

AN ABSTRACT OF THE THESIS OF
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Title THE IDENTIFICATION OF EARLY DELINQUENT
TENDENCIES IN PREADOLESCENT CHILDREN IN
UMATILLA AND UNION COUNTIES IN OREGON

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Purpose of the Study

The purposes of this investigation were threefold:

1. To determine the areas of commonality existing in known juvenile delinquents in Umatilla and Union Counties of Oregon.
2. To devise a test that would aid in identifying delinquency tendencies in preadolescent children on the basis of areas of commonality found to be present in delinquents in Umatilla and Union Counties of Oregon.
3. To evaluate the test, determining the correlation between the original test and teacher recommendation toward delinquency-proneness in preadolescent children.

Securing and Treating of Data:

The study utilized three levels of the California Test of

Personality and three levels of the California Behavior Preference Record. Other information was obtained from 107 known delinquents, 31 juvenile workers, 30 teachers, and 430 fifth and sixth grade pupils.

Findings:

1. The low areas of commonality of known delinquents in Umatilla and Union Counties of Oregon as shown by the California Test of Personality and the California Behavior Preference Record were:

1. Anti-social Tendencies
2. Withdrawing Tendencies
3. Family Relations
4. School Relations
5. Cooperation
6. Friendliness
7. Integrity
8. Leadership
9. Responsibility

2. It is possible to identify delinquent tendencies in young children. The factors that must be considered in this identification are: hereditary, emotional, environmental, socio-economic, physiological, and psychological.

3. The test which was developed had a correlation coefficient of .834 with teacher recommendation toward delinquency-proneness. Scoring on the test indicated the following:

75 - 100 Problems exist. Definite tendencies toward delinquency.

26 - 74 Average group. No marked tendencies in either direction.

0 - 25 Reasonably definite indication that few delinquency-prone tendencies exist. Not likely to become delinquent.

4. The poll of teachers revealed that they considered the items below as most important in identifying the potential delinquent:

1. A poor home situation;
2. The characteristics of anomie, unwantedness, or a lack of love;
3. Poor attitude toward, and in school;
4. Belligerence;
5. Withdrawing tendencies;
6. Inability to relate to others;
7. Lack of respect for authority.

5. Ample evidence was revealed that schools help to produce delinquency in the promulgation of frustration, lack of success and the lack of individualized instruction.

6. The delinquent child is a person with a basic unsatisfied need or needs. If these needs can be discovered early and met, delinquency-proneness can be reduced.

7. People who work with delinquents agree that research in the area of early discovery of delinquent tendencies in young children is necessary and vital. They agree that tests designed to this end should be developed.

Recommendations:

1. Adequate testing programs for the early identification of

delinquency in preadolescent children should be a high-priority part of every school program.

2. Counseling and guidance programs should be a part of the elementary school program. These facilities should be structured to meet the needs of the individual child in learning to live within his own environment by using his own inherent and unique abilities.

3. Group counseling services for parents are highly recommended.

4. Local school boards and school administrators should take the necessary steps to improve teaching methods and strengthen the curricula to individualize instruction for young people, viz:

- a. Identify non-achieving children early, and note the reasons for non-achievement.
- b. Institute remedial teaching where the need is indicated.
- c. Broaden the curricula in order to provide courses and teaching techniques aimed at meeting the needs of children who are not academically oriented.
- d. Make available work-experience courses for pupils where such courses seem advisable as an aid in teaching work habits and holding the interest of children who might otherwise drop out of school.
- e. Set up programs for the purpose of teaching those young people who, having left school, are aware of deficiencies in their schooling and want further instruction.

THE IDENTIFICATION OF EARLY DELINQUENT TENDENCIES
IN PREADOLESCENT CHILDREN IN UMATILLA AND
UNION COUNTIES OF OREGON

by

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by

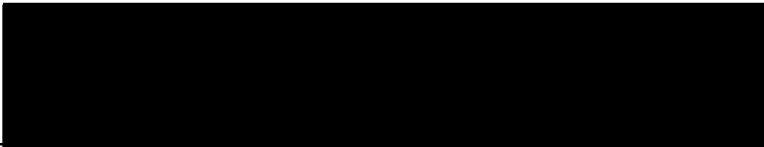
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THE IDENTIFICATION OF EARLY DELINQUENT TENDENCIES IN PREADOLESCENT CHILDREN IN UMATILLA AND UNION COUNTIES OF OREGON

CHAPTER I

INTRODUCTION

Background of the Problem

Juvenile delinquency has been for many years and still is one of the major problems in the United States. As the population of the United States increases, the problem of juvenile delinquency becomes more acute. Juvenile delinquency is a problem that needs continuous evaluation in order to eliminate it.

The need for research on juvenile delinquency has been stated by several well-known authorities. Dr. C. H. Growden (16, p. 1-11) states that if social planners, who expect to reduce delinquency, would employ up-to-date and continuous research in this area, they would undoubtedly see more conclusive signs of success. Studies in juvenile delinquency should be done on the basis of individual research to achieve the greatest significance, and the factors which cause an individual to become delinquent must be met in this manner.

Dr. Sydney Smith (35, p. 23) states that authoritative sources have shown that a person forms his basic character and pattern of behavior during the formative years of his life from three to 18.

If this is true, patterns of delinquent behavior which the child exhibits in his first 18 years can be expected to have predictive value in his adult life. The studies of 1,000 cases of delinquent and non-delinquent children by Sheldon and Eleanor Glueck (13, p. 134) reveal significantly the preadolescent age of three to 18 at which the pattern of delinquent behavior may be detected. It seems reasonable to assume that if a system of diagnosis of maladjustment could be set up and the maladjustment treated in the early stages before patterns become set, when chances of success are the greatest; the incidence of juvenile delinquency could most economically and effectively be reduced.

The Oregon Council on Crime and Delinquency in 1962 (29, p. 1-11) stated in its study on juvenile delinquency, that one concept stood out - early identification of delinquent tendencies and timely help to children, while they and their behavior disorders are small, can prevent later, more severe and costly problems. Failure to act can result in school dropouts, juvenile delinquency, and eventually, adults who are marginal in their ability to support themselves properly, rear their children or make a positive contribution to society.

In a cooperative study consisting of 28 different projects headed by the Palo Alto Unified School District (30, p. 1-45) on California delinquents and graduates, one recommendation that emerged was: Identification of delinquents is needed in time to apply

remedial procedures to prevent delinquency.

The Problem

The purpose of this study is to determine if tendencies toward delinquency can be identified in young children in the school grades of five and six. Specifically, this study seeks to determine if a testing instrument can be devised to identify these early delinquency tendencies. To accomplish this, the following three steps will be taken:

1. Identify areas of commonality in known delinquents in Umatilla and Union Counties of Oregon, ages nine through 17, by means of the California Personality Test and the California Preference Record.
2. Use these areas of commonality in known delinquents of Umatilla and Union Counties of Oregon as shown by the California Test of Personality and the California Preference Record, in an attempt to devise a testing instrument identifying delinquency tendencies in preadolescent children.
3. Attempt to evaluate this developed pre-delinquency test by testing a population of 430 elementary school children in the fifth and sixth grades of Pendleton, Oregon, by comparing the results of the test with the

judgments of elementary and junior high school teachers.

Limitations of the Study

1. For the purposes of this study, "juvenile delinquent" will be defined as: One who habitually resolves his personal-social problems through overt aggressive behavior, which dominant society finds bothersome and contrary to its value-identifications. From the point of view of this dominant society, the juvenile delinquent constitutes an irritation maladaptation. The term, "juvenile delinquent", will mean that, at least, the individual has presumptively been guilty of offenses considered severe enough by law enforcement agencies to justify his being brought before the juvenile departments of either Umatilla or Union County of the State of Oregon.
2. This study will involve a sample population of 107 children assumed to be known delinquents, who lived within the boundaries of Umatilla and Union Counties of Oregon during the time this investigation was undertaken. This sample was limited to children between the ages of nine through 17 years of age. This sample of the known delinquent population included 27 girls and 80 boys. The

sample represented 19.5 percent of the average of the total juvenile population that was processed in the juvenile courts of the two counties during the years of 1961, 1962, and 1963. The average number of cases that were in the juvenile courts of those counties during those years was 537 (Appendix B, 1 and 2).

3. The study is concerned only with identifying the following tendencies or traits in the sample of the known juvenile population of Umatilla and Union Counties of Oregon as shown by the California Personality Test and the Behavior Preference Record. In personal adjustment the areas are: self-reliance; sense of personal worth; sense of personal freedom; feeling of belonging; withdrawing tendencies; and nervous symptoms.

In social adjustment the areas are: social standards; social skills; anti-social tendencies; family relations; school relations; and community relations.

In the behavior preference and values the areas are: co-operation; friendliness; integrity; leadership; responsibility and critical thinking.

Procedure

1. Related literature on the identification of early delinquent

tendencies was reviewed and recorded.

2. Juvenile judges and school principals of Umatilla and Union Counties of Oregon were contacted to secure their cooperation and permission to give the tests used in the study. Test results were used to gain information for the courts and were entered in the court files of the tested delinquents to help identify problems. Tests were given on scheduled appointments with the permission of the juvenile court or the parents of the individual juvenile delinquent involved.
3. The following instruments were selected for the purposes of this study after a thorough survey of known instruments of personality and behavior preference testing.
 - a. California Test of Personality, Form AA, Elementary, (Appendix A, #1).
 - b. California Test of Personality, Form AA, Intermediate, (Appendix A, #2).
 - c. California Test of Personality, Form AA, Secondary, (Appendix A, #3).
 - d. California Behavior Preference Record, Form A, Elementary (Appendix A, #4).
 - e. California Behavior Preference Record, Form B, Intermediate, (Appendix A, #5).
 - f. California Behavior Preference Record, Form B,

Advanced, (Appendix A, #6).

4. All tests given in this study were checked, and the results of these tests were summarized and recorded.
5. The testing instrument that was developed as a result of this study on the identification of early delinquency tendencies took into consideration any areas of commonality in assumed known delinquents. It was administered to children in the fifth and sixth grades in the elementary schools of Pendleton, Oregon. This test was administered after a jury of 31 qualified, experienced people had surveyed and approved the test.
6. The test that was developed as a result of this study was scored. The results were summarized and tabulated.
7. The results of the testing of the fifth and sixth grades of the elementary schools of Pendleton, Oregon, were used to determine what correlation coefficient existed between the testing instrument and the judgments of elementary and junior high school teachers on those children who had previously been indicated to be potential delinquents.
8. A common rating scale was established to guide the teachers in their evaluation of those children rated as potential delinquents. This scale was defined by a poll of 30 experienced teachers as to what constitutes early delinquency

tendencies in young children.

9. A comparison of the results of the test, originated from this study, was made with the names of those children recommended as potential delinquents by their teachers.
10. All results were tabulated and were summarized to determine what correlation coefficient existed between the test on the identification of early delinquency tendencies and the recommendation by teachers of potential delinquents.
11. Recommendations and findings were summarized.

Summary

This chapter has reviewed the problem of the identification of tendencies toward delinquency in children at an early age.

The study sought, through testing of known delinquents in Umatilla and Union Counties of Oregon, to ascertain areas of commonality in personality and behavior preference. The study sought to develop a testing instrument that would help identify delinquency tendencies in younger children. It is possible that the investigation will thereby set the stage for the alleviation of such tendencies.

Chapter II will review the related literature on the early identification of delinquency.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

The literature reviewed for this study is concerned with juvenile delinquency and its early identification to determine delinquent characteristics.

Included in this chapter are the following: (1) judgments of known authorities, (2) related investigations to determine delinquent tendencies, (3) summarization of characteristics, and (4) summarization of the chapter.

Judgments of Known Authorities

In an analytical work by Ellington (11, p. 1-43) on the early identification of delinquency, these observations were made: The early identification of delinquent tendencies in pre-adolescent children included a lack of inner security that stems from a good home relationship with much parental love and warmth. The lack of this inner security promoted the characteristics of anxiety, furtiveness and aggressiveness. This could cause the child to be restless, demanding or impulsive. Most noticeable in young children was that they were unable to form relationships with others or to give or receive affection as a result of this security. A point that should be made here is that if the infant and child has the certainty that he

belongs and is loved then he is given the chance to meet life with confidence and a willingness to cooperate. He also found that girls who were promiscuous were often starved for affection and belonging rather than for the sexual excitement. They used this really as a means for gaining the attention that they innately desired.

