a total of 214 incidences reported, of which 7 per cent were cleared. Such incidences occurred with a frequency of one every 1.7 days, costing the schools a total sum of \$59,916 of which 14 per cent was recovered. In dollar value, an average of \$279.98 per incidence was recovered.

Of the total incidences reported, 4 per cent occurred between the hours of 7 a.m. and 4 p.m.; 26 per cent between 4 p.m. and 12 a.m.; 36 per cent between 12 a.m. and 7 p.m. While 34 per cent were not classified in any of the categories. All the offenders were males.

In the same year with reference to theft there were a total of 230 incidences reported of which only 24 per cent was cleared. These incidences occurred with a frequency of one every 1.6 days. The cost totaled \$1,115.38 of which only 20 per cent was recovered. In dollar value, an average of \$39.63 per incidence was recovered.

Of the total incidences reported, 27 per cent occurred between the hours of 7 a.m. and 4 p.m.; 10 per cent between 4 p.m. and 12 a.m.; zero per cent between 12 a.m. and 7 a.m. Sixty-three per cent were not classified in any category.

Of the total offenders identified, males accounted for 83 per cent and females for 17 per cent of the incidences.

In 1975, the findings reveal that the schools reported, with reference to robbery, 89 incidences of which 31 per cent were cleared. Such incidences occurred with a frequency of one every 4 days. In dollar value, the cost to the schools totaled \$2,500, of which only 2 per cent was recovered, a sum of \$50.

Of the total incidences reported, 88 per cent occurred between the hours of 7 a.m. and 4 p.m.; 3 per cent between 4 p.m. and 12 a.m.; and zero per cent between 12 a.m. and 7 a.m. While 9 per cent was not classified in any category.

Of the total offenders identified, males accounted for 94 per cent of the incidences, while females accounted for 6 per cent.

That same year the schools reported with reference to burglary 300 incidents of which 1 per cent was cleared. Such incidences occurred with a frequency of one every 12 days, costing the schools \$81,797 of which 5 per cent was recovered. In dollar value, an average of \$272.65 per incidence was recovered.

Of the total incidences reported, 7 per cent occurred between the hours of 7 a.m. and 4 p.m.; 37 per cent between 4 p.m. and 12 a.m.; 37 per cent between 12 a.m. and 7 a.m. While 19 per cent of all incidents was not classified in any category.

Of the total offenders identified, males accounted for 96 per cent of the incidents, while females accounted for 4 per cent of the incidents.

With reference to theft, there were a total 342 incidences reported, of which 26 per cent was cleared. Such incidences occurred with a frequency of one every 1.6 days, costing the schools a total sum of \$17,071 of which only 13 per cent was recovered. In dollar value, an average of \$49.91 per incident was recovered.

Of the total incidents reported, 32 per cent occurred between the hours of 7 a.m. and 4 p.m.; 10 per cent between the hours of 4 p.m. and 12 a.m.; 5 per cent between 12 a.m. and 7 a.m., while 53 per cent of all incidences was not classified in any category.

Of the total offenders identified, males accounted for 79 per cent of the incidents, while females accounted for 21 per cent of the incidents.

TABLE XIX A  
ROBBERY, BURGLARY, AND THEFT FOR 1974

Frequency	% Cleared	Cost	% Recovered	Average per Incidence
62	11%	\$ 1,134.00	0%	\$ 18.29
214	7%	\$59,196.00	14%	\$279.98
230	24%	\$ 9,115.38	20%	\$ 39.63

TABLE XIX B  
PERCENT BY TIME OF DAY AND SEX FOR 1974

	% 7 a.m. to 4 p.m.	% 4 p.m. to 12 a.m.	% 12 a.m. to 7 a.m.	% Males	% Females
Robbery	66%	8%	3%	100%	0%
Burglary	4%	26%	6%	100%	0%
Theft	27%	10%	0%	83%	17%

TABLE XX A  
ROBBERY, BURGLARY, AND THEFT FOR 1975

Frequency	% Cleared	Cost	% Recovered	Average per Incidence
89	31%	\$ 2,500.00	2%	\$ 28.08
300	1%	\$81,796.89	5%	\$272.65
342	26%	\$17,070.89	13%	\$ 49.91

TABLE XX B  
PERCENT BY TIME OF DAY AND SEX FOR 1975

	% 7 a.m. to 4 p.m.	% 4 p.m. to 12 a.m.	% 12 a.m. to 7 a.m.	% Males	% Females
Robbery	88%	3%	0%	94%	6%
Burglary	7%	37%	37%	96%	4%
Theft	32%	10%	5%	79%	21%

TABLE XXIPERCENTAGE OF INCIDENCES COMMITTED  
FOR ROBBERY, BURGLARY AND THEFT

Number of Incidences 1974	
Robbery	214
Burglary	62
Theft	230
Total	506

TABLE XXIIPERCENTAGE OF INCIDENCES COMMITTED  
FOR ROBBERY, BURGLARY AND THEFT

Number of Incidences 1974	
Robbery	300
Burglary	89
Theft	342
Total	731

TABLE XXIIIPERCENTAGE OF INCIDENCES COMMITTED  
BY FEMALE OFFENDERS

Percent of Offenses Committed During 1974	
Robbery	0%
Burglary	0%
Theft	17%

TABLE XXIVPERCENTAGE OF INCIDENCES COMMITTED  
BY FEMALE OFFENDERS

Percent of Offenses Committed During 1975	
Robbery	6%
Burglary	4%
Theft	21%

TABLE XXVNUMBER OF OFFENSES COMMITTED DURING  
WEEK DAYS AND WEEKENDS

	1974	
	Week Days	Week Ends
Robbery	4	2
Burglary	34	59
Theft	43	12
Total	81	73

TABLE XXVINUMBER OF INCIDENCES COMMITTED DURING  
WEEK DAYS AND WEEKENDS

	1975	
	Week Days	Week Ends
Robbery	4	2
Burglary	84	88
Theft	94	21
Total	182	111
Percentage	62.11	37.88

TABLE XXVII

NUMBER OF INCIDENCES COMMITTED BY INDIVIDUALS  
IN SCHOOL, OUT OF SCHOOL, AND DROPOUTS

	1974		
	<u>In School</u>	<u>Out Of School</u>	<u>Dropouts</u>
Robbery	0	3	0
Burglary	24	9	2
Theft	39	1	4
Total	63	13	6
Percentage	76.82	15.85	7.31

TABLE XXVIII

NUMBER OF INCIDENCES COMMITTED BY INDIVIDUALS  
IN SCHOOL, OUT OF SCHOOL, AND DROPOUTS

	1975		
	<u>In School</u>	<u>Out of School</u>	<u>Dropouts</u>
Robbery	27	1	1
Burglary	33	19	6
Theft	30	2	7
Total	90	22	14
Percentage	71.42	17.46	11.11

POSSESSION OF WEAPONS, ALCOHOL,  
MARIJUANA, AND DRUGS

In the years of 1974 and 1975, the data indicate the following:

TABLE XXIX

FREQUENCY AND PERCENTAGE OF  
OFFENSES AND NUMBER CLEARED

	<u>Incidences</u>		<u>Cleared</u>	
	<u>1974</u>	<u>1975</u>	<u>1974</u>	<u>1975</u>
Weapons	173	203	59%	87%
Alcohol	75	55	60%	89%
Marijuana	155	674	68%	28%
Drugs	24	50	71%	82%

The figures indicate that in 1975 a more significant percentage of incidences were cleared. In the category of possession of marijuana the percentage was lower probably due to a better methodology in handling the problem.

TABLE XXX

PERCENTAGE COMMITTED BY  
MALES AND FEMALES

	<u>Males</u>		<u>Females</u>	
	<u>1974</u>	<u>1975</u>	<u>1974</u>	<u>1975</u>
Weapons	69%	67%	3%	6%
Alcohol	44%	67%	16%	21%
Marijuana	60%	46%	11%	29%
Drugs	13%	46%	33%	29%



The ages of the offenders varied with each category. For possession of weapons in 1974 the range was from 7 to 17 years of age, but a higher percentage was between 10 to 16 year olds. For possession of weapons in 1975 the range was from 6 to 18 years of age, but the highest percentage with 15 year olds. For alcohol in 1974 the range was from 10 to 15 year olds, and for 1975 the range was 13 to 18. For marijuana in 1974 the range was from 8 to 18 year olds, but a higher percentage of offenders were 12, 13, 14, 15, and 18 years of age. For marijuana in 1975 the range was from 9 to 19 with a higher percentage between 14 to 17 year olds. And for drugs in 1974 the average age of the offender was 15 years of age. In 1975, the range was between 12 to 18 years of age, no specific age year was outstanding.