Over-protection within the home could be just as serious. If the young child is not made to face up to his problems the characteristics of over-dependency and shyness may result.

The young child has a need for adequacy. Inadequacy destroys his sense of inner security. Today's competitive standards of success in the schools often contribute to the inadequate feeling of the child. These standards often lead to humiliation and failure of the child. Armies of the early delinquents have been largely recruited from those who were retarded in school. Lack of success or acceptance and equality in school have created these characteristics that are common to early delinquency: laziness, indifference, snobbishness, rebellion, defiance, incorrigibility and panic.

Every attempt should be made within the schools to allow the child to feel adequate and equal to his schoolmates. This striving for equality or status with the peer group is one of the primary causes of early delinquency.

Ellington (11, p. 1-43) briefly discussed deformity as a cause of delinquency. He concluded that it was the mental reaction to the

deformity rather than the deformity that was mainly responsible for delinquency.

Socialization defects are not always manifested in hostile, destructive patterns of behavior. The hobo, the bohemian and the "beatnik" reject the value system of our culture but do not necessarily aggress is pointed out by Lewis (21, p. 29).

It would appear that the frustration arising from a lack of affectional nurturance and a punitive attitude on the part of one or both parents is an essential condition for the occurrence of generalized antisocial aggression.

It is an eerie, chilling absence of moral sense that is the common characteristic of the modern day delinquent. It stamps him, whether he is a minority group resident of a slum tenement or the pampered child of a prosperous suburbanite. Psychiatrists and sociologists are using a new word to describe it. It is "anomie" and it means rootlessness--a state of feeling unrelated to and detached from family and society.

It is believed that feelings of "anomie" are responsible for much early delinquency. It is a basic thread that is common to most delinquents. A large percentage of delinquents seem to be hopelessly detached from parents, friends or other society.

Delinquency as a compensatory form of behavior for the status anxiety (a desire for status) that was forced upon lower than

middle-class groups as a consequence of their exclusion from successful competition in the class system was seen by Cohen (7, p. 1-90). Social disorganization and deviant sub-culture theories represent the major sociological theories on delinquency. The family-centered theories (impact of parental discipline, parent-role behavior, emotional climate of family, family structure, and interaction patterns) have been investigated by a number of workers and found to have contributed significantly to the understanding of delinquency.

That the delinquent imitated the self-attitude of his age associates and attributed how he felt about himself to his peers was concluded by Allison (1, p. 13-25). The delinquent aspires to be like those around and close to him. He will follow his peers blindly in an attempt to be like them. Delinquents tend to live in the limited present. They find it more difficult to relate to the past or the future.

It was suggested by Healy and Bronner (18, p. 41-42) that the psychological development of the child is a primary factor. Mental retardation was highly significant in this area. The mentally retarded child may not fully understand legal restrictions and may be less likely to foresee all the consequences of his actions than a child of average intelligence. He was more readily influenced by his associates who were themselves anti-social. He may also feel inadequate and rejected. The same retardation may destroy inhibitions that

were ordinarily set up by social training.

Friendenberg (12, p. 55-63) pointed out that adolescents were particularly concerned with competence. Their main task was self-definition. It was the period during which the young person learned who he was and what he really felt. The teenager wants to be a competent athlete, a competent scholar, a competent dancer, a competent lover, or even a competent street-fighter. He will work very hard to be expert at something.

In summary, it was stated that the budding delinquent was an unsatisfied individual. Though the delinquent usually could not define his dissatisfaction, he was still discontented. The really satisfied youngster was not apt to be delinquent.

It was found by Masland and his associates (24, p. 105-108) that there was evidence to indicate that the individual who was slow in school gradually ceases to think of himself, or be thought of, as mentally subnormal once he leaves the school situation. This means that perhaps the successful were being rewarded excessively and the least successful were deprived of the rewards they needed. This pattern contributed to the frustrations that go with underachievement.

Most children were sensitive about the attitudes of persons with whom they were thrown into contact. The contempt or indifference of others, particularly those like schoolmates and teachers

with whom they were constrained to associate for long hours every day, was difficult to throw off. The child may attempt to change himself in conformity with expectations of his teachers and peers. He may say that he does not care what those people think and react in anger and aggression. It is hard for any child to remain indifferent. This conclusion was reached by Cohen (7, p. 190-202).

It was found that non-delinquents had a very different and much more positive self-picture than did the delinquents. It was pointed out by Reckless and his associates (31, p. 6) that family cohesiveness and harmony, family-centered recreation, close parental supervision, and an intense parental interest in the welfare of the children all made a difference. They also found that non-delinquents had better success and satisfaction in the school setting than delinquents and reasonably assumed that this made differences in the self-picture.

Dr. William C. Kvaraceus of Tufts University wrote for the Oregonian (20, p. 25) that one of the prime motivations for delinquency in the very young was the parental and school pressures on present-day school children to excel. He stated that the real pressure did not come when a child is asked to do his best. It came when he was expected to be the best. Dr. Kvaraceus mentioned that the forgotten youth in America today is the middle-class youngster slipping downward toward a lower-class way of life, the youngster unable to keep up with the pack, unable to succeed in school. This

is considered a disgrace for many middle-class parents. The pressures and conflicts such a youth is subjected to, often result in delinquent behavior.

It was concluded by Dr. Kvaraceus (20, p. 175-176) that some of these young people become very adept at resisting adult pressures. They devise elaborate strategies for pleasing the teacher without really doing their work. They plod along, seemingly content with school until they reach the legal age for quitting and then they deliberately flunk out. It is assumed that many of these children find in hopeless incompetence the kind of refuge that an alcoholic finds in liquor.

"Particularistic" theories have given way to more sophisticated theories in the recognition of early delinquent tendencies. Some of these emphasized the social and cultural conditions, some emphasized family organization and family relationships and some placed the emphasis on the individual's internal states and processes, his intrapsychic organization. It was generally recognized that a multitude of influences impinged on each individual. Some pushed him toward, some away from behavior commonly labeled delinquent. That is, behavior which violates either middle-class codes, or legal codes, or both.

In his work, Louis Dexter (9, p. 62-63) said that reading disabilities and similar problems create a more serious problem in our

society mainly because we make demonstrations of formal skills in this area a requirement for initiation into social status. Children who haven't learned to read and spell correctly have come to think of themselves as stupid. They have tended to acquire a negative or hostile self-image rather than the handicaps of not reading well that causes such individuals to become social, legal or economic problems.

It has been pointed out that reading difficulties were related to psychic processes which in turn were related to delinquency. Though not always true, it could definitely be that a specific reading disability should not be considered an entity in itself. In this area came various attempts to subdivide delinquents into more meaningful categories for both treatment and research purposes, for example, the social, the asocial, the neurotic, the organic and the accidental delinquents. Psychiatrists and psychologists, working in clinics with a middle-class clientele, may see quite different youngsters than those seen by an area project worker on Chicago's South Side. These conclusions were reached by Liddle (22, p. 46-68).

In delinquency, as in all complex human behavior, no one factor can explain why a particular individual commits a certain act. Delinquency, early or late, is caused by multiplicity of factors. These factors vary from person to person. In our age conflicting

patterns of behavior are sanctioned or disapproved by various age groups, races, social classes and nationalities. Delinquent behavior has been found to be most attractive to those who cannot hope to reach socially acceptable goals. Those who have become unsuccessful in school form one such group. Action programs to prevent delinquency or to treat delinquents, even those which stress inter-agency coordination, have not included the school in a meaningful way. There are very few research projects aimed at preventing delinquency through insuring success in school. There has been a growing realization that many cases of reading disability as well as truancy and other infractions of the school rules were to be expected indicators that either the home, the school, or both were failing to meet the child's fundamental needs.

If a child cannot read, he cannot succeed in school as it is presently constituted. The ability to read is essential to success in almost every subject in the curriculum, including many courses not thought to be academic.

Liddle (22, p. 46-68) further stated that such reading experts as Gates, Hardwick and Monroe were writing on the connection between failure in reading and social adjustment. There was general agreement that failure in reading has a profound influence on personality adjustment. Reading difficulties could not intelligently be considered apart from the child's personality adjustment and his

attitude toward the reading experience. Conversely, research in the field has indicated that while personality maladjustments do not always lead to reading difficulties, they often do.

The child who has had considerable difficulty with reading has trouble seeing himself as an adequately functioning individual, when day after day at school this disability is constantly before him. Reading handicaps have led to a feeling of insecurity and frustration. With their sense of worth destroyed, children have lost confidence in their ability to learn even that which they have been capable of learning.

It has been indicated in Liddle's (22, p. 46-68) study that for the most part children who later became delinquents were not highly valued by their teachers and classmates in the school setting. Eighty-seven percent of the pre-delinquents had below average leadership scores.

He further indicated that the difficulties of the pre-delinquent group in learning to read may have had quite a bit to do with their being fringers or isolates in the grade school peer structure. This, in turn, had much to do with the character of delinquent culture as non-utilitarian, malicious, negativistic, hedonistic and as emphasizing group autonomy as opposed to loyalty to the large society.

Cohen (7, p. 79), when he wrote of the strong negativistic, non-utilitarian quality found in juvenile crime felt that it came from the delinquents' attempt to form an anti-society society. He

suggested that delinquents set up this anti-society world because they have been defeated in the larger society, including the school, and see no hope of making the grade there.

He further suggested that in the low levels of our status hierarchies, whether adult or juvenile, there is a chronic fund of motivation, conscious or repressed, to elevate one's status position. This is done either by striving to climb within the established status system or by re-defining the criteria of status so that one's present attributes become status giving assets.

Liddle (22, p. 46-68) in paraphrasing Kvaraceus and Waltenberg stated that if school is a frustrating experience for the child, he will be more prone to delinquency. These men agreed that the school picture of a delinquent presents an unsatisfactory, extremely frustrating situation which precedes or accompanies undesirable behavior.

He further stated that while most school systems almost never accelerate a gifted child because they feel he will not fit in socially with those who are older chronologically, most of these same systems practice retention, or as the students more realistically call it, failure. Consequently, most of the children find themselves in classroom groups in which they are different from most of the group chronologically, in achievement, and mental age. As a result delinquents are usually in classes with younger children whose

achievement levels are higher than their own.

Middle class teachers have been heard to state that delinquents do not care what others think of their actions. Nothing could be more wrong. What teachers really mean is that failure to be accepted by the larger society, particularly the school, causes some of the children to turn their backs on most of the adult world and to start acting for a different audience.

Liddle (22, p. 46-68) summarized the main points of his study as follows:

1. Delinquency is not a single diagnostic category and should be subdivided for research purposes and probably for action programs as well.
2. The causes of delinquency are multiple and complex. Reading disability is one serious symptom of something wrong in a child's life. In time, reading disability probably becomes a factor leading toward delinquent behavior.
3. Children of low ability and/or cultural handicaps must be able to succeed in school and must be recognized for their achievement if we do not want to create in them attitudes leading toward delinquent behavior.
4. By the time children are declared delinquent, 60 percent are no longer in school and most of the others probably cannot be reached by a remedial program alone.
5. Remedial programs aimed at the rehabilitation of those with reading disabilities or aimed at the rehabilitation of juvenile delinquents must combine remediation with a therapeutic orientation unless there is clear evidence that a given child is not psychologically disturbed.
6. It would seem that any program aimed at preventing delinquency through providing a child with a successful experience in reading must begin before adolescence for

maximum effectiveness. However, there is evidence to indicate that both reading skills and delinquent behavior can be influenced by intensive remedial and therapeutic programs even as late as adolescence. There is some indication that a revised school program can affect delinquency rates.

Bloch and Flynn (5, p. 21) said:

The school's primary contribution to delinquency arises from its presenting a series of frustrating situations to the child who already gives evidence of basic delinquent traits or possible trends toward maladjustment.

The origin of this "frustration" seems to arise from the freezing of American public school standards (as to both behavior and learning performance) to the middle-class image. This produces in the lower-class child a negative orientation toward school adjustment, at best, and open warfare at worst.