TABLE XXXI  
METHOD OF HANDLING THE  
OFFENDERS

	<u>Law Enforcement Agencies</u>		<u>Parent</u>		<u>Other</u>	
	<u>1974</u>	<u>1975</u>	<u>1974</u>	<u>1975</u>	<u>1974</u>	<u>1975</u>
Weapons	5	9	36	141	21	21
Alcohol	-	6	12	40	4	-
Marijuana	21	68	62	63	5	4
Drugs	8	25	5	4	-	-

Of the incidences reported in 1974 and 1975, the parents seem to play a vital role in handling the offenders. The table tends to indicate that in the category of possession of drugs a law enforcement agency had to handle that particular type of incidence more often.

USE OF ALCOHOL, MARIJUANA,  
AND DRUGS

In the years of 1974 and 1975, the data indicate the following:

TABLE XXXII  
FREQUENCY AND PERCENTAGE OF  
OFFENSES AND NUMBER CLEARED

	<u>Incidences</u>		<u>Cleared</u>	
	<u>1974</u>	<u>1975</u>	<u>1974</u>	<u>1975</u>
Alcohol	214	224	33%	40%
Marijuana	110	416	77%	27%
Drugs	21	38	52%	55%

According to the reported data the incidences cleared varies in both 1974 and 1975. In the use of marijuana a greater number of incidences was reported for 1975 but yet a lower percentage was cleared as compared to 1974. In the other two categories not much significance can be noted.

TABLE XXXIII  
PERCENTAGES COMMITTED BY MALES AND FEMALES

	<u>Males</u>		<u>Females</u>	
	<u>1974</u>	<u>1975</u>	<u>1974</u>	<u>1975</u>
Alcohol	25%	41%	3%	19%
Marijuana	40%	21%	5%	3%
Drugs	19%	24%	33%	42%

Again, in the category of uses of alcohol, marijuana, and drugs, males tend to dominate in the incidences that were committed. An important note than needs mention is that females have a higher percentage with the incidences that pertain to drugs. Aside from the category of drugs the rest of the table indicates that more incidences involved males.



SEX OFFENSES

Sex offenses include rape, sodomy, homosexuality, or any other forms of sexual incidences.

The data show that in 1974, 24 sex offenses were committed with 25% cleared. In 1975, there was 59 incidences reported with 32% cleared. Of the sex offenses reported in 1974, 88% occurred during school hours. However, in 1975, 59% of the sex offenses were committed during school hours with 19% committed after-school hours between 4 p.m. and 12 a.m.

TABLE XXXVIII

FREQUENCY AND PER CENT RESPONSE TO SEX OFFENSES BY TIME AND DAY

Fiscal Year	TIME				M	T	W	T	F	S	S
	7 a.m. 4 p.m.	4 p.m. 12 a.m.	12 a.m. 7 a.m.	7 a.m.							
1974	21 (88%)	-	-	-	1	10	1	1	1	-	-
1975	35 (59%)	7(19%)	-	-	1	-	1	3	1	-	2

In 1974 and 1975, with the data available, sex offenses occurred during the normal school session. In 1974, the data showed that 9 males were involved in sex offenses, while in 1975, 39 males and 7 females participated in sex offenses. The age range for offenders in 1974, was from 20 to 33 years of age. In 1975, the age ranged from 14 to 18.

TABLE XXXIX

FREQUENCY RESPONSE TO SEX OFFENSES

Fiscal Year	J	F	M	A	M	J	J	A	S	O	N	D
	A	E	A	P	A	U	U	U	E	C	O	E
	<u>N</u>	<u>F</u>	<u>R</u>	<u>R</u>	<u>Y</u>	<u>N</u>	<u>L</u>	<u>G</u>	<u>P</u>	<u>T</u>	<u>V</u>	<u>C</u>
1974	-	-	1	-	-	-	-	-	2	10	2	-
1975	4	1	25	1	-	-	-	-	7	4	1	1

Overall, the data available showed that sex offenses occurred during the normal school session with the highest percentage occurring during school hours.

BREAKING AND ENTERING

Breaking and entering is the entry into a building not then open to the public in which no felony or theft was committed therein. The above type of incidence is of such a nature that without the school security measures there might have been burglaries. For in many cases without any kind of security, more serious damage or property loss might have occurred.

In 1974, the data showed 130 incidences of breaking and entering with 6% cleared. The total dollar cost was \$6,072.00, of which none was recovered. In 1975, there was 255 incidences of breaking and entering reported with 1% cleared. The total dollar cost was \$10,918.22, of which 23% was recovered. This dollar recovery could be attributed to a number of factors ranging from parents paying for damages to community or school fund raising activities.

The time of day in which 58% of the incidences were reported in 1974, occurred in the after-school hours between 4:00 p.m. and 7:00 a.m. In 1975, 73% of the reported incidences occurred in the after-school hours. A total number of 34 incidences were recorded in 1974, of these, 76% occurred on the weekends. In 1975, of the 147 incidences recorded during the week, 67% occurred on the weekends.

TABLE XL

FREQUENCY AND PER CENT RESPONSE TO BREAKING AND ENTERING BY TIME AND DAY

Fiscal Year	TIME			M	T	W	T	F	S	S
	7 a.m. 4 p.m.	4 p.m. 12 a.m.	12 a.m. 7 a.m.							
1974	1	48(37%)	27(21%)	2	1	1	1	3	13	13
1975	5	100(39%)	86(34%)	7	3	14	7	18	46	52

In 1974, of the 53 incidences reported, 83% occurred while the schools were in normal session. The data showed that in 1975, of the 165 incidences reported, 96% occurred during the normal school session. In 1974 and 1975, the data showed that the male was the major offender in the incidents that were cleared. Gang or group activity can be attributed to only 1% of the number of incidences committed in each of the two years.

TABLE XLI

FREQUENCY RESPONSE TO BREAKING  
AND ENTERING BY MONTH

<u>Fiscal Year</u>	<u>JAN</u>	<u>FEB</u>	<u>MAR</u>	<u>APR</u>	<u>MAY</u>	<u>JUN</u>	<u>JUL</u>	<u>AUG</u>	<u>SEP</u>	<u>OCT</u>	<u>NOV</u>	<u>DEC</u>
1974	3	3	4	2	1	3	2	4	6	6	14	5
1975	36	17	17	13	1	-	3	3	17	21	11	18

Overall, the data showed that the highest percentage of breaking and entering occurred in the after-school hours, during the weekends, and while the school was in normal session.

CONCLUSION

As mentioned before, community support is essential in combatting vandalism. Without the community's support and involvement, all efforts to reduce school vandalism will be in vain. The fact that there must be a united effort between the principals, parents, and school district offices cannot be overemphasized. Much improvement is still needed in this area.

As for recommendations presented here, it must be understood that no one single security measure will solve all the problems of school vandalism. It should be noted also that a security measure that works perfectly in one school may have different results in another school. However, using a combination of these recommended security measures, along with the community's support and involvement, should help to reduce a school's vandalism incidence rate.

In concluding this study, the St. Mary's University Senior Public Justice class found in researching the subject of school vandalism that it was the first actual group to conduct a vandalism survey of such a scale with the actual involvement of survey teams. It is therefore recommended that in the near future more studies as the one conducted by the Public Justice Senior Class be conducted in the area of school vandalism with the hope of arousing more public interest in criminal mischief and other school related crimes.

III.  
PLANS AND PROGRAMS

Prior to considering any plan or program for implementation, there is a most important task awaiting school district officials. FIRST, it must be ascertained that a local problem does in fact exist and the extent of the problem.

The data contained in earlier sections outlines factual county-wide data AS REPORTED to the students of St. Mary's University. It is speculative whether the same data would emerge from an in-house, self-examination of the problem with appropriate official emphasis from governing bodies. Much of the same relationship can be said to exist that is obvious in comparing the official Uniform Crime Reports of the Federal Bureau of Investigation with that data revealed by the Victimization Studies conducted of victims by the Law Enforcement Assistance Administration.