Related Investigations to Determine Delinquent Tendencies

The Gluecks (15, p. 134) in their study found that delinquents were less critical of themselves. They were more apt to rationalize that they were in the right and others were to blame for their actions. They found that delinquents were less critical of themselves and were unable or unwilling to evaluate themselves. They also found that delinquents were more self-centered and unwilling to make allowances for others.

A study of school factors related to delinquency was conducted

in Los Angeles County, California (23, p. 1-43). The Los Angeles Study Committee found that they were able to make improvements in many cases of delinquency as well as to prevent many cases of school pre-delinquency as well as to prevent many cases of true delinquency. It was also found that complete cumulative records were most vital in the determination of those who were delinquent and pre-delinquent. The cumulative folder, in order to be adequate, must contain the following fairly recent information: (1) identifying data, (2) health information, (3) standardized test data, (4) school records and attendance, (5) present school situation, (6) psychological and emotional data, (7) educational history, (8) special interests and, (9) follow-up and progress reports.

The study further indicated that to be of greatest value, the folder must be up-to-date and available to both school personnel and to the case workers involved. Confidence about these records must be maintained at a highly professional level. If the confidential nature is lost, then nothing can be gained even though the potential delinquent is identified in early life.

Health information and psychological and emotional data were stressed as key factors in identifying the early delinquent. Physical deformities, birth injuries and the physical sizes of the children can be considered important in this area.

The mother was considered, as always, crucial in the

future life pattern of the child.

The mother's pre-natal attitude was indicated as very important. This would help to determine whether the child was wanted and loved after birth. Of primary importance to the young child in steering away from an early delinquent condition was to be loved and wanted by the mother. Thus again the word "anomie" must be considered. A primary condition of normalcy in the human being was to be wanted, needed and loved by someone. Without it, a condition conducive to early delinquency would have to be considered to exist.

The mother's attitude could also be influenced toward the unborn child by the economic situation of the family. If the arrival of another child into an already large family happened, the lack of desire for a new member in the family could enter the picture and affect the newborn child.

The actual physical process of birth was indicated as crucial in determining the future physical condition of the child. Ordinarily, if the birth were natural, the percentage of incidence of future problems was considerably lessened. If the birth was excessively difficult or a long process, then the probability of brain or physical defect was greatly increased. Any physical defect or damage to the brain greatly increased the percentage for a given individual to harbor delinquent tendencies.

The mother's age at birth was also considered a significant

factor although no recent research in this area was available to prove this point.

The school record within the cumulative folder was considered highly significant. Failure or frustration in the school situation has been considered unanimously as indication of early delinquency.

Evidence was brought forward by Shaw and McKay (34, p. 57-65) that early delinquents' tendencies flourished in deteriorated areas bordering on the central business and industrial areas of large American cities and decreased gradually throughout zones intermediate between these deteriorated areas and the outer suburbs. An upsurge of delinquent tendencies was noted in areas where there was much social disorganization that involved not only physical deterioration, poverty, and economic dependency but also an absence of the stable neighborhood standards of conduct. The population of these areas included a high proportion of foreign-born and Negro residents and tended to be highly mobile and promote the anti-social tendencies of frustration, discontent and a hostility to society in general. In an area where the population was constantly changing and cultural patterns were conflicting, it was difficult for parents to impart a stable set of values and life patterns for their children. In this type of neighborhood, there were many models of aggressive anti-social behavior for the young child.

In another study made by Glueck and Glueck (13, p. 134) on

an analysis of boys with working mothers they found that delinquents more often had working mothers than non-delinquents. It was very evident that mother's working outside the home had a deleterious influence on the family life. There was some suggestion in their data that this influence was more potent in the cases where the mothers worked sporadically rather than those who were regularly employed. It would appear that the regular hours and the uniformity of family life that goes with a full-time job would somewhat lessen the danger of delinquency-proneness.

In 1950, the Gluecks (13, p. 134) reported the results of a ten year study. They arrived at three prediction tables of five items each after exhaustive research in many fields. Since the three tables were extremely pertinent to the early identification of delinquency, they are listed herewith. The numbers listed in the right-hand column were the chances in 100 of the child's becoming delinquent if the indicated factor was present.

Five Factors Comprising Social Prediction Scale

The following was taken from the work of Glueck and Glueck:

1. Discipline of Boy by Father	Score
Overstrict or erratic	72.5
Lax	59.8
Firm but kindly	9.3

2. Supervision of Boy by Mother	Score
Unsuitable	83.2
Fair	57.5
Suitable	9.9
3. Affection of Father for Boy	
Indifferent or hostile	75.9
Warm, including overprotective	33.8
4. Affection of Mother for Boy	
Indifferent or hostile	86.2
Warm, including overprotective	43.1
5. Cohesiveness of family	
Unintegrated	96.9
Some elements of Cohesion	61.3
Cohesive	20.6

Definitions

In order that users of the Social Prediction Table may agree on definition of terms used they were defined by the authors of the table.

1. Discipline by Father

Overstrict: Father is harsh, unreasoning, demands obedience through fear.

Erratic: Father varies between strictness and laxity, is not consistent in control.

Lax: Father is negligent, indifferent, lets child do what he likes.

Firm but Kindly: Discipline is based on sound reason which the child understands and accepts as fair.

2. Supervision by Mother

Unsuitable: Mother is careless in her supervision, leaving child to his own devices without guidance, or in the care of an irresponsible person.

Fair: Mother, though home, gives only partial supervision to the child.

Suitable: If mother does not work outside the home and is not ill, she personally keeps close watch on child or provides for his leisure hours in clubs or playgrounds; if she is ill or out of the home a great deal, there is a responsible adult in charge of the child.

3. Affection of Father

4. Affection of Mother

Indifferent: Father or Mother does not pay much attention to the child.

Hostile: Father or mother is sympathetic, kind, attached, never overprotective.

5. Cohesiveness of Family

Unintegrated: Home is just a place to "hang your hat"; self-interests of the members exceed group interest.

Some elements of Cohesion: Even if the family group may not be entirely intact (because of absence of one or more members) the remaining group has at least some of the characteristics of the cohesive family.

Cohesive: There is a strong "we" feeling among members of the immediate family as evidenced by cooperativeness, group interests, pride in the home, affection for each other.

Explanation

The determination of the particular category into which a case falls was based on the situation generally prevailing in a child's life up to the point at which the prediction was made. In cases in which one or another parent had left or been removed from the home before a child was three years old, and there was no parent substitute, discipline of the missing parent was graded as "lax", affection as "indifferent" and supervision as "unsuitable". But if there had been

a substitute parent, at least since the child was three years old, the discipline, affection, and supervision of the parent substitute was rated.

In regard to cohesiveness of the family, it was usually rated "fair" in a situation in which one of the parents was for any reason not living in the home, providing the remaining family group, of which the particular child was a part, was a "cohesive" unit. If, however, the absence of one parent from the home did not reflect his or her indifference to the family but was rather the result of unavoidable circumstances, such as illness, the family unit was regarded as cohesive if all the other elements that enter into this judgment would normally have designated the family as cohesive.

The prediction table differentiated very sharply between those scoring under 250 and those scoring 250 and above. Those with scores under 250 had only 16 chances out of 100 of becoming delinquent while those scoring 250 and above had 79.1 chances in 100 of becoming delinquent. In applying the table the Gluecks cautioned that it was a total score that was predictive, not the separate scores. A boy may have a very high score on one or two items and still remain in the category of not likely to become delinquent because of the other items being in his favor. Similarly, a boy may be classed as a likely delinquent even though his score in one or two categories was the minimum score. His score in the other categories may be

so high as to make his total score greater than 250. In the first instance, the "good" of preventative factors would outweigh the "bad" or causative factors; in the second example the reverse would be true.

Prediction Table Constructed from Personality Traits

The personality traits were determined in psychiatric interview. It was indicated that the data for this table could be gathered in approximately an hour by a trained clinician. The items included in the table were those that could be derived at the age of school entrance.

Five Factors Comprising Psychiatric Personality Traits

1. Adventurous	Score
Present in marked degree	75.3
Not prominent or noticeably lacking	35.4
2. Extroverted in Action	
Present in marked degree	66.5
Not prominent or noticeably lacking	37.8
3. Suggestible	
Present in marked degree	69.4
Not prominent or noticeably lacking	35.5
4. Stubborn	
Present in marked degree	83.4
Not prominent or noticeably lacking	39.0
5. Emotionally Unstable	
Present in marked degree	62.0
Not prominent or noticeably lacking	26.5

Definitions

1. Adventurous--Impulse for change, excitement, or risk.
2. Extroverted in Action--Free expression in activity.
3. Suggestible--Easily swayed by appeal to his feelings even though against his better judgment.
4. Stubborn--Resistive or persistent but not in a freely expressed drive; probably the result of thwarted dynamic qualities.
5. Emotionally Unstable--Unharmonious and inappropriate feeling reaction conflict of feeling tendencies. Not to be confused with emotion.

The table differentiated between those scoring under 245 and those scoring 245 and above. Those who scored under 245 had 21.5 chances in 100 of becoming delinquent, while those scoring 256 and above had 82.8 chances of becoming delinquent.

Prediction Table Constructed from Character Traits

These character traits were determined by use of the Rorschach Test. An hour was required to administer the test. An additional hour would be needed for interpretation by a skilled analyst. Some difficulty was experienced in modifying the Rorschach Test to fit the various age levels under consideration.

Five Factors of Character from Rorschach Test

1.	Social Assertion	Score
	Marked	75.9
	Slight or suggestive	63.8
	Absent	39.7
2.	Defiance	
	Marked	91.0
	Slight or suggestive	76.7
	Absent	34.9
3.	Suspicion	
	Marked	67.3
	Slight or suggestive	47.3
	Absent	37.5
4.	Destructiveness	
	Marked	77.7
	Slight or suggestive	69.9
	Absent	35.7
5.	Emotional Stability	
	Marked	75.2
	Slight or suggestive	65.0
	Absent	40.0

Definitions

1. Social Assertion--Refers to the more superficial quality of expressing will and ambition in relation to the environment.
2. Defiance--Refers to aggressive self-assertion born out of deep insecurity or weakness and therefore often indiscriminate in its aims and means.
3. Suspicion--Refers to indiscriminate or exaggerated mistrust of others, not warranted by the objective situation.

4. Destructiveness--Refers to the tendency to destroy, to hurt, to be negative.
5. Emotional Stability or Impulsiveness--Refers to the qualities in the affective reactions of a person which permit inner drives, urges, feelings to take their course, allow tensions to explode, and which thus lead to certain actions and moods more or less regardless of consequences and of the objective requirements of the situation.

In the validation of the Glueck Social Prediction Table, a study was conducted by the New York City Youth Board (14, p. 18-32) in 1952. In this study the Social Prediction Table was applied to 223 boys. Seventy-one rated 250 or above to be rated as potential delinquents while 152 scored below 250 to be rated as not likely to become delinquents.

It should be noted that this group of boys differed to a marked degree from the group upon which the table was constructed by the Gluecks. The Youth Board used youngsters with a mean age of six years while the Gluecks used boys ranging in age from 11 through 17 years. The ethnic background of the Youth Board group was also different from the Glueck standardization group, although both groups were drawn from areas generally characterized by an incidence of high delinquency and low economic and social status. This would seem to indicate that the Social Prediction Table can be effectively used with various age groups, as well as with differing ethnic and socio-economic groups, in predicting those who are likely to become delinquent.

In a later report on the usefulness and status of their various prediction studies, Eleanor Glueck (14, p. 23) concluded:

..... The Social Prediction Table developed in "Unraveling Juvenile Delinquency" remains the most satisfactory one for practical use. Experienced welfare workers, teachers, psychologists and others of whom there are many more available than there are Rorschach or psychiatric experts, can learn to use the Social Prediction Table after relatively brief experience with it.

This conclusion was reached after much study of the three tables.

Each of the 15 items was studied individually, and in combination with all the other items. The conclusion was reached that the extra predictive differentiation achieved through the use of the tables other than the Social Prediction Table was not great enough to merit the extra time and specialized personnel necessary to their use.

Eleanor Glueck (14, p. 18-32) indicated that 17% of those rated as potential non-delinquents showed (after a two year period) difficulties in school. Seventy-two percent of those identified as potential delinquents were manifesting behavioral difficulty. The report then was concerned only with school misbehavior as none of the boys had been in conflict with the law. The report indicated some likelihood in the direction of the ability of the table to discriminate between those who are likely to become delinquent and those who will not become delinquent.