Further, when a single school district is determined to obtain accurate data from within its own resources, the results are more than likely to reflect a more accurate picture than one of a general type. Motivation and reasons for the survey then lend emphasis to the importance of accurate information. Every school district in the region should have an accurate picture of its school crime and vandalism problem. Continuous self-examination and procedures for routine reporting to the district office should be the rule.

It is only with such procedures that those administrators charged with the management of the district can make informed decisions.

A. AWARENESS AND INVOLVEMENT

Although thousands of dollars may be allocated to preventing such crimes as arson, burglary, vandalism and other school crimes, the prospects of any degree of success are extremely doubtful without the total awareness and involvement of everyone concerned. Concerned elected school representatives; administrators; teachers; parents and the students themselves must become involved in any program which hopes to succeed.

Locally, the Harlandale Independent School District has in being a program known as C.A.S.E., or "Community Action in Support of Education." The concept involves school administrators, teachers, counselors, students, parents and additional outside expertise such as legal, police, juvenile and fire prevention personnel. In this particular project, after initial informal meetings of persons, the problem of vandalism was judged as the primary problem. One of the resulting actions was a professionally conducted "needs assessment" in the area of staff development. The project recognizes the inherent nature of the problem, especially in those districts involved extensively with the "feeder" school concept. It seems logical that since values are formed often early in life that younger students must be reached.(1)

(1) Harlandale ISD Letter, W. R. Marshall, June 25, 1976.

This approach is included in the American Institute for Character Education's Program. Materials developed for kindergarten and grades 1-5 aid in developing values and attitudes. The Chula Vista School District in California reports significant decreases in vandalism following the incorporation of this material into their curriculum.(2)

An editorial in U.S. News and World Report cited the program of Public School 63 in Indianapolis wherein the use of these character developmental aids helped change an apparent case of complete disregard and vandalism to one of pride. The same editorial emphasized the need for parental involvement and motivation.(3)

Such community involvement is probably best illustrated in the project known as the "Yerba Buena Plan" which is a school-based interagency approach to the problem. Basically, it is a "delivery mechanism" within the neighborhood and has been cited by the United States Commissioner of Education. The response has been excellent and has been attributed to 3 reasons:

1. Crime/conflict on high school campuses is more evident than ever before.
2. The project has developed a workable structure for utilizing community support systems at little or no cost to the school, yet with great potential for increased services to the students and their families, and
3. They have been able to cut through surface solutions and gotten down to a basic problem, organizational structure, related not only to education, but to the whole question of delivering quality services to people.

The primary problem as this program envisioned it was fragmentation of professional leadership-schools, police, probation and social services were all working in separate worlds with only superficial contacts with no established relationship or integrated philosophy. It attacked the traditional bureaucratic system directly affecting what has been labeled as "the referral game".

This concept has been endorsed by the California State Attorney General's Office; State School Board Association and State PTA Association. (4)

Yerba Buena's Plan has been highlighted in the Crime Prevention Review, official publication of the State Attorney General's Office, in its October, 1975 issue.

- (2) Letter, Chula Vista City School District, August 16, 1974 to the American Institute.
- (3) U. S. News and World Report, June 14, 1976, page 88.
- (4) Solutions to Conflict and Violence in the School, The Yerba Buena Plan, Yerba Buena High School, San Jose, California.

Such viable mechanisms as this and others are hard to find. One school official described the benefits to be derived from the "Community School" approach to use of the schools. It contends that no program addressing the problems of youth today can be successful working with young people in isolation. The official outlines a program initiated by the Alum Rock and Sunnyvale, California school districts for which an LEAA grant was approved. This expanded their already firm commitment to community education and further bridged the gap between the school and the community. It might be wise to quote the general goals of the application for funds for this project to best illustrate the direct relationship between the school vandalism problem and the concept.

1. To bring residents of all ages to recognize the existence of community and its value to them in addressing the problem of juvenile misbehavior.
2. To enhance the worth of community by creating structures whereby residents can cooperatively participate with established agencies in arriving at decisions affecting their communities especially in the area of combatting and controlling juvenile delinquency.
3. To bring to the recognition that problems of anti-social juvenile behavior are the responsibility not only of the parents of the delinquents and the delinquents themselves, but of all of the adults in the community whether parents or non-parents.
4. To bring the juveniles in the community to accept:
  - a. The value of adult judgement, guidance and supervisions.
  - b. The need for agencies of law enforcement and the administration of justice.
  - c. To help agency personnel and residents come to recognize that they all make up the community. (5)

Many of the local schools have such broader usage of the schools now. It appears that such usage is designed solely around the one mechanism of providing some added adult education. Scope and objectives are not reportedly as broad as some cited herein.

One local district that has an active community education program is the Comal Independent School District. Dr. Arlene Tieken is charged with the program which must cover an extended "neighborhood". Both city and rural areas are in the district and the program is designed to provide for every member of the district. Covering 570 square miles, the program requires concentrated planning coordination. Many agree that such "Community Building" efforts offer great potential for establishing individual values and attitudes. Considering "cause and effect", this in turn directly affects our central problem of crime and vandalism. (6)

(5) Article - Mr. Ed Lewis, Director of Community Relations, Coordinator of Community School, Alum Rock Union Elementary School District, San Jose, California.

(6) Address, Dr. Arlene Tieken, September 2, 1976.

Cooperation between the Youth Service Project in San Antonio and local schools is indeed heartening. Counselors would probably be the first to agree that such working arrangements and interchange are making the task of helping the youth much more effective and simpler.

Much has been written on the fragmentation of local law enforcement agencies. In other words, the police or enforcement arm of the justice system have been found greatly handicapped by the multiplicity of jurisdictions and boundaries. Such findings are to many just as applicable to the entire range of people services. This includes health, probation, education and welfare. The "referral game" alluded to earlier is probably the single most effective deterrent to juvenile justice.

Teachers are busy. Counselors are busy. Probation officers are busy. Parents are busy.

Certainly, administrators should explore a more effective organizational structure for service delivery. True, many of the services are outside the direct realm of that administrator. But, the problems are mutual and in the majority of cases, the goals of the agencies are the same. Only mutual benefits can be derived from a closer working mechanism involving the delivery of services to youth--and most importantly--the kids themselves will immediately notice the difference.

Other programs involving the community offer promise such as "Neighborhood Watch" efforts involving school facilities. Parent-Teacher organizations can be involved actively in setting up such a program. In addition, local police agencies through their Crime Prevention Program are available to assist in getting started. By holding organizational meetings in the school, the central focus is drawn to the facility. This type of program is appealing since so many of the crimes against the school facilities occur during non-school hours. Citizens are readily available to offer such involvement when they are made aware of the tremendous drain on educational capability because of vandalism. Concerned about such unnecessary waste of their school dollar, citizens are willing to assist. Word soon gets around that people are concerned and watching.

Organized groups such as the Explorer Scouts have offered their services also. In a neighborhood setting, this group could serve as additional eyes for the police and community. A potential hazard exists however, unless proper training and total coordination and cooperation with the local police department is accomplished. All activities must be planned and members trained by the local police. Without detailed instructions and training, it is possible that enthusiasm for the task could place an untrained person in a dangerous situation. Care must be stressed that the role of such a unit is limited to one of observation and reporting only. Another plus factor in such a program is the increased interaction between these young people and the police. Such "real world" programs offer promise in lessening youth hostilities to the "establishment". (7)

(7) U. S. News & World Report, September 6, 1976, p. 52

Not to be overlooked are the students themselves. Perhaps the most successful program to come to the attention of the writers in this vein is "Project Pride" operating in California. Named as a model program by the California Attorney General, this project emphasizes just what the name implies, Pride. In this case, it is pride in one's school. The program follows the concept that the "long range solution to violence and vandalism in the schools hinges on a change of attitude in the people..."(8)

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(8) Project Pride Progress, undated publication, Burlingame, California.

## B. SECURITY AND LOSS PREVENTION

It has been observed that cyclone fencing and windowless buildings create more problems than they solve. If one were to expend his efforts solely in this direction of physical security, the writers agree. However, it is not the fencing and windowless buildings that cause the problems, but the lack of other programs touching on the youth themselves. In other words, once a district spends tax dollars for such items as fencing and hardware, the mistake of assuming that all is complete caused the problems. Programs covering both approaches must be effective and they must complement each other.

Analyzing criminal justice problems in general, and specifically, factors relating to why people commit crimes, one important variable emerges-- OPPORTUNITY. It was this precept which forms the reasoning for the "Lock your Car" programs of several years back which have resulted in numerous statutes requiring securing one's automobile.

Public education programs were carried out using the theme, "Don't help him become a Criminal" showing a young person loitering near a car. True, it would be "Utopia" if every living person were honest and law-abiding and we should continue to strive for such an environment. However, public officials entrusted with great amounts of money in the form of facilities and equipment must face realities and their responsibility to protect what belongs to the people.

Recognizing the aspect of "Opportunity" and its importance towards so many offenses, we must act so as to remove this additional temptation. To do so will certainly complement youth-oriented and attitudinal programs.

To use school facilities during non-school hours is a deterrent to criminal activity. Most offenses, including those reported herein, happen when school is not in session. The more-on-campus activity over longer periods of time helps cut down on vandalism. This is an additional benefit to be derived from the "Community School" concept discussed in the previous section.

In most burglaries reported, the criminal was in and out of a building in 5 minutes. (9) Good quality locking mechanisms could prevent many such entries. The concept of Crime Prevention does not rest on the theory that every burglary can be prevented. Given enough time, a professional burglar can get into any building.

However, 73% of the arrests for this crime nationwide in 1975 were of persons under age 21, the majority of which cannot be labeled professional.(10) Even if we assume that 1/3 of these young people arrested were

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(9) Survey, AACOG Region Crime Prevention.

(10) FBI UCR, 1975.



"professionals", then we are still capable of preventing one-half of such offenses through utilizing effective security locking devices.

Window guards and screens are also available to increase the difficulty of unlawful entry. Certainly, officials should consult fire safety officials concerning such installations. Models are available which permit rapid egress.

Glass breakage often causes an enormous dollar loss. Special windows are available which are unbreakable yet with the same advantages of glass. Light and sunshine enter freely yet the glazed materials resist breakage. Some are even guaranteed against breakage. Costing more than normal glass, they may be worth the investment if this is the particular problem facing a school. Again, thorough analysis of the individual problem should precede any decision.

Our survey conducted locally showed that a large percentage of the acts occurred between 4:00 P.M. and midnight. Proper lighting should be considered essential to any effective program. The high cost of energy should be considered and the type of light selected which uses the least electricity. Experiments have been made with Sodium Vapor and Mercury lighting and officials should consult their local Crime Prevention officer for specific recommendations. In fact, the assistance of these officers should be sought prior to any implementation or purchase. The service is free and officials should take advantage of these trained personnel and their expertise.

Perhaps the physical security aid that is least understood is the alarm category. Because the various types of electronic alarms are, to the layman, comparatively technical, officials often make the mistake of leaving it up to the company representative to recommend the best type. Obviously, this contains the risk of financial disaster. Many company representatives are indeed fully qualified to make such recommendations, however, it would be wiser to insure such recommendations come from the local police department via their Crime Prevention officer.

Many different types of alarms are made and it is not the intent of this report to become a technical treatise on the subject. Variables such as the size of the area to be secured to traffic in and around the area all impact on the type of alarm choice. Alarms range in operational means from simple pressure pads to sophisticated sensors and remote TV actuation.

Often the already installed school intercom system can be converted to a soundsensing device with a central monitoring point. This would be worthy of consideration only in those instances where a guard or custodian were near enough to the speaker to monitor same. There exists the possibility for further remoting the speaker to some nearby alternate point.

Alarms are not only the least understood because of their technical nature, but the unplanned hasty implementation of their use also could prove to be one of the biggest waste of tax dollars simply because of the cost. In those schools with a substantial problem, the intelligent and learned selection of the proper alarm system could prove beneficial.

Another costly decision would be the use of guards and patrols. Because of ongoing wages of personnel, this decision likewise requires a careful decision. Such problems as training and equipment must be considered. With coordination of local authorities and on a space available basis, training can most likely be secured from existing resources such as the Alamo Area Law Enforcement Academy. Selection of an experienced and educated person to head such a force would also be a crucial decision. Education and maturity assume increasing importance if it is intended that the force also perform some duties during school hours. Interaction with faculty and students so as to enhance the learning process require nothing less.

Another approach is to employ an administrator whose primary responsibility would be that of security and safety. Such a person would thus free others for the education process itself. Continuity of programs and benefits of research peculiar to the local school's problem would be other advantages of having such a person. This person would also have the responsibility for reviewing specifications for construction or building modifications. Also included in this person's area of responsibility would be obtaining community support for any of the programs such as mentioned earlier which the school implements. Every school district should insure that it has such a person. If this is an additional duty of an existing official, the top administrator should thoroughly satisfy himself that the person so charged has adequate time to devote to these matters.

Concepts of design which contribute to crime prevention are outlined in general in a publication entitled Design Guidelines for Creating Defensible Space, published by the Law Enforcement Assistance Administration with the assistance of the U.S. Department of Housing and Urban Development. Although specific in nature as to dwellings, this publication also contains many thoughts and ideas which are transferrable to schools. An example would be the unfortunate creation of dark, semi-hidden entranceways.

Professional security directors will agree that such a matter as good physical security is a complex matter. At the present time, there are 28 police agencies in the Alamo Area Region who have formal Crime Prevention programs. The officers heading these programs have attended, or will attend shortly, the Crime Prevention Institute. Curriculum at that institute includes a thorough indoctrination in conducting surveys of particular facilities, crime risk management, and alarms among other topics. These officers, as well as the Crime Prevention Specialist at the Council of Governments remain available to the schools in analyzing individual needs and problems. NO decision should be made regarding physical security in the schools without a formal survey of the facility by such an officer.

Some schools have found that for a relatively small investment involving the purchase of a mobile home trailer, security can be provided practically on a 24-hour basis. The new Smithson's Valley School in Comal County has adopted this approach. Either a security guard or other custodial person is provided quarters on the grounds of the facility in the thought that the knowledge of such an arrangement will deter such acts. Other schools in the nation have this procedure in operation, but the writers could not ascertain the effectiveness of the approach. The



basic rationale of the crime prevention concept itself wherein the criminal is selective, avoiding unnecessary risks lends optimism. Whether this concept is equally applicable to the juvenile vandal who could be wanton in nature is undetermined. Here is a specific effort which deserves further evaluation.

### C. CONTROL AND MANAGEMENT

Earlier the need for an administrator with sufficient time to devote to the management of the school vandalism program was discussed.

Whatever the arrangement, there are a few basic recommendations concerning these duties.

1. Recovery: Every effort should be made to recover monetary losses to the school district resulting from vandalism. The dollar losses reported herein reflect a lowered recovery rate of 13% in 1975 compared to 18% in 1974. School district legal officials are encouraged to pursue every possible avenue to seek such recovery for the citizen.

Chapter 33, sections 33.01, .02 and .03 of the Texas Family Code provided an avenue for recovery of damages up to the amount of \$5,000 from parents of offenders ages 12-17 years. Considering that the average act of vandalism cost the schools approximately \$50, it appears that this is a viable consideration. In addition, many parents possess private insurance which recognizes this responsibility and provides for such payment within the policy. Again, unless procedures are instituted to claim such damages, the entire citizenry of the district pay in the form of loss of education resources and/or higher taxes.

2. Vandalism Reporting: The American Association of School Security Directors has available incident reporting forms which can be utilized for recording incidents of crime/vandalism in the schools. For strictly incident reporting and costing of losses, such a form, or another prepared by the local school, should be utilized to illustrate the extent of the problem.

Limited in scope, the form referenced does not provide causative factors. Such a survey and related instruments as used in the Yerba Buena Plan combined with such basic data would prove of additional benefit in preparing appropriate responses.

3. Executive Emphasis: Procedures for implementing a successful program within the range of alternatives mean nothing without executive emphasis and support. Any impetus for correcting problems noted must generate from the highest level. This is especially true in dealing with this area because of several factors:

- a. The multiplicity of tasks already imposed on school teachers and administrators in addition to performing their primary task of teaching academics.
- b. The bureaucratic nature of governmental entities, including school districts.

- c. The fragmentation of governmental structures involved in the total problem.
- d. The crying need for some single source to emerge as a catalyst and provide leadership in unifying resources within the community.

The Plans and Program contained in this section are but a few of the possibilities. Individual districts are encouraged to further their interaction with neighboring districts so that the best of successful programs can be duplicated and prior mistakes avoided. Many diverse efforts have taken place in the field of youth and society. Certainly, we should avoid the pitfall of "re-inventing the wheel" in our endeavors.