The findings of the 1960 follow-up of the New York City Youth

Board delinquency study was reported by Morgan (27, p. 2-6). The Youth Board reported that the Glueck Social Prediction Table had proved 87% accurate overall. Over 9/10 of the children predicted as not likely to become delinquent, although they lived in slum areas of high delinquency, had remained law-abiding. Almost 50% of those forecast as future delinquents were already delinquent. It was interesting to note that the prediction of those who were likely to remain free from delinquency was more accurate than was the prediction of those who were likely to become delinquent.

In a study at the University of Utah, Cline and Wangrow (6, p. 1-21), as paraphrased by Barney (3, p. 75-81), reported on the life history correlates of delinquent and psychopathic behavior. Seventy recidivist criminals from the Utah State Prison served as the psychopathic sample. The control group consisted of 70 normal men from the community who were matched with the prison sample for socioeconomic background, race, intelligence, and age. Several major conclusions were drawn from their study: (1) the role of the father is tremendously significant, and has been under-rated; (2) general stability and a loving relationship in the home is very important (only 21% of the prisoners' home climates were rated as loving compared to 73% for the normals); (3) active religious participation by the parents and of the father in particular is very significant; (4) the prisoners generally had failed in their relations with women to

establish any lasting ties; (5) many, though by no means all, of the prisoners were characterized by a very low level of job specialization and skill. The findings of this study agree with other research in identifying home factors, especially the father-child relationship, as important in differentiating delinquents from non-delinquents.

In their study, Bandura and Walters (2, p. 63-75) indicated that their prior research revealed that much information on early identification of delinquency might be found from a study of parent-child relationships. They maintained that constitutional factors such as inherited defects or physical handicaps plus sociological factors such as poor housing, inadequate recreational facilities, and low standards of living contributed to the development of an anti-social orientation. They stated further that these factors may be conditions for the psychological atmosphere in which anti-social behavior might develop.

In the home of such areas in which parents were foreign-born, estrangements and misunderstandings between parents and children might develop through the child's rejection of the traditions and customs that the parents have brought from their countries of origin.

It was also stated by Bandura and Walters (2, p. 81-82) that a characteristic that has been frequently noted among anti-social boys was their inability to form and maintain stable, dependent, affectional ties to others. They tended to be emotionally guarded or indifferent. They were likely to show marked resistance to entering

into any close dependent behavior. Either tendency could have sprung from an initial failure to develop emotional responsiveness to others. It could also represent an inhibition of dependency behavior. This affectional relationship was tied very closely to the amount of affection that the child received from either or both parents. It was indicated here that children from homes where there is a lack of warmth and affection on the part of the parents were apt to be more delinquency-prone. This could be detected quite readily at an early age. In summary Bandura and Walters (2, p. 473-475) stated that a child who was severely frustrated and rejected had little or nothing to gain through controlling the anger and aggression that the frustration provoked. His aggression at least brought temporary relief and might, at the same time, have forced others to attend to him. There was strong evidence that early and severe frustration of a child's dependency needs through rejection was an important pre-condition of delinquency.

Summarization of Characteristics

Olmos (28, p. 25) in writing of the opinions of Dr. Jack Marshall, Director of Psychological Services of the Portland, Oregon, School District, and Mrs. May Padovan, Director of the Portland, Oregon, School District's Social Work Program, had the following to say:

Setting habits that will prevent juvenile delinquency must start in the early grades of elementary schools, when youngsters are easier to handle and services are less costly.

It is too late to wait until the teen years before corrections are started.

In dealing with all classes of children in the schools of Portland for many years, these two people have arrived at the conclusion that these are the most predominant danger signals insofar as recognizing early delinquent tendencies:

- (a) Aggressiveness: Persistent hostility, fighting, defiance, insolence.
- (b) Withdrawal: Excessive day-dreaming, shyness, fearfulness, un-responsiveness, fantasy, no friends.
- (c) Attention-seeking: Unusually silly, demanding, talkative, annoying.
- (d) Nervous mannerisms: Nail-biting, thumb-sucking, tics, hyper-activity, crying, temper tantrums, speech problems.
- (e) Immaturity: Infantile speech, short attention span, behavior inappropriate to younger age level.
- (f) Health problems: In cooperation with medical personnel when school adjustment is affected.
- (g) Learning problems: Chronic tardiness, frequent absences, truancy.
- (h) Other inappropriate behavior: Bizarre behavior, precocious interest and behavior.

Hathaway and Monachesi (17, p. 149-163) reported on a study made in 1957. The study was made on 4048 ninth grade pupils in the

Minneapolis, Minnesota Public Schools. The Minnesota Multiphasic Personality Inventory was used. They came to the conclusion that boys who show socially withdrawn, depressed or feminine personality factors do have problems with which concern must be shown. They also found that children with rebellious, excitable or schizoid traits, as indicated by the MMPI scales, are most likely to become delinquent.

By checking the 550 MMPI items individually it was found that 33 of them stood up in a double cross-validation as being related to delinquency or the early recognition of it. These 33 items show a love for adventure and thrills as well as for trouble in school and in the home.

The 33 delinquency-related items, together with their delinquent responses are listed below. The nature of the items is interesting in view of the general conclusions that other investigators have reached.

- 21 (T) At times I have very much wanted to leave home.
- 26 (T) I feel that it is certainly best to keep my mouth shut when I'm in trouble.
- 33 (T) I have had very peculiar and strange experiences.
- 37 (F) I have never been in trouble because of my sex behavior.
- 38 (T) During one period when I was a youngster I engaged in petty thievery.

- 56 (T) As a youngster I was suspended from school one or more times.
- 111 (F) I have never done anything dangerous for the thrill of it.
- 116 (T) I enjoy a race or game better when I bet on it.
- 118 (T) In school I was sometimes sent to the principal for cutting up.
- 143 (T) When I was a child, I belonged to a crowd or gang that tried to stick together through thick or thin.
- 146 (T) I have the wanderlust and am never happy unless I am roaming or traveling about.
- 173 (F) I liked school.
- 177 (F) My mother was a good woman.
- 223 (T) I very much like hunting.
- 224 (T) My parents have often objected to the kind of people I went around with.
- 254 (T) I like to be in a crowd who plays jokes on one another.
- 260 (T) I was a slow learner in school.
- 294 (F) I have never been in trouble with the law.
- 298 (T) If several people find themselves in trouble, the best thing for them to do is to agree upon a story and stick to it.
- 342 (T) I forget right away what people say to me.
- 355 (T) Some times I enjoy hurting persons I love.
- 419 (T) I played hooky from school quite often as a youngster.
- 421 (T) One or more members of my family is very nervous.

- 427 (F) I am embarrassed by dirty stories.
- 434 (T) I would like to be an auto racer.
- 458 (T) The man who had most to do with me when I was a child (such as my father, step-father, etc.)
- 464 (T) I have never seen a vision.
- 471 (T) In school my marks in deportment were quite regularly bad.
- 477 (T) If I were in trouble with several friends who were equally to blame, I would rather take the whole blame than to give them away.
- 485 (T) When a man is with a woman he is usually thinking about things related to her sex.
- 537 (T) I would like to hunt lions in Africa.
- 561 (T) I very much like horseback riding.
- 565 (T) I feel like jumping off when I am on a high place.

The items found by Hathaway and Monachesi are similar to the traits of character that have been associated with delinquency by other workers in the field.

Wiesbrad as paraphrased by Barney (3, p. 96-96), stated the problem of delinquency in a school setting. He studied the identification of the potentially maladjusted children in the middle grades. He was interested in finding if the information already available in this school could be used by teachers to identify potentially maladjusted youngsters without the aid of a psychologist or psychiatrist. Using fourth, fifth and sixth grade students he found the following

significant differences between the maladjusted and the so-called normal: (1) the IQ varied significantly on group administered tests; (2) achievement was generally lower for the delinquents, especially in reading and arithmetic; (3) the maladjusted were usually perceived negatively by teachers and peers while others were generally seen positively; and (4) in rating the pupils for adjustment, teachers and clinicians tended to identify the same youngsters.

This study seemed to show that teachers can, through observation and with the information available in the school, identify potential cases of delinquency at an early age.

Dresher (10, p. 595-598) made a study of delinquents and identified variables that differed significantly between conforming and non-conforming children. He found that delinquents were characterized by the following summarized items:

1. They drop out of school at an earlier grade level.
2. They have a greater number of absences while at school.
3. They fail more school subjects.
4. They are more often rated as poor on citizenship.
5. They less often come from a happy, well-adjusted home.
6. They have more out-of-school friends, and they spend more time with those friends.
7. They do not as often get along with the family and others in the home.

8. They do not get along well with teachers and other students.
9. They do not as often have a sense of belonging in the high school situation.
10. They usually do not have school spirit.
11. They do not participate in organized out-of-school activities.

The above items may well be used in identifying delinquents at an early age.

Ellington (11, p. 1-43) summarized his work in the statement that these are the characteristics that indicate early delinquent tendencies:

1. Panic indecision.
2. Inability to give or receive friendship.
3. Continuance of the impulsive and involuntary behavior of infancy such as bed wetting, solitary withdrawal, refusal to enter into team play or social competition, moodiness, sulkiness, rebellion against all authority, arrogance, cruelty, resentment, violence, theft, perversions, lying, destructiveness, calumny, assault, rape or murder.

The Michigan Department of Public Instruction (26, p. 1-18) has indicated that the following characteristics appear in early delinquency. They are (a) fairly consistent regression in scholarship from elementary to senior high school, (b) increasing absences from elementary to senior high school, (c) frequent grade and subject failures on all levels, (d) marked lack of interest in school work, and

(e) frequent transfers from school to school.

The Michigan Department of Public Instruction (26, p. 1-18) also listed some areas common to both drop-outs and delinquents which help to identify these children. They are as follows:

1. Consistent failure to achieve in regular school work.
2. Grade Level placement two or more years below average for grade.
3. Irregular attendance and frequent tardiness.
4. Active antagonism to teachers and principals.
5. Marked disinterest in school, with feeling of "not belonging."
6. Low scholastic aptitude.
7. Low reading ability.
8. Frequent changes of schools.
9. Non-acceptance by school staff.
10. Non-acceptance by schoolmates.
11. Friends much younger or older.
12. Unhappy family situation.
13. Marked difference from schoolmates, in regard to size, interests, physique, social class, nationality, dress or personality development.
14. Inability to afford the normal expenditures of schoolmates.
15. Non-participation in extra-curricular activities.
16. Inability to compete with brothers and sisters, or ashamed of them.

17. Performance consistently below potential.
18. Serious physical or emotional handicap.
19. Being a discipline case.
20. Record of trouble with school and law enforcing authorities.

Summarization of Chapter

The scope of information in this chapter included many opinions based on adequate research by known authorities. There was remarkable unanimity of agreement as to what constituted the early identification of delinquent tendencies in pre-adolescent children. This agreement included the conclusion that there were many characteristics that would help to identify the early delinquent. It also included the proposition that if all the characteristics were present in a given child, it did not mean that the same child would necessarily become delinquent. The authorities did agree, however, that if many of the characteristics were present in a given child, the odds were good that he would become delinquent at an early age unless remedial measures were taken at the earliest age that these measures could be taken. The main points of the early identification of delinquent tendencies in pre-adolescent children were reviewed within the chapter.

The most important characteristics leading to delinquency-proneness were:

1. The lack of a feeling of inner security.
2. Frustration or a lack of success both in and out of school.
3. Lack of a wholesome and adequate home life.
4. Lack of peer group acceptance.
5. The presence of "anomie", the feeling of "rootlessness."
6. Poor relationship with parents or authority figures.
7. Mental attitude towards physical defects or deficiencies.

Information concerning the collection of data for this investigation is reported in Chapter III, Procedures.

CHAPTER III

PROCEDURES

The procedures reviewed in this chapter were described in eight sections: (1) Introduction, (2) selection of delinquents, (3) testing of delinquents, (4) compilation of characteristics, (5) development of rating scale, (6) jury for test evaluation, (7) results of evaluation, and (8) testing of population of elementary school children.