#### IV.

#### CURRENT RESOURCES

The School Districts, themselves, through their administrators and governing bodies, are the prime resource for security and damage prevention type programs, such as are described in the preceding section. Though not necessarily easy, it is a simple matter of cost effectiveness--obtaining an accurate record of the expense of repairing damages--comparing them with the expense and cost of preventing damages--then the figures in each district would speak for themselves.

The administrators and members of the governing bodies have available to them, at no cost, trained crime prevention specialists in law enforcement agencies who could and would provide technical assistance and expertise in choosing what programs would be effective in each district. Additionally, such specialist could provide assistance in the training of any security personnel a district might choose to employ. Several institutions of higher learning have programs and studies in the field of law enforcement, justice and institutes in crime prevention. The law enforcement training academies in the region have the expertise and capabilities to provide training and assistance. A list of these specialists and institutions may be found in the Appendix of this report.

The resources available to assist and implement the long term people type programs described in the foregoing pages, which hopefully would really effectuate a change in attitudes and conduct, are many and varied. A subcommittee of the Task Force reported:

"The classes or types of people whose cooperation we must enlist include: parents, students, teachers, principals, law enforcement officers, managers and owners of business in communities, and the citizens in the communities. The media (radio, television, newspaper) can be utilized to great advantage in reaching these people. The message can also be sent to them through existing organizations. These include: the PTA's, school clubs and organizations, Student Councils, Social Service oriented student clubs, and faculty associations; as well as social service delivery organizations such as: community centers, welfare departments, community relations and crime prevention section of police departments, juvenile probation departments and others.

The attached list of potential sources are taken from Directory of Community Service: San Antonio and Bexar County, Texas, compiled by the Community Resources Department of the United Way (March, 1976).

Finally, the brief descriptions included for the service and resources are meant only as an indication--and not a complete picture of the programs they offer." (Subcommittee report dated June 16, 1976, Irma Sanchez, Chairman)

The list referred to above is published in the appendix to this report.

Finally, a recent issue of the LEAA Newsletter reported:

"LEAA plans to establish a resource center that will help local school districts design and carry out crime prevention programs, LEAA Administrator Richard W. Velde has announced."

The center will act as a clearinghouse for information dealing with school crime problems.

Mr. Velde noted that many school districts have established crime prevention and control programs, but have made little or no effort to assess either the operation or impact of those programs.

He said in some instances the schools did not have the technical expertise to evaluate the programs or had a continued reluctance to publicize offenses.

"Whatever the reason, these efforts should be brought into the light of day--whether they are good and can be shared with other interested parties or whether they are costly and ineffective programs that could be guided by more productive efforts elsewhere", he said.

His comments were before a meeting of the National Association of School Security Directors in Alexandria, Va.

Mr. Velde also noted that within a year of its establishment the resource center will have the capability to develop computer models for school security. He said that data collected from a school district or an individual school could be fed into a computer that would then produce a detailed plan outlining what security measures would be needed to adequately guard the school against crime.

The plan would suggest the necessary physical equipment, and also a cost estimate of such a program.

"In this way," he said, "the center will be a valuable resource and planning tool."

Mr. Velde also told the 300 security experts from 30 states that in the long run school security must involve people to people relationships. Coordinated community efforts may be a stronger school security solution than any hardware that can be developed." (LEAA Newsletter, July-August, 1976, Page 6.)

It appears that there are a multitude of resources in effect ready and waiting for a catalyst to bring them into action to begin to deal with vandalism.

V.

MEANS AND METHODS OF FUNDING

When one speaks of means of funding it translates into where is the money? Such a question may be mundane but it is vital. The excellent programs discussed in the preceding section all have one common trait. They all require money, some a little and some a lot. Briefly, the sources of funds are federal, state, local, (including the school districts) and the private sector. In preparing this report, it has become evident that there is no one entity that accepts the responsibility for doing something about vandalism. This same state of affairs exists in the matter of funds.

With respect to federal funds the possibility exists that this may be changing. In a recent issue of US News & World Report, it was noted: "In August, the U.S. Office of Education awarded the first 3.5 million dollars' worth of 'community education' grants to use local schools as centers providing public-service programs for people of all ages." (USNR, September 6, 1976, p. 52). Thus, the Department of Health, Education and Welfare is beginning to look into the matter of vandalism, and might be interested in funding a program in that area.

The Law Enforcement Assistance Administration has in the past funded a program in Alexandria, Virginia school districts to combat crimes and vandalism in the schools through the use of a sophisticated electronic system. The LEAA is also now concerned with juvenile programs and particularly status offenders and might be receptive to a request for discretionary funds for an innovative project in that field which would of course impact on the problem of vandalism as well.

It is also possible that CETA (Comprehensive Employment Training Act) Funds from the Department of Labor, might be obtained to train and employ security guards.

These are a few of the specific actions that have been taken on programs that clearly impact upon vandalism but are not per se addressed to vandalism.

At the state level, there are agencies again, which might provide funds for programs with an incidental effect upon vandalism, such as the Texas Education Agency, the Department of Public Welfare, Texas Youth Council, the Criminal Justice Division of the Governor's Office, and the possibility of obtaining funds from the general funds through the acts of the Legislature.

Locally, and apart from the revenues available to the school districts themselves, there would not appear to be monies affecting vandalism as such, but certain programs are available that would have a peripheral effect. Included as such would be foster home programs from probation departments, placement and training from the Metropolitan Youth Agency and youth service agencies, among others, the private sector would appear to be in a similar situation, i.e. charitable and related organizations impacting on fringe areas of vandalism.

What methods are there to obtain funds which will impact directly on vandalism? First, entities at all levels of government and the citizenry must be made aware of the need. Articles in national publications and large scale studies help but the need must be translated to local terms, local problems and local answers. Copies of this report could well be sent to Members of the Congress, e.g. Senator Burch Bayh is vitally interested in the subject, and federal agencies, to Members of the Legislature and state agencies, as well as being widely distributed locally.

Secondly, specific local action programs, such as those listed in section III, need to be designed that will impact directly on vandalism and peripherally on other juvenile and social problems. However, they need to be couched in language that is within the parameters of approved and published plans.

Any action programs would have to be designed for, emanate from, and be implemented by each independent school district or a possible combination of same. The Alamo Area Council of Governments can provide technical assistance in developing and submitting action programs through its staff members and, should it continue to exist, the Vandalism Task Force. However, the impetus and initial request, must come from the school districts as they would necessarily be the named applicants and action agencies.

## VI.

### SUMMARY

This report, through The Survey, clearly demonstrates that there is a problem of vandalism in this region. Not unexpectedly, the focus of the problem is in the metroplex, but vandalism is extant everywhere in the region to a greater or lesser degree. The total financial loss and the loss in terms of quality education clearly show the magnitude of the problem.

There were no panaceas discovered during the course of the Task Force's operations. However, numerous plans and programs which have achieved some success, both locally and in various parts of the nation, have been examined and briefly described in this report. It should be mentioned that some of the source material has been set forth in the appendix which indicates where detailed descriptions of these programs are available. These programs and plans include security and damage control types as well as value and attitudinal change types. They range from the simple to the complex; from the commonplace to the esoteric; from what can be done now with little or no expense, to the long term and costly. Analysis of the successful programs reveal one common and vital trait; they were all sparked by the initiative of the local school authorities and supported by a concerned and involved community. The message is clear.

Vandalism is a local problem and unique to each independent school district, if not to each separate school. Obviously, effective programs would likewise be unique to each district and school. Although this report should serve as a guide to any specific district, the data contained herein is reported in total and not broken down as to individual districts or schools. It may be that the director of the survey, Dr. Garcia, would have raw data available to them, it would be more accurate, as mentioned supra, if the interested districts conducted their own surveys, established their own needs, and long standing policy that local problems require local solutions.

The phrase "interested districts" in the preceding paragraph, was used advisedly. Most of the districts were interested in the work of the Task Force and actively participated providing needed assistance and input. Others were indifferent and some, regrettably, were suspicious and defensive. This may be an expression of a viewpoint similar to that contained in a recent magazine article which stated:

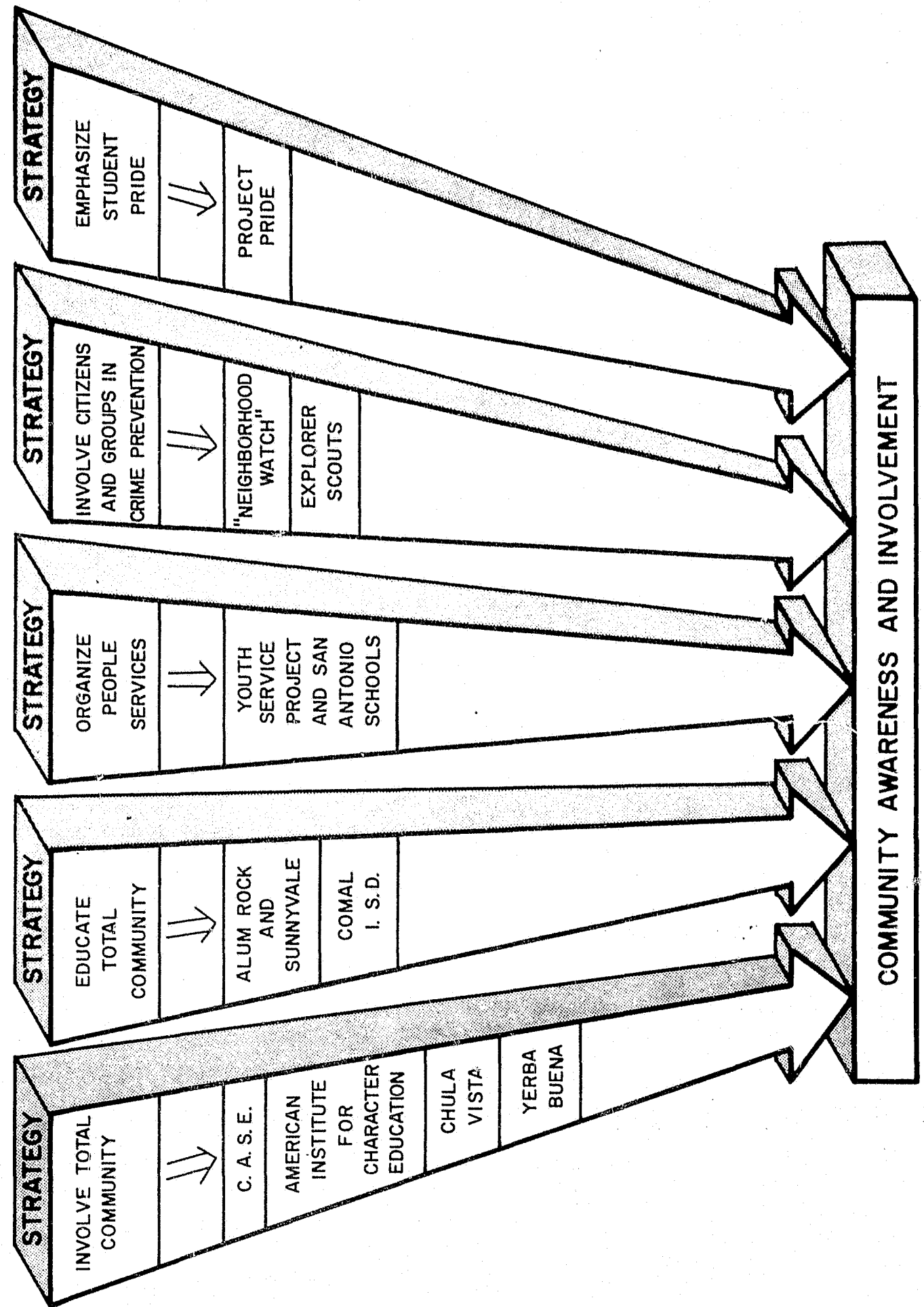
"Ruth B. Love, superintendent of schools in Oakland, Calif., agrees that violence, vandalism, drug abuse and serious behavioral problems are matters that schools aren't equipped to deal with.

The classroom has to be a place where you come to learn and where you can't do your own thing. If you aren't getting your way in the classroom, you shouldn't be allowed to act

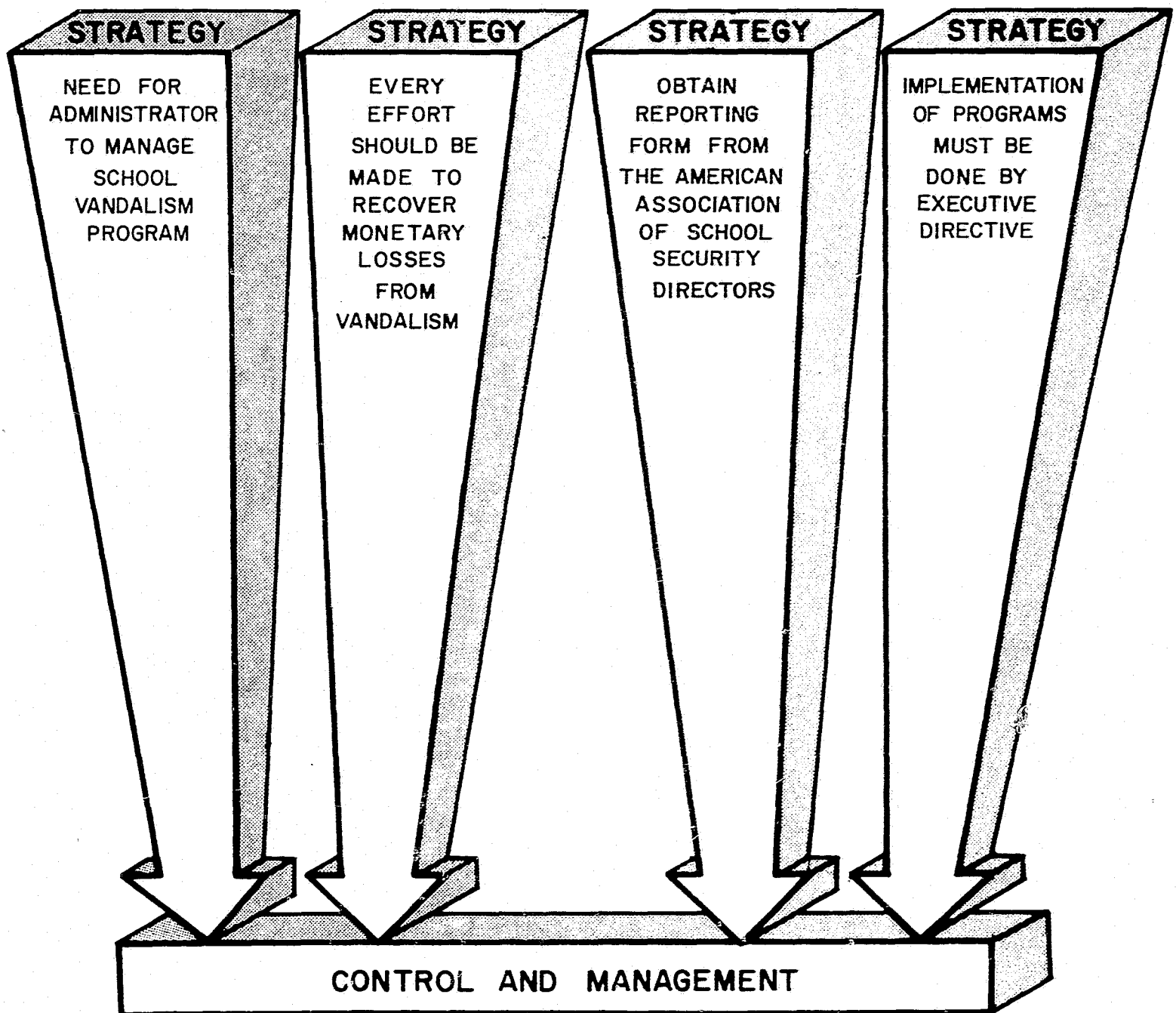
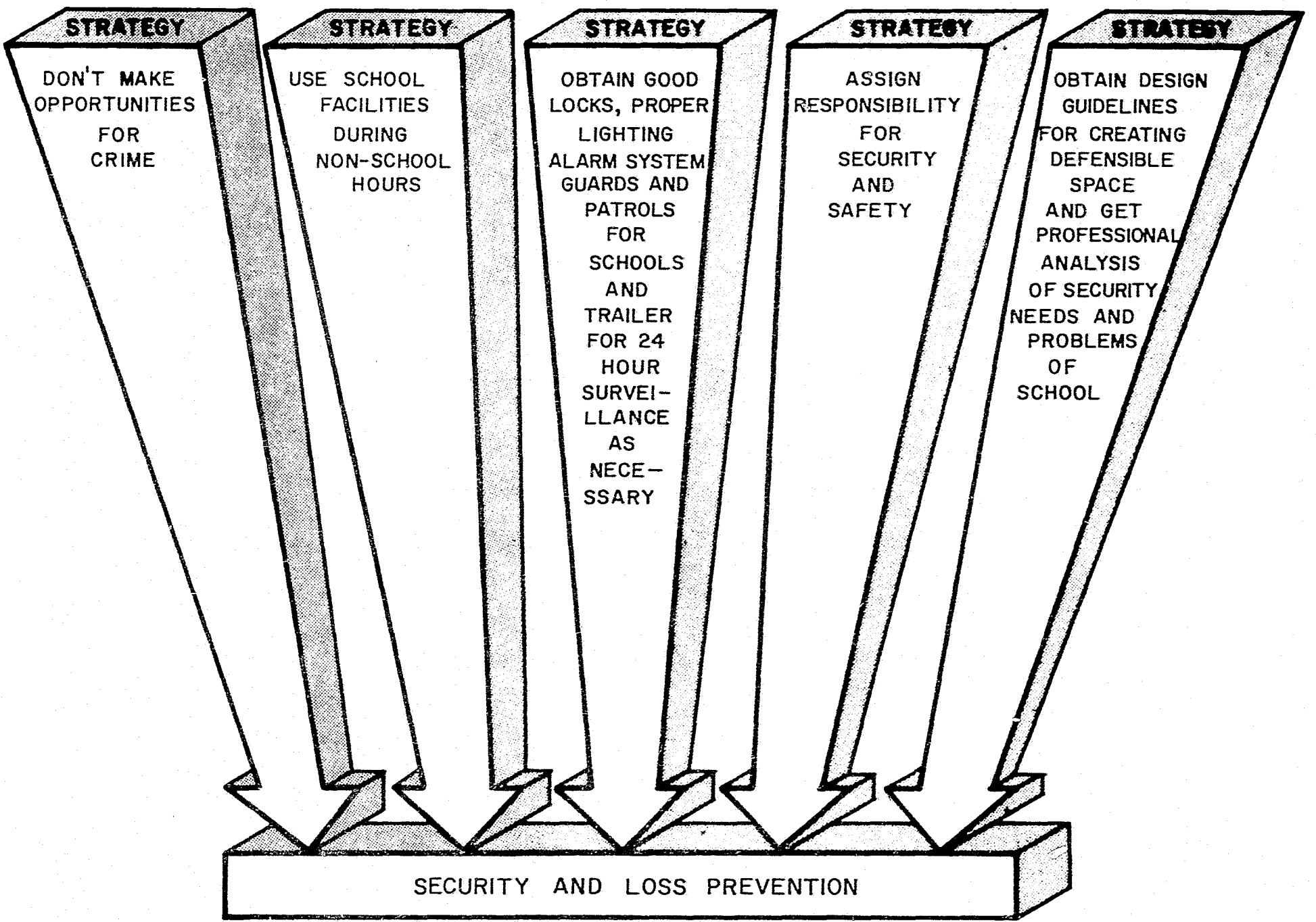
out your frustration or your anger. The real issue is education, and we are going to zero right down to that, leaving out the issues we can't or don't know how to resolve." (USNWR, September 6, 1976, p. 51)