Introduction

The purpose of this study was to determine if tendencies toward delinquency could be identified in young children in grades five and six. Specifically, as indicated in Chapter I, this investigation attempted to show (1) the identification of areas of commonality in known delinquents in Umatilla and Union Counties of Oregon, ages nine through 17, by means of the California Personality Test and the California Behavior Preference Record, (2) that from these areas of commonality of characteristics a test was developed, that would help to identify delinquent tendencies in pre-adolescent children, and (3) that an evaluation of the test was made from testing a population of 430 fifth and sixth grade youngsters in

the Pendleton, Oregon, public schools. This evaluation was furthered by a comparison of the test with a teacher rating scale devised for the purpose of this study.

The data for this investigation were collected by five separate procedures: (1) the California Test of Personality and the California Behavior Preference Record were administered to known delinquents in Umatilla and Union Counties of Oregon, (2) the origination of the test from the results of the testing of the known delinquents, (3) the formulation of a teachers' rating scale for evaluation of the test, (4) the evaluation of the test by a jury of 31 people involved with the working with known delinquents, and (5) the testing of a population of 430 fifth and sixth grade children in the public schools of Pendleton, Oregon.

Research revealed that the California Test of Personality and the California Preference Record were the most adequate instruments to accomplish this investigation. Factors that influenced this choice were the following:

1. The majority of personality inventories were designed for secondary school students or adults. The California Test of Personality and the California Behavior Preference Record were adequate for all levels of children from kindergarten to adults.
2. The California Test of Personality provided a profile of

scores grouped under "Self" and "Social Adjustment".

The profile was descriptive in that it indicated the areas within which adjustment was good or within which maladjustment was good or within which maladjustment existed.

3. The California Test of Personality measured the largest number of aspects of self, social and total adjustment.

It was, perhaps, the most diagnostic of any test of this type.

4. The coefficients of reliability were consistently high in all areas that were measured.

Selection of Delinquents

In the selection of a population of known delinquents for the purposes of testing for this study, the following steps were taken:

(1) conferences were held with judges of the county courts of Umatilla and Union Counties to secure their permission to work with their juvenile departments to secure the people for testing, (2) upon receiving permission to work with the juvenile counselors of these counties, conferences were held with the said counselors to get their cooperation in expediting the investigation, (3) conferences were held with school personnel, such as elementary school principals, junior high school principals, high school principals, junior high school counselors, and high school counselors, to get their

cooperation in testing known delinquents with their respective schools, (4) testing of known delinquents was then accomplished by both group and individual testing.

Testing of Delinquents

In producing the test for identifying early delinquent tendencies, 125 children between the ages of nine and 17 were tested individually and in groups with the California Test of Personality and the California Behavior Preference Record. Of this group, 107 tests were considered to be valid and complete. This group included 27 girls and 80 boys. These tests were then forwarded to the California Test Bureau for machine scoring. The results of the scoring were returned. Scores on the individual tests were ranked on the basis of percentile rankings from zero to 100. As shown by the tests, those individuals whose test results in a given area fell in the lower percentiles, viz 30 or below, indicated trouble in that particular area.

Compilation of Characteristics

A compilation of all of the characteristics of the tested delinquents' scores that ranked below the 25th percentile was made.

From this compilation, questions were devised. These attempted to show, if answered in a given way, trouble in a particular area

or characteristic. An example of this would be: The average percentile of the tested delinquents in the area of "School Relationships" was 21.5. This was below the 25th percentile; thus maladjustment was indicated in the area of school relationships. Questions on the pre-delinquency test were then worded so that the answer would point out difficulty in this area. This was further exemplified by these representative questions that appeared on the test (Appendix A, #9):

	Nearly Always	Part of the Time	Never
Do your studies usually seem too hard for you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you like to skip school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do most of the children get along with the teacher better than you do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is school an interesting place for you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

From questions of this type, the test for identifying early delinquent tendencies in preadolescent children was formed.

Development of Rating Scale

In order that the teacher evaluation of delinquency-proneness within the classroom would be consistent, a rating scale was evolved. A jury of 30 classroom teachers was asked to complete the questionnaire (Appendix B, #3) to indicate what it felt were the most

important aspects of delinquency-proneness in an elementary school child.

The questionnaire was completed and the results tabulated.

The rating scale was devised. The scale was used to determine what correlation the originated test had with teacher recommendation.

Jury for Test Evaluation

The test that was originated from the areas of commonality of characteristics as indicated by the results of the California Test of Personality and the California Behavior Preference Record (Appendix A7) was sent to a jury of 31 people for evaluation (Appendix A8).

This jury of test evaluation was chosen because their work was closely connected with children who were then or might become delinquent.

In the main the jury was selected from school counselors, juvenile department professional personnel, and administrative personnel involved with correctional institutions for juvenile delinquents. Fifty tests were sent and 31 were returned.

Results of Test Evaluation

The results of this test evaluation by the jury of evaluation were summarized and tabulated (Appendix A9).

Testing of Population of Elementary School Children

Using the completed testing instrument after the jury evaluation (Appendix A9), 430 elementary children in the fifth and sixth grades in the elementary schools of the Pendleton Public Schools were tested for the determination of the correlation that would exist between the test and teacher recommendation as to early recognition of delinquency-proneness. To do this verbal clearance was received from the superintendent of schools in Pendleton, Oregon. Principals of the elementary schools were contacted. Approval was secured from them. The teachers of the fifth and sixth grades in Pendleton were contacted. The testing program was explained to them. Confidentiality was stressed. Rating scales (Appendix B5) were given to them. Each teacher rated the pupils in his room. Pupil number one was indicated as the most delinquency-prone. The last pupil listed was specified as the least delinquency-prone. After the pupils had been rated independently by the teacher, the pre-delinquency test was given by the investigator. Findings of this investigation will be summarized in Chapter IV.

CHAPTER IV

PRESENTATION OF THE FINDINGS

Introduction

As indicated in Chapter III, there were seven divisions of the sources of data for this study: (1) general information, (2) results of the testing of known delinquents in Umatilla and Union Counties of Oregon, (3) results of the poll of teachers on early delinquency tendencies, (4) the evaluation of the test to identify early delinquency tendencies by a jury of experts, (5) results of the testing of a population of elementary school children with the test originated from this study to determine if any correlation exists between the test and teacher rating, (6) summarization of test results, and (7) summary.

The study findings are presented in six major segments from the seven sources of data as indicated above: (1) general information, (2) results of the testing known delinquents in Umatilla and Union Counties of Oregon, (3) results of the poll of teachers on early delinquency tendencies, (4) the evaluation of the test to identify early delinquency tendencies by a jury of 31 experts, (5) results of the testing of a population of 430 elementary pupils with the originated test, and (6) summary.

General Information

The total number of people involved in this study was 598. The categories into which this number was divided are listed:

- | | |
|--|-------------|
| 1. Known delinquent sample population | 125 tested |
| | 107 valid |
| 2. Teacher delinquency-prone rating scale population . . | 50 sent out |
| | 30 returned |
| 3. Evaluation jury for delinquency-prone test | 49 sent out |
| | 31 returned |
| 4. Population of elementary school children tested . . . | 430 tested |

Results of the Testing of Known Delinquents in Umatilla and Union Counties of Oregon

As shown in earlier chapters the California Test of Personality and the California Behavior Preference Record (Appendix A) were used in this study. All tests were devised to accommodate the level of the child being tested, both in the administration of the test and the scoring. The scoring was uniform throughout each level. For example, if a child made a percentile score of "31", it was "31" on all levels.

The average percentile scores for the 107 known delinquents tested in Umatilla and Union Counties on the California Test of

Personality, listed in the order of high to low tendency are indicated below:

1. Social Standards	36.73
2. Social Skills	34.83
3. Self-Reliance	31.93
4. Community Relations	30.52
5. Sense of Personal Worth	29.20
6. Nervous Symptoms	28.98
7. Sense of Personal Freedom	28.35
8. Feeling of Belonging	26.96
9. Anti-Social Tendencies	24.75
10. Withdrawing Tendencies	22.82
11. Family Relations	22.15
12. School Relations	21.53

In the California Behavior Preference Record, the level of success in each tested area was indicated by one of the following: Very High, High, Average, Low, and Very Low.

The average rank for the 107 known delinquents in Umatilla and Union Counties in each of the given areas is indicated below:

Cooperation	Low
Friendliness	Low
Integrity	Low
Leadership	Low

Responsibility	Low
----------------	-----

Critical Thinking	High
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The California Test Bureau has conducted sufficient research to warrant that any percentile score on the California Test of Personality that falls below the 25th percentile or any score in the "Low" rank on the California Behavior Preference Record indicates trouble in that given area.

With this research in evidence, it was assumed that those areas of personality where the scores on the California Test of Personality fell below the 25th percentile could be safely used in the formation of the test for determining early delinquent tendencies. These areas on the California Test of Personality as indicated above were:

	Percentile Rank
1. Anti-Social Tendencies	24.75
2. Withdrawing Tendencies	22.82
3. Family Relations	22.15
4. School Relations	21.53

In the California Behavior Preference Record, using the same assumption on adequate research, the areas in which the average rank was "Low" or below was used in the formation of the test. Those areas on this test which ranked "Low" or below were:

Cooperation	Low
Friendliness	Low

Integrity	Low
Leadership	Low
Responsibility	Low

The basis for the test to determine early delinquent tendencies in preadolescents were those characteristics scored below the 25th percentile on the California Test of Personality and those scores ranked as "Low" on the California Behavior Preference Record.

The test was constructed so that the answers would indicate a difficulty or problem corresponding to one of the "Low" areas or one of the areas below the 25th percentile. The construction and scoring of the original test is indicated in Appendix A7.

Results of the Poll of Teachers on Early Delinquent Tendencies

Fifty teachers were polled to determine what should be included on a rating scale to indicate early delinquency in elementary school children. Thirty teachers returned the forms (Appendix B3), indicating what they considered to be the most important characteristics to look for in identifying potential delinquency in the children in their rooms.

The results of this poll are summarized in Appendix B4.

The teachers indicated that they considered the following characteristics as the most important in identifying the potential

delinquents:

1. Twenty-seven of the 30 teachers indicated that they considered a poor home situation as the most important factor. This included the characteristics of anomie, unwantedness, and a lack of love.

2. Twenty-two of the 30 teachers indicated that they considered a poor attitude in school as paramount.

3. Fourteen of the 30 voted that the inability to relate to others and lack of respect for authority were important indicative factors of early delinquency.

4. Ten of the 30 felt that belligerence and withdrawing tendencies should be included in a rating scale for indicating delinquency.

The rating scale, based on teacher opinion as to the most important tendencies that comprise early delinquency, was formulated (Appendix B5).

No substantial argument with known authorities was in evidence in the poll of the teachers on what constitutes early delinquent tendencies in preadolescent children.

Evaluation of the Test to Identify Early
Delinquent Tendencies by a Jury of Experts

The original test (Appendix A7) to indicate early delinquency tendencies in preadolescents with directions for scoring (Appendix A7)

was sent to 50 people who were considered to be competent in the area of juvenile delinquency. Thirty-one of these people returned the test with their evaluations (Appendix A8).

The major points of discussion are indicated below. Many of these points were taken into consideration and appropriate changes were made, when more than one person made the same suggestion.

The major points:

1. Since the investigator had purposely not indicated the grade level at which the test was to be used, many questioned this. (It was felt by the investigator that the grade level should not be indicated on a test of this type);

2. Some of the jury suggested changes in vocabulary;

3. Changes in the structure of some of the sentences were suggested in order to facilitate better understanding for young children;

4. Revisions were suggested on the scoring of the picture and completion part of the test.

The names, titles and addresses of the jury are listed in (Appendix A8).

Other comments by the jury are listed in Appendix A12.

A typical comment by the jury is listed below: By Mr. Jim B. Epley, Juvenile Director, Umatilla County, Oregon:

I feel you have developed a very worthwhile test in determining delinquency-proneness. You have hit on the factors most apt to affect young people in the lower age group. I feel you would be more apt to receive the co-operation needed to make this test effective from the lower age level children. We have to broaden our thinking and develop some way of determining delinquency at an early age in these children. Tests of this nature are a good beginning along this line.

The adjustments suggested from the jury of 31 experts in the field were incorporated into the final test. The final test with directions for scoring and with added corrections, additions, and deletions appears here in Appendix A9 and A10.