True, the issue is education. The schools are not equipped to deal with vandalism--alone. Vandalism is not their problem--alone. Vandalism is the problem of everyone, but the schools have to live with it. It is difficult to concentrate on education when the building is on fire. In our State, the school districts are the one governmental entity solely charged with providing education; thus, in providing the schoolrooms, the teachers and the books, through tax receipts from the citizenry, it would behoove them to provide the initiative and leadership to activate the support and cooperation of the citizenry in maintaining the schoolrooms, the teachers and the books free from damage, violence, and destruction as epitomized by the wantonness of vandalism.

A recapitulation of the range of alternatives available to school districts concerning plans and programs appears on the following pages.







APPENDIX

"Project C.A.S.E.", Harlandale I.S.D., San Antonio, Texas  
Chula Vista School District, Chula Vista, California  
U.S. NEWS AND WORLD REPORT, June 14 and September 6, 1976  
SOLUTIONS OF CONFLICT AND VIOLENCE IN THE SCHOOLS, The Yerba Buena Plan,  
Yerba Buena School District, San Jose, California  
Mr. Ed Lewis, Director of Community Relations, Coordinator of Community  
Schools, Alum Rock Union Elementary School District, San Jose, California  
Dr. Arlen Tieken, Director of Community Education, Assistant Superintendent,  
Comal I.S.D., New Braunfels, Texas  
"Project PRIDE", Burlingame, California  
Federal Bureau of Investigation, Uniform Crime Reports, issued annually  
with quarterly supplements  
National Education Association, Washington, D.C.  
5th District Parent-Teachers Association, San Antonio, Texas  
Alamo Area Council of Boy Scouts of America, San Antonio, Texas  
THE IMPACT OF SOCIAL TRENDS ON CRIME AND CRIMINAL JUSTICE, (Project Star)  
California Commission on Peace Officers Standards and Training, Sacramento,  
California  
THE TEXAS CRIMINAL JUSTICE PLAN, Office of the Governor, Austin, Texas  
(Issued Annually)  
BEXAR METROPOLITAN CRIMINAL JUSTICE PLAN, Metro Criminal Justice Council,  
San Antonio, Texas, (Issued Annually)  
ALAMO AREA COUNCIL OF GOVERNMENTS CRIMINAL JUSTICE PLAN, Alamo Area Council  
of Governments, Criminal Justice Division, San Antonio, Tx, (Issued Annually)  
TEXAS YOUTH COUNCIL, Austin, Texas  
Bexar County Juvenile Probation Department, San Antonio, Texas  
National Association of School Security Directors, Washington, D.C.  
Alamo Area Law Enforcement Academy, San Antonio, Texas  
San Antonio Police Department Academy, San Antonio, Texas  
San Antonio Union Junior College District, San Antonio, Texas

University of Texas at San Antonio  
St. Mary's University, San Antonio, Texas  
Southwest Texas State University, San Marcos, Texas  
Texas Crime Prevention Institute, SWT, San Marcos, Texas  
Texas Crime Prevention Association, c/o Alamo Area Council of  
Governments  
Burns Security Institute, "Report on A Panel Discussion on Crime in the  
Schools and Security Planning"  
Sam Houston State University State University, Huntsville, Texas  
CRIMINAL JUSTICE NEWSLETTER, Bi-Monthly publication of the National Council  
on Crime and Delinquency, Washington, D.C.  
CRIMINAL JUSTICE HIGHLIGHTS, monthly publication of the Governor's Office,  
Criminal Justice Division  
POLICE CHIEF, monthly publication of the International Association of Chiefs  
of Police  
The Texas Family Code  
The Texas Penal Code  
State of California, Attorney General's Newsletter, Sacramento, California  
Centro del Barrio, Inc., 123 Ascot, San Antonio, Tx 78224, 924-5148  
Conducts community assessment activities to help identify gaps in human  
services and to develop programs that meet the needs of the community.  
Individual and family counseling. Information and referral. Community  
Organization.  
Community Guidance Center of Bexar County, 2135 Babcock Rd., San Antonio,  
Tx, 696-7070  
Diagnosis and treatment of emotional, behavioral and learning difficulties  
of children and adolescents, with the use of individual, family and group  
techniques and re-education techniques.  
Department of Human Resources and Services, City of San Antonio, 600 Hemisfair  
Plaza, Bldg. 249, San Antonio, Tx, 78205, 226-4301  
Youth Services Project: Aimed at social redirection of adolescents who seem  
prone to fall into patterns of sustained delinquent or criminal behavior.  
Wide range of rehabilitative services, such as diagnostic testing, counsel-  
ing and casework, remedial education, recreation, and cultural involvements  
are provided.  
United Citizens Project Planning and Operating Corp. (UCPPOC) and EODC  
Program, 528 North Center, San Antonio, Tx 78202, 224-4278  
Implements short and long range plans developed by community residents to  
minimize the socio-economic problems that have compelled people to live in  
impoverished conditions.

Ella Austin Community Center, 1023 N. Pine, S.A. TX, 78202, 224-2351  
Makes available to the community a comprehensive range of social services and programs bearing on community needs. Social Work Services: Casework, Group Work and Community Organization. Youth Service. Youth Advocacy. Youth Guidance.