Results of the Testing of a Population of 430 Elementary
Pupils with the Originated Test

For the purposes of this study 430 fifth and sixth grade students were tested in the Pendleton Public Schools. Of this 430 students, 76 were listed as poor readers. The remaining 354 students were used as the sample population in this study. This population was made up of average or above-average readers.

It should be noted that the majority of the poor readers had a high delinquency-proneness rating by the teachers and 58 of the 76 were listed in the top ten. There is no quarrel with authorities on this point. There is ample evidence that the frustration produced by being a poor reader is extremely conducive to juvenile delinquency (22, p. 51).

On the scoring of the final test (Appendix A10) it should be noted that the highest score that could be made was "100" (most delinquency-prone) to "0" (least delinquency-prone).

In the Pendleton fifth and sixth grade pupil population the total scores ranged from a high of "68" (listed as most delinquency-prone in that given class) to a low of "1" (and listed as the least delinquency-prone in that given class) (Appendix B6).

The mean score on the test of students listed as most delinquency-prone by the teachers was 33 (Appendix B6). The mean score on the test of students listed as least delinquency-prone was 20 (Appendix B6).

The correlation coefficient between teacher recommendation and the test in identifying early delinquent tendencies was .834 (Appendix B6).

The Oregon Council on Crime and Delinquency (29, p. 1-11; 3, p. 51) has found that teacher prediction on delinquency-proneness has been correct in approximately 90 percent of the cases predicted. On the basis of these findings we then can assume that teacher prediction is a valid criterion. It would therefore appear to indicate that the originated test has validity in predicting early delinquency.

In the over-all scoring on the test, it would indicate that those children scoring "75 to 100" could be fairly certain of having strong early tendencies toward delinquency. Those scoring "25 to 0" would

be fairly certain of having few early delinquency tendencies. Those that scored in the middle quartiles of "74 to 26" would have to be considered part of the large average group with no great problems in either direction toward delinquency unless other factors entered

Summarization of Test Results

	Tests of Known Delinquents: California Test of Personality	Delinquency Prognostication By Teachers: Teacher Rating Scale	Tested Elementary Pupil Population: By Originated Predelinquency Test
Number	12	32	32
Range	21.5-36.7	19-36	19-33
Mean	28.3	26.9	26.3
Standard Deviation	4.7	4.3	3.9
Interquartile Range	24.8-30.5	20-27	20-26

Summary

The data compiled in this chapter included information regarding the following points of this study:

1. Information regarding the people involved in the study.
2. Compilation of the means of the scores made by known

delinquents on the California Test of Personality and the California Behavior Preference Record

3. Explanation of the construction of the test to determine early delinquency tendencies in preadolescent children based on the "low" areas of the California Behavior Preference Record and the areas that fell below the 25th percentile on the California Test of Personality.

4. Results of the poll of teachers for determining delinquency tendencies to be used on a rating scale.

5. Evaluation and comments of the originated test by a jury of 31 competent people who work in the area of juvenile delinquency.

6. Summarization of the results of testing 430 pupils in the fifth and sixth grades of the Pendleton, Oregon Public Schools.

7. Finding was reached that a correlation coefficient of .834 between the test and teachers' recommendation towards delinquency was sufficiently high to warrant a certain validity in the test for identifying early delinquency tendencies.

8. Finding was reached that the following method of interpretation of the test scoring was valid:

Score

75-100 Problems exist, definite tendencies toward delinquency.

- 26-74 Average group. No severe tendencies in either direction. Could be influenced by environmental, physical or psychological conditions.
- 0-25 Reasonably definite indication that few delinquency-prone tendencies exist. Not likely to become delinquent.

The significant findings and recommendations from this study are presented in Chapter V, Summary of Findings and Recommendations.

CHAPTER V

SUMMARY OF THE FINDINGS AND RECOMMENDATIONS

Chapter V is presented in two parts, (1) summary of the findings, and (2) the recommendations.

Summary of the Findings

The identification of early delinquency tendencies in preadolescent children can be accomplished. Many factors comprise this identification. A single situation or characteristic does not make the delinquent. The delinquent is a combination of many characteristics and the result of situations, contributing to this condition.

The most significant finding of this study was that the final form of the research instrument had a correlation coefficient of .834 with teacher prediction of delinquency. This would indicate that the test (Appendix A10) has validity in identifying early delinquency tendencies.

In this study of identifying early delinquency tendencies in preadolescent children in Umatilla and Union Counties of Oregon the areas of commonality in characteristics in the known delinquents were predominantly in the areas which are analyzed in the following paragraphs.

The tested delinquents had many anti-social tendencies. In further definition of the term as it applies here, the individual

would be ordinarily regarded as anti-social when he is given to bullying, frequent quarreling, disobedience and destructiveness of property. The anti-social person is the one who endeavors to get his satisfactions in ways that are damaging and unfair to others.

The known delinquents were shown to have withdrawing tendencies. In this area, the individual with these tendencies is the one who substitutes the joys of a fantasy environment for actual successes in real life. Such a person is characteristically sensitive, lonely and is overly self-concerned.

A poor family situation was inevitably present in these delinquents and the tests gave ample evidence of the fact. In this area, desirable family relationships were lacking, when the person did not feel that he was loved or wanted at home. He lacked a sense of security and self-respect in connection with the various members of his family. He also felt that he was not well treated at home, and the discipline of the home was either too strict or too lax.

In school relations, the tested delinquents felt that they were not a part of the school. They felt that they did not count for something in the life of the institution. They felt that for the most part they were not liked by the students or teachers. They did not find the school work at their level of maturity or interest. They did not particularly enjoy being with other students.

In the area of cooperation, it was found that delinquents usually

do not like to conform, were not adaptable to new situations and were not helpful in their dealings with other people.

They lacked friendliness and were rarely sympathetic and tactful. They did not have a strong sense of justice or fair play. They did not like the leadership role and rarely took the initiative in anything constructive.

In the area of responsibility, the tested delinquents gave indication that they were not ordinarily dependable, had no great control over their own behavior and had little perseverance or patience.

According to the authorities listed in this study, delinquency tendencies in preadolescent children can be identified and are observable. The tendency that is observable is usually symptomatic of a larger disorder in the child's life. Some of the visible indications of early delinquency and their probable causes are summarized. Causes are usually interrelated.

<u>Symptom of Early Delinquency</u>	<u>Probable Cause</u>
Anxiety	Lack of security
Furtiveness	Lack of good home relationship
Aggressiveness	Lack of good parental association
Restlessness	Lack of parental love and warmth
Demanding	Poor home control
Impulsiveness	Poor home relationship
Lack of confidence	Lack of affection or love

Lack of cooperation	Poor home and school relationship
Promiscuity	Lack of normal affection and love
Over-dependency	Over-protection within the home and school
Shyness	Over-protection within the home and school
Laziness	Lack of success or acceptance and equality in school
Indifference	Lack of success or acceptance and equality in school
Snobbishness	Poor home atmosphere or lack of success or acceptance and equality in school
Rebellion	Lack of success or acceptance and equality in school. Inadequate discipline at home.
Defiance	Lack of success or acceptance and equality in school
Incorrigibility	Poor home and school pattern of discipline. Lack of success or acceptance and equality in school
Panic	Lack of personal success in school and home
Negative self-image	Deformity or frustration in the home or school
Hobo, Bohemian, Beatnik Tendencies	Socialization defects within the school or peer group environment. Punitive attitude of parents
Anomie	No close attachment to either family or society

Lack of inhibitions	Mental retardation. Lack of personal attention and success in the school and home
Lack of interest	No competence in any area. Poor self-image. No peer group recognition
Insecurity	Lack of reading ability. Lack of success in other areas. Non-cohesive family situation. Poor acceptance by peer group
Extreme or constant dissatisfaction	Lack of success or frustration in school. Poor relationship with the peer group
Extreme or constant non-conformity	Lack of competence or frustrated desire in living up to the expectations of parents, teachers or peers
Overly withdrawn	Family or school relationships which are overly demanding
Incompetence	Frustration from some life situation. . . . a device to avoid facing up to an uncontrollable or unsurmountable obstacle in life

The findings of this study were used to develop a "Pre-delinquency Test" (Appendix A9) to help early delinquent tendencies in preadolescent children. The test was developed through testing 125 known delinquents. Of this population, 107 of the tests were considered valid and were used as the original sample for determining the problem areas of known delinquents in Umatilla and Union Counties of Oregon. These problem areas are defined and analyzed in preceding chapters. These problem areas of this testing of known

delinquents were used as the basis for the final test.

A poll of 50 teachers helped to determine the rating scale (Appendix B5) that was used to determine the correlation between the test and teacher recommendation toward delinquency-proness of the pupils with their rooms. Thirty of the teachers returned the questionnaire used in the poll. Results of the poll are listed in Appendix B4).

A jury of 31 competent people who worked in the area of juvenile delinquency evaluated the final test. Their consensus was that the test was basically a good one and were emphatic that it was a move in the proper direction in the never-ending combat against juvenile delinquency (Chapter IV).

The final form of the predelinquency test was used on a sample population of 430 fifth and sixth grade pupils in the Pendleton Public Schools.

The test showed a correlation coefficient of .834 to teacher recommendation as to delinquency-proneness.

The test was assumed to be a valid instrument in that known authorities agree that teacher rating of delinquency-proneness has a high degree of reliability.

The Recommendations

These were the recommendations:

1. Adequate testing programs for the early identification of delinquency in preadolescent children should be a high-priority part of every school program.

2. Schools should accept more of the responsibility for the prevention of delinquency by instigating programs of early identification and treatment. This important work should not be left in its entirety to the juvenile courts.

3. Counseling and guidance programs should be a part of the elementary school program. These facilities should be structured to meet the needs of the individual child in learning to live within his own environment by using his own inherent and unique abilities. These programs should be of a more individualized nature and not as vocationally-oriented as the counseling and guidance programs in the junior high and high schools.

4. Group counseling services for parents are highly recommended.

5. The governor of each state and the mayor of each city should establish or initiate continuing commissions on youth affairs with particular emphasis on the prevention and treatment of juvenile delinquency and youth employment. Capable people in each community should be available and willing to serve on such committees.

6. Legislation at the local level should be instigated and carried through to higher levels for the identification, prevention and

treatment of juvenile delinquency.

7. Communities should bend every effort to have adequately supervised recreational opportunities for all children. They should be willing to try new approaches, new methods and new techniques in the war on delinquency.

8. Adults in the home should strive to set the proper example for the young people therein. Every attempt should be made to make the home a pleasant place that is free from friction. Children should be made to feel secure and wanted.

9. School boards and other school governments in local communities should develop within their systems intensive programs to bring inadequately educated, out-of-school youth up to, at least, minimum standards of employability.

10. Local school boards and school administrators should take the necessary steps to improve teaching methods and strengthen the curricula to individualize instruction for young people. Under this recommendation the below-listed sub-recommendations should be considered:

a. Identify non-achieving children early, and note the reasons for non-achievement.

b. Institute remedial teaching where the need is indicated.

c. Broaden the curricula in order to provide courses and teaching techniques aimed at meeting the needs of children who are

not academically oriented.

d. Make available work-experience courses for pupils where such courses seem advisable as an aid in teaching work habits and holding the interest of children who might otherwise drop out of school.

e. Set up programs for the purpose of teaching those youth who, having left school, are aware of deficiencies in their schooling and want further instruction or training.

11. Special services provided by the schools must be aided by community agencies such as community child guidance and mental health clinics, which can provide intensive and long-term treatment services.

For the final five recommendations for this study, five recommendations are quoted from a study by the Oregon Council on Crime and Delinquency (29, p. 10).

1. That school administrators, school boards, the State Department of Education and others accelerate programs to strengthen the ability of elementary schools to not only identify but to deal more effectively with the problem behaviors of very young children.

2. That consideration be given to the passage of legislation to make state funds available on a matching formula to local school districts to employ special personnel trained in the behavior sciences to work with these children and their teachers and parents.

3. School systems should employ only person qualified to meet professional standards such as those set by the American Psychological Association for school

psychologists and the National Council on Social Work Education for social workers who work within the school systems. Ideally, these special personnel should also have certification as teachers, but it is unrealistic to expect both.

4. To insure that special personnel are available funds for intensive in-service training programs and scholarships will be needed. A program, no matter how well intentioned and conceived, is doomed if qualified staff is not available.

5. That the State Department of Education in cooperation with local school districts take leadership in encouraging the development of community resources for children with problem behaviors and their families such as child guidance centers, mental health clinics and family counselling services. School personnel alone cannot be expected to cope with the increasingly complex situations which cause problem behaviors in young school children.

Recommendations for Further Study

In gathering data for this investigation there would seem to be a need for further research in related topics. The following areas are suggested as possible bases for additional investigation:

1. Further verification of the test originated in this study by using it for research in other areas such as a more urbanized type of area or in a population in a different socioeconomic range.
2. Additional research in the area of parental group counseling, for the treatment of early identified tendencies toward delinquency should be encouraged.

3. A study should be made to show the relationship of school frustration and lack of success to delinquency-proneness in the elementary grades at school.
4. A follow-up of this study should be undertaken in about seven years to ascertain the accuracy of the originated test. The follow-up should be made on those children who had the highest delinquency-proneness score to determine the percentage that would actually become delinquent.

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APPENDICES

APPENDIX A

1. California Test of Personality, Form AA, Elementary.
2. California Test of Personality, Form AA, Intermediate.
3. California Test of Personality, Form AA, Secondary.
4. California Behavior Preference Record, Form A, Elementary.
5. California Behavior Preference Record, Form B, Intermediate.
6. California Behavior Preference Record, Form B, Advanced.
7. Original Test on Identifying Early Delinquent Tendencies.
8. Jury of Test Evaluation.
9. Originated Test after Evaluation by Jury.
10. Revised Scoring Sheet for Test.
11. Follow-up Card for Jury of Test Evaluation.
12. Comments by Jury of Test Evaluation.

APPENDIX A1

California Test of Personality, Form AA, Elementary

APPENDIX A1
California Test of Personality, Form AA, Elementary

SECTION 1A

- | | | |
|---|-----|----|
| 1. Do you usually keep at your work until it is done? | YES | NO |
| 2. Do you usually apologize when you are wrong? | YES | NO |
| 3. Do you help other boys and girls have a good time at parties? | YES | NO |
| 4. Do you usually believe what other boys or girls tell you? | YES | NO |
| 5. Is it easy for you to recite or talk in class? | YES | NO |
| 6. When you have some free time, do you usually ask your parents or teacher what to do? | YES | NO |
| 7. Do you usually go to bed on time, even when you wish to stay up? | YES | NO |
| 8. Is it hard to do your work when someone blames you for something? | YES | NO |
| 9. Can you often get boys and girls to do what you want them to? | YES | NO |
| 10. Do your parents or teachers usually need to tell you to do your work? | YES | NO |
| 11. If you are a boy, do you talk to new girls? If you are a girl, do you talk to new boys? | YES | NO |
| 12. Would you rather plan your own work than to have someone else plan it for you? | YES | NO |

SECTION 1B

- | | | |
|--|-----|----|
| 13. Do your friends generally think that your ideas are good? | YES | NO |
| 14. Do people often do nice things for you? | YES | NO |
| 15. Do you wish that your father or mother) had a better job? | YES | NO |
| 16. Are your friends and classmates usually interested in the things you do? | YES | NO |
| 17. Do your classmates seem to think that you are not a good friend? | YES | NO |
| 18. Do your friends and classmates often want to help you? | YES | NO |
| 19. Are you sometimes cheated when you trade things? | YES | NO |
| 20. Do your classmates and friends usually feel that they know more than you do? | YES | NO |
| 21. Do your folks seem to think that you are doing well? | YES | NO |
| 22. Can you do most of the things you try? | YES | NO |
| 23. Do people often think that you cannot do things very well? | YES | NO |
| 24. Do most of your friends and classmates think you are bright? | YES | NO |

APPENDIX A1 (Cont'd)

SECTION 1C

25. Do you feel that your folks boss you too much? YES NO
26. Are you allowed enough time to play? YES NO
27. May you usually bring your friends home when you want to? YES NO
28. Do others usually decide to which parties you may go? YES NO
29. May you usually do what you want to during your spare time? YES NO
30. Are you prevented from doing most of the things you want to? YES NO
31. Do your folks often stop you from going around with your friends? YES NO
32. Do you have a chance to see many new things? YES NO
33. Are you given some spending money? YES NO
34. Do your folks stop you from taking short walks with your friends? YES NO
35. Are you punished for lots of little things? YES NO
36. Do some people try to rule you so much that you don't like it? YES NO

SECTION 1D

37. Do pets and animals make friends with you easily? YES NO
38. Are you proud of your school? YES NO
39. Do your classmates think you cannot do well in school? YES NO

40. Are you as well and strong as most boys and girls? YES NO
41. Are your cousins, aunts, uncles, or grandparents as nice as those of most of your friends? YES NO
42. Are the members of your family usually good to you? YES NO
43. Do you often think that nobody likes you? YES NO
44. Do you feel that most of your classmates are glad that you are a member of the class? YES NO
45. Do you have just a few friends? YES NO
46. Do you often wish you had some other parents? YES NO
47. Is it hard to find friends who will keep your secrets? YES NO
48. Do the boys and girls usually invite you to their parties? YES NO

SECTION 1E

49. Have people often been so been so unfair that you gave up? YES NO
50. Would you rather stay away from most parties? YES NO
51. Does it make you shy to have everyone look at you when you enter a room?
52. Are you often greatly discouraged about many things that are important to you? YES NO
53. Do your friends or your work often make you worry? YES NO

APPENDIX A1 (Cont'd)

54. Is your work often so hard that you stop trying?	YES	NO	70. Do you often feel sick to your stomach?	YES	NO
55. Are people often so unkind or unfair that it makes you feel bad?	YES	NO	71. Do you often have sneezing spells?	YES	NO
56. Do your friends or classmates often say or do things that hurt your feelings?	YES	NO	72. Do your eyes hurt often?	YES	NO
57. Do people often try to cheat you or do mean things to you?	YES	NO	SECTION 2A		
58. Are you often with people who have so little interest in you that you feel lonesome?	YES	NO	73. Is it all right to cheat in a game when the umpire is not looking?	YES	NO
59. Are your studies or your life so dull that you often think about many other things?	YES	NO	74. Is it all right to disobey teachers if you think they are not fair to you?	YES	NO
60. Are people often mean or unfair to you?	YES	NO	75. Should one return things to people who won't return things they borrow?	YES	NO
SECTION 1F			76. Is it all right to take things you need if you have no money?	YES	NO
61. Do you often have dizzy spells?	YES	NO	77. Is it necessary to thank those who have helped you?	YES	NO
62. Do you often have bad dreams?	YES	NO	78. Do children need to obey their fathers or mothers even when their friends tell them not to?	YES	NO
63. Do you often bite your fingernails?	YES	NO	79. If a person finds something, does he have a right to keep it or sell it?	YES	NO
64. Do you seem to have more headaches than most children?	YES	NO	80. Do boys and girls need to do what their teachers say is right?	YES	NO
65. Is it hard for you to keep from being restless much of the time?	YES	NO	81. Should boys and girls ask their parents for permission to do things?	YES	NO
66. Do you often find you are not hungry at meal time?	YES	NO	82. Should children be nice to people they don't like?	YES	NO
67. Do you catch cold easily?	YES	NO			
68. Do you often feel tired before noon?	YES	NO			
69. Do you believe that you have more bad dreams than most of the boys and girls?	YES	NO			

APPENDIX A1 (Cont'd)

83. Is it all right for children to cry or whine when their parents keep them home from a show?	YES	NO	98. Have unfair people often said that you made trouble for them?	YES	NO
84. When people get sick or are in trouble, is it usually their own fault?	YES	NO	99. Do you often make friends or classmates do things they don't want to?	YES	NO
SECTION 2B			100. Is it hard to make people remember how well you can do things?	YES	NO
85. Do you let people know you are right no matter what they say?	YES	NO	101. Do people often act so mean mean that you have to be nasty to them?	YES	NO
86. Do you try games at parties even if you haven't played them before?	YES	NO	102. Do you often have to make a "fuss" or "act up" to get what you deserve?	YES	NO
87. Do you help new pupils to talk to other children?	YES	NO	103. Is anyone at school so mean that you tear, or cut, or break things?	YES	NO
88. Does it make you feel angry when you lose in games at parties?	YES	NO	104. Are people often so unfair that you lose your temper?	YES	NO
89. Do you usually help other boys and girls have a good time?	YES	NO	105. Is someone at home so mean that you often have to quarrel?	YES	NO
90. Is it hard for you to talk to people as soon as you meet them?	YES	NO	106. Do you sometimes need something so much that it is all right to take it?	YES	NO
91. Do you usually act friendly to people you do not like?	YES	NO	107. Do classmates often quarrel with you?	YES	NO
92. Do you often change your plans in order to help people?	YES	NO	108. Do people often ask you to do such hard or foolish things that you won't do them?	YES	NO
93. Do you usually forget the names of the people you meet?	YES	NO	SECTION 2D		
94. Do the boys and girls seem to think you are nice to them?	YES	NO	109. Do your folks seem to think that you are just as good as they are?	YES	NO
95. Do you usually keep from showing your temper when you are angry?	YES	NO	110. Do you have a hard time because it seems that your folks hardly ever have enough money?	YES	NO
SECTION 2C					
97. Do you like to scare or push smaller boys and girls?	YES	NO			

APPENDIX A1 (Cont'd)

111. Are you unhappy because your folks do not care about the things you like?	YES	NO	125. Do your schoolmates seem to think that you are nice to them?	YES	NO
112. When your folks make you mind are they usually nice to you about it?	YES	NO	126. Does it seem to you that some of the teachers "have it in for" pupils?	YES	NO
113. Do your folks often claim that you are not as nice to them as you should be?	YES	NO	127. Do many of the children get along with the teacher much better than you do?	YES	NO
114. Do you like both of your parents about the same?	YES	NO	128. Would you like to stay home from school a lot if it were right to do so?	YES	NO
115. Do you feel that your folks fuss at you instead of helping you?	YES	NO	129. Are most of the boys and girls at school so bad that you try to stay away from them?	YES	NO
116. Do you sometimes feel like running away from home?	YES	NO	130. Have you found that some of the teachers do not like to be with the boys and girls?	YES	NO
117. Do you try to keep boys and girls away from your home because it isn't as nice as theirs?	YES	NO	131. Do many of the other boys or girls claim that they play games more fairly than you do?	YES	NO
118. Does it seem to you that your folks at home often treat you mean?	YES	NO	132. Are the boys and girls at school usually nice to you?	YES	NO
119. Do you feel that no one at home loves you?	YES	NO	SECTION 2F		
120. Do you feel that too many people at home try to boss you?	YES	NO	133. Do you visit many of the interesting places near where you live?	YES	NO
SECTION 2E			134. Do you think there are too few interesting places near your home?	YES	NO
121. Do you think that the boys and girls at school like you as well as they should?	YES	NO	135. Do you sometimes do things to make the place in which you live look nicer?	YES	NO
122. Do you think that the children would be happier if the teacher were not so strict?	YES	NO	136. Do you ever help clean up things near your home?	YES	NO
123. Is it fun to do nice things for some of the other boys and girls?	YES	NO			
124. Is school work so hard that you are afraid you will fail?	YES	NO			

APPENDIX A1 (Cont'd)

- | | | |
|---|-----|----|
| 137. Do you take good care of your own pets or help with other people's pets? | YES | NO |
| 138. Do you sometimes help other people? | YES | NO |
| 139. Do you try to get your friends to obey the laws? | YES | NO |
| 140. Do you help children keep away from places where they might get sick? | YES | NO |
| 141. Do you dislike many of the people who live near your home? | YES | NO |
| 142. Is it all right to do what you please if the police are not around? | YES | NO |
| 143. Does it make you glad to see the people living near you get along fine? | YES | NO |
| 144. Would you like to have things look better around your home? | YES | NO |