Family Services Association of San Antonio, Inc., 230 Pereida, San Antonio, Texas, 78210, 226-3391

Promotes better family life in the community. Counseling services to individuals, families and groups who are experiencing problems.

Guadalupe Community Center, 1801 W. Durango Blvd., San Antonio, Tx, 78207, 226-6178

Assists the deprived and enhances family life. Counseling. Community Organization (Neighborhood Development).

House of Neighborly Service, 407 N. Calaveras, San Antonio, Tx, 78207, 434-2301

Works with those neighborhood residents desiring assistance in meeting their physical, social, spiritual, and emotional needs. Attempts to enhance the residents' sense of pride in and responsibility for the quality of life in the community. Neighborhood Development: Seeks to sensitize area residents as to neighborhood problems and to work with them in discovering appropriate solutions to those problems.

Jail and Juvenile Detention Center Chaplaincy (Ecumenical Institutional Services, Inc. in Bexar County - EISCORP), 218 S. Laredo, S.A. Tx, 78207, 226-6863

Provides aid and counsel to inmates in Juvenile Detention Center.

Juvenile Aid Bureau - San Antonio Police Dept., 214 W. Nueva, S.A. Tx, 78207, or P.O. Box 9346, 78285, 225-7484

Investigates complaints regarding juveniles.

Kenwood Community Center, 3510 N. Main Ave., S.A. Tx, 78212, 826-1933, 826-8595

Studies the needs in the Kenwood neighborhood and northside area and works together with other area agencies, organizations and community leaders to plan and carry out or operate a wide variety of programs, projects and activities to help meet the needs and to develop community leadership so that these needs can better be met in the future.

Mental Health Dept., - Bexar County, Room 205, Bexar County Courthouse, San Antonio, Tx, 78285, 220-2536

Counsels with juvenile delinquents and their parents.

Mexican American Unity Council, 535 S. Main, Suite 300, Calvert Bldg., S.A. Tx, 78204, 225-4241

Economic Development: Assistance to small existing or potential businessmen such as technical assistance and direct assistance in leveraging capital loans for businesses or expansion of small businesses. Neighborhood Housing Services: Provides housing counseling and housing rehabilitation loan guarantees. Revolving Loan Guarantee Fund: Assist minority

businessmen secure loans or credit when money is required but cannot be secured without a guarantor. MAUC guarantees a portion of the loan to the lending institution.

St. Leo's Center, 133 Tommins, S.A. Tx, 78214, 532-7317, 532-7318  
Works with the people of St. Leo's Parish toward providing opportunities for self development of individuals, families and of the community. Professional Counseling for family, children, other individuals.

Teen Challenge, Inc., 2nd Floor, Brady Bldg., 202 E. Houston, S.A. Tx, 78205, 223-5859, 784-6819

Seeks to give new and meaningful directions to the lives of drug users, delinquents, and other troubled youth.

Texas Youth Council Parole Supervision Division, 419 S. Main, Suite 307, San Antonio, Tx, 78204, 222-0359

Wesley Community Center, 1406 Fitch, San Antonio, Tx, 78211, 924-5191  
Basic social services which are directed toward multi-problem families. Services consist of casework services and related activities, groups, and clinics both medical and dental.

Bexar County Sheriff's Dept., Bexar County Courthouse, San Antonio, Tx, 78205, 220-2441

Boys, Incorporated, 244 West Park, San Antonio, Tx, 78212, 223-3613  
Rehabilitate 12-18 year old boys who are frustrated and unable to find themselves.

The Following Law Enforcement Agencies Have Established Formal Crime Prevention Units:

Alamo Heights Police Department  
6116 Broadway  
San Antonio, Tx 78209  
(512) 822-3321

Atascosa County Sheriff's Office  
Atascosa County Courthouse  
Jourdanton, Tx 78026  
(512) 769-3434

Bandera County Sheriff's Office  
Bandera County Courthouse  
Bandera, Tx 78003  
(512) 796-3771

Cibolo Police Department  
Box 156  
Cibolo, Tx 78108  
(512) 625-9141

Comal County Sheriff's Office  
Comal County Courthouse  
New Braunfels, Tx 78131  
(512) 625-9141

Converse Police Department  
P. O. Box 36  
Converse, Tx 78219  
(512) 658-2322

Floresville Police Department  
P. O. Box Drawer 111  
Floresville, Tx 78114  
(512) 393-3105

Fredericksburg Police Department  
P. O. Box 111  
Fredericksburg, Tx 78624  
(512) 977-7585



Frio County Sheriff's Office  
Frio County Courthouse  
Pearsall, Tx 78061  
(512) 334-3311

Hollywood Park Police Department  
2 Meca Dr.  
San Antonio, Tx  
(512) 494-3575

Karnes County Sheriff's Office  
113 N. Panna-Maria  
Karnes City, Tx 78118  
(512) 78-2114

Kerrville Police Department  
600 Main  
Kerrville, Tx 78028  
(512) 257-8181

Leon Valley Police Department  
6400 El Verde Road  
Leon Valley, Tx 78238  
(512) 684-1391

Medina County Sheriff's Office  
Medina County Courthouse  
Hondo, Tx 78661  
(512) 426-3338

Pleasanton Police Department  
P. O. Box 209  
Pleasanton, Tx 78064  
(512) 569-3867

Schertz Police Department  
Drawer I  
Schertz, Tx 78154  
(512) 658-5321

Selma Police Department  
Rt. 3, Box 181B  
Selma, Tx 78218  
(512) 651-6661

Universal City Police Department  
100 Northview  
Universal City, Tx 78148  
(512) 658-5353

Guadalupe County Sheriff's Office  
Guadalupe County Courthouse  
Seguin, Tx 78155  
(512) 379-1224

Hondo Police Department  
1600 Avenue M  
Hondo, Tx 78861  
(512) 677-8277

Kendall County Sheriff's Office  
Kendall County Courthouse  
Boerne, Tx 78006  
(512) 249-2122

Kirby Police Department  
112 Baumann  
Kirby, Tx 78219  
(512) 661-3131

Live Oak Police Department  
8001 Shin Oak Dr.  
Live Oak, Tx 78233  
(512) 653-9140

New Braunfels Police Department  
111 Garden St.  
New Braunfels, Tx 78131  
(512) 625-3467

San Antonio Police Department  
214 W. Nueva  
San Antonio, Tx 78205  
(512) 227-7201

Seguin Police Department  
P. O. Box 581  
Seguin, Tx 78155  
(512) 379-2123

Terrell Hills Police Department  
5100 N. New Braunfels  
San Antonio, Tx 78209  
(512) 824-7401

Wilson County Sheriff's Department  
Wilson County Courthouse  
Floresville, Tx 78114  
(512) 393-2535

Frank Allen  
Chief Probation Officer  
Comal County Courthouse  
New Braunfels, Tx 78130  
(512) 625-8814

Allen R. Baca  
Chief Probation Officer  
81st Judicial District  
P. O. Box 1174  
Karnes City, Tx 78118  
(512) 780-2722

Charles Champion  
Probation Officer  
Kerr & Bandera Co.  
123 Kellogg Bldg.  
Kerrville, Tx 78028  
(512) 896-2233

Joe I. Ford  
Chief Probation Officer  
Kimble County Courthouse  
216th Judicial District  
P. O. Box 286  
Junction, Tx 76849  
(915) 446-2059

Terry Ford  
Juvenile Probation Officer  
25th Judicial District  
Guadalupe County Courthouse  
Seguin, Tx 78155  
(512) 379-7270

Asa Fuller, III  
Probation Officer  
Route 2, Box 30  
Floresville, Tx 78114

Arturo Machado  
Probation Officer  
P. O. Box 589  
Dilley, Tx 78017

Keith Miller  
Chief Probation Officer  
(for Guadalupe County)  
Gonzales County Courthouse  
Gonzales, Tx 78629  
(512) 672-6932

Frank Perkins, Jr.  
Juvenile Probation Officer  
Medina County Courthouse  
Hondo, Tx 78861  
(512) 426-4791

Frank Perkins, Sr.  
Probation Officer  
P. O. Box 387  
Jourdanton, Tx 78026  
(512) 769-3724

Jack C. Williamson  
Probation Officer  
Comal County Courthouse  
New Braunfels, Tx 78130  
(512) 625-8814

William (Bill) Wright  
Probation Officer  
216th Judicial District  
156 E. Main St.  
Fredericksburg, Tx 78624  
(512) 997-3962

**END**