APPENDIX A2

California Test of Personality, Form AA, Intermediate

APPENDIX A2
California Test of Personality, Form AA, Intermediate

SECTION 1A

- | | | |
|--|-----|----|
| 1. Do you keep on working even if the job is hard? | YES | NO |
| 2. Do you usually finish the things that you start out to do? | YES | NO |
| 3. Does it usually bother you when people do not agree with you? | YES | NO |
| 4. Do your friends often cheat you in games? | YES | NO |
| 5. Is it hard for you to admit when you are wrong? | YES | NO |
| 6. Do you usually get back the things that you have loaned? | YES | NO |
| 7. Do you have to be reminded often to finish your work? | YES | NO |
| 8. Do you find that most people try to boss you? | YES | NO |
| 9. Is it easy for you to meet or introduce people? | YES | NO |
| 10. Do you usually help in planning things at social affairs? | YES | NO |
| 11. Is it easy for you to talk to strangers of the opposite sex? | YES | NO |
| 12. Do you usually feel sorry for yourself when you get hurt? | YES | NO |
| 13. Is it easy for you to talk to important people? | YES | NO |
| 14. Have you found it easy to influence other people? | YES | NO |
| 15. When you are around strange people do you usually feel uneasy? | YES | NO |

SECTION 1B

- | | | |
|---|-----|----|
| 16. Do people seem to think you are going to do well when you grow up? | YES | NO |
| 17. Do you find that a good many people are mean? | YES | NO |
| 18. Are the other students glad that you are in their classes? | YES | NO |
| 19. Do both boys and girls seem to like you? | YES | NO |
| 20. Do people seem to think that you have good ideas? | YES | NO |
| 21. Are your friends usually interested in what you are doing? | YES | NO |
| 22. Are people often unfair to you? | YES | NO |
| 23. Is it hard for you to get people interested in your problems? | YES | NO |
| 24. Do you have a hard time doing most of the things you try? | YES | NO |
| 25. Do you feel that people do not treat you as well as they should? | YES | NO |
| 26. Do most of your friends seem to think that you are brave or strong? | YES | NO |
| 27. Are you often asked to help plan parties? | YES | NO |
| 28. Do many of the people you know seem to dislike you? | YES | NO |
| 29. Are you often invited to parties where both boys and girls are present? | YES | NO |

APPENDIX A2 (Cont'd)

30. Do you often feel that you are not as bright as most of your friends? YES NO

SECTION 1C

31. Are you allowed to choose your own friends? YES NO

32. Do you often have to give up your own plans because of other people? YES NO

33. Are you allowed to do many of the things you want to do? YES NO

34. Do you have enough spending money? YES NO

35. Do you feel that you are punished for too many little things? YES NO

36. Are you usually allowed to go to socials where both boys and girls are present? YES NO

37. Do your folks usually let you help them decide about things? YES NO

38. Are you scolded for things that do not matter much? YES NO

39. Do too many people try to tell you what to do? YES NO

40. Do your folks let you go around with your friends? YES NO

41. Do other people decide what you shall do most of the time? YES NO

42. Do you help pick out your own clothes? YES NO

43. Do you feel that your friends can do what they want to more than you can? YES NO

44. Do you feel that you are not allowed enough freedom? YES NO

45. Do you like to do things that old-fashioned people say you shouldn't? YES NO

SECTION 1D

46. Do you find it hard to get acquainted with new students? YES NO

47. Are you considered as strong and healthy as your friends? YES NO

48. Do you feel that you are liked by both boys and girls? YES NO

49. Have you found that people often fail to notice you? YES NO

50. Do you feel that you fit well into the school you attend? YES NO

51. Do you have enough good friends? YES NO

52. Do your friends seem to think that your folks are as successful as theirs? YES NO

53. Do you often feel that teachers would rather not have you in their classes? YES NO

54. Are you usually invited to school and neighborhood parties? YES NO

55. Is it hard for you to make friends? YES NO

56. Do you feel that your classmates are glad to have you in school? YES NO

57. Do members of the opposite sex seem to like you as well as they do your friends? YES NO

58. Do the other boys and girls seem to have better times at home than you do? YES NO

APPENDIX A2 (Cont'd)

59. Do people at school usually pay attention to your ideas? YES NO

60. Do your friends seem to want you with them? YES NO

SECTION 1E

61. Is it hard for you to talk to classmates of the opposite sex? YES NO

62. Do you often feel bad because you are not doing well? YES NO

63. Do too many people try to take advantage of you? YES NO

64. Do you feel that most people can do things better than you can? YES NO

65. Have you found that many people do not mind hurting your feelings? YES NO

66. Would you rather stay away from parties and social affairs? YES NO

67. Have you often felt that older people "had it in for" you? YES NO

68. Do you have more problems to worry about than most boys or girls? YES NO

69. Do you often feel lonesome even with people around you? YES NO

70. Have you often noticed that people do not treat you as fairly as they should? YES NO

71. Do you worry a lot because you have so many problems? YES NO

72. Have you noticed that many people do and say mean things? YES NO

73. Have you often thought that younger boys and girls have a better time than you do? YES NO

74. Do people often say things that hurt your feelings? YES NO

75. Have you made some bad mistakes that are hard to forget? YES NO

SECTION 1F

76. Do you frequently have sneezing spells? YES NO

77. Are you troubled because of having many colds? YES NO

78. Are you often bothered by headaches? YES NO

79. Are you often not hungry even at meal time? YES NO

80. Do you sometimes have stomach trouble without any apparent reason? YES NO

81. Do your eyes hurt often? YES NO

82. Do you often have to ask people to repeat what they have just said? YES NO

83. Are you often troubled by nightmares or bad dreams? YES NO

84. Are you sometimes troubled because your muscles twitch? YES NO

85. Do you find that many people do not speak clearly enough for you to hear them well? YES NO

86. Do you sometimes stutter when you get excited? YES NO

87. Do most people consider you restless? YES NO

88. Do you usually find it hard to go to sleep? YES NO

APPENDIX A2 (Cont'd)

89. Are you tired much of the time? YES NO

90. Do you often forget what you have just read? YES NO

SECTION 2A

91. Is it wrong for one to avoid work that he does not have to do? YES NO

92. Is it always necessary to keep promises and appointments? YES NO

93. Is it all right to make fun of people who have peculiar ideas? YES NO

94. Is it necessary to be kind to people you do not like? YES NO

95. Is it necessary to be courteous to disagreeable persons? YES NO

96. Should people have the right to put up "keep off the grass" signs? YES NO

97. Does a student have the right to keep the things that he finds? YES NO

98. Should a person always thank others for small favors even through they do not help any? YES NO

99. Is it all right to take things that you really need if you have no money? YES NO

100. Should rich boys and girls be treated better than poor ones? YES NO

101. Is it all right to laugh at people who are in trouble if they look funny enough? YES NO

102. If you know you will not be caught is it ever all right to cheat? YES NO

103. When people have foolish beliefs is it all right to laugh at them? YES NO

104. Is it important that one be friendly to all new students? YES NO

105. Is it all right to make a fuss when your folks refuse to let you go to a movie or party? YES NO

SECTION 2B

106. When people annoy you do you usually keep it to yourself? YES NO

107. Is it hard for you to say nice things to people when they have done well? YES NO

108. Is it easy for you to remember the names of the people you meet? YES NO

109. Are you usually willing to play games at socials even if you haven't played them before? YES NO

110. Do you usually enjoy talking to people you have just met? YES NO

111. Do you often find that it pays to help people? YES NO

112. Is it hard for you to pep up a party when it is getting dull? YES NO

113. Can you lose games without letting people see that it bothers you? YES NO

114. Do you often find that you can't be bothered by other people's feelings? YES NO

115. Do you find it hard to help plan parties and other socials? YES NO

116. Do you find it easy to make new friends? YES NO

APPENDIX A2 (Cont'd)

- | | | | |
|--|--------|---|--------|
| 117. Do you prefer to have parties at your home? | YES NO | 129. Do people at school sometimes treat you so badly that you feel it would serve them right if you broke some things? | YES NO |
| 118. Have you found that most people talk so much that you have to interrupt them to get a word in edgewise? | YES NO | 130. Do you find some people so unfair that it is all right to be mean to them? | YES NO |
| 119. Do you find it easy to help your classmates have a good time at parties? | YES NO | 131. Is it all right to take things away from people who are unfair? | YES NO |
| 120. Do you usually talk to new boys and girls when you meet them? | YES NO | 132. Are some people so mean that you call them names? | YES NO |
| SECTION 2C | | 133. Do you sometimes need to show anger to get what you deserve? | YES NO |
| 121. Is it all right to take things when people are unreasonable in denying them? | YES NO | 134. Do you feel that some people deserve to be hurt? | YES NO |
| 122. Do you often have to push younger children out of the way to get rid of them? | YES NO | 135. Do you find that you are happier when you can treat unfair people as they really deserve? | YES NO |
| 123. Do you disobey your teachers or parents when they are unfair to you? | YES NO | SECTION 2D | |
| 124. Do your classmates often force you to fight for things that are yours? | YES NO | 136. Are your folks fair about it when they make you do things? | YES NO |
| 125. Have you found that telling lies is one of the easiest ways for people to get out of trouble? | YES NO | 137. Do members of your family start quarrels with you often? | YES NO |
| 126. Do you often have to fight for your rights? | YES NO | 138. Do you have good reasons for liking one of your folks better than the other? | YES NO |
| 127. Do your classmates often try to blame you for the quarrels they start? | YES NO | 139. Do your folks seem to think that you will be a success? | YES NO |
| 128. Do children often get so "fresh" that you have to "crack down" on them? | YES NO | 140. Do your folks seem to think you do your share at home? | YES NO |

APPENDIX A2 (Cont'd)

- | | | | | | |
|---|-----|----|---|-----|----|
| 141. Do your folks seem to feel that you are interested in the wrong things? | YES | NO | 155. Do some of the boys and girls seem to think that you do not play as fair as they do? | YES | NO |
| 142. Have you often felt as though you would rather not live at home? | YES | NO | 156. Are some of the teachers so strict that it makes school work too hard? | YES | NO |
| 143. Do you often have good times at home with your family? | YES | NO | 157. Do you enjoy talking with students of the opposite sex? | YES | NO |
| 144. Do you prefer to keep your friends away from your home because it is not attractive? | YES | NO | 158. Have you often thought that some of the teachers are unfair? | YES | NO |
| 145. Are you often accused of not being as nice to your folks as you should be? | YES | NO | 159. Are you asked to join in school games as much as you should be? | YES | NO |
| 146. Do you have some of your fun when you are at home? | YES | NO | 160. Would you be happier in school if the teachers were kinder? | YES | NO |
| 147. Do you find it difficult to please your folks? | YES | NO | 161. Do your classmates seem to like the way you treat them? | YES | NO |
| 148. Do you and your folks agree about things you like? | YES | NO | 162. Do you have better times alone than when you are with other boys and girls? | YES | NO |
| 149. Do you sometimes feel that no one at home cares about you? | YES | NO | 163. Do you think the teachers want boys and girls to enjoy each other's company? | YES | NO |
| 150. Are the people in your home too quarrelsome? | YES | NO | 164. Do you have to keep away from some of your classmates because of the way they treat you? | YES | NO |
| SECTION 2E | | | 165. Have you often thought some teachers care little about their students? | YES | NO |
| 151. Have you found that your teachers understand you? | YES | NO | SECTION 2F | | |
| 152. Is some of your school work so hard that you are in danger of failing? | YES | NO | 166. Do you often visit at the homes of your boy and girl friends in the neighborhood? | YES | NO |
| 153. Do you like to go to school affairs with members of the opposite sex? | YES | NO | | | |
| 154. Would you stay away from school more often if you dared? | YES | NO | | | |

APPENDIX A2 (Cont'd)

167.	Do you have a habit of speaking to most of the boys and girls in your neighborhood?	YES	NO
168.	Do most of the boys and girls near your home disobey the law?	YES	NO
169.	Do you play games with friends in your neighborhood?	YES	NO
170.	Do any nice students of the opposite sex live near you?	YES	NO
171.	Are most of the people near your home the kind you can like?	YES	NO
172.	Are there boys or girls of other races near your home whom you try to avoid?	YES	NO
173.	Do you sometimes go to neighborhood parties where both boys and girls are present?	YES	NO
174.	Is it necessary to be nice to persons of every race?	YES	NO
175.	Do you have good times with the boys and girls near your home?	YES	NO
176.	Are there several people living near you whom you would not care to visit?	YES	NO
177.	Are there people in your neighborhood whom you find hard to like?	YES	NO
178.	Are there any people in your neighborhood so annoying that you would like to do something mean to them?	YES	NO
179.	Do you like most of the boys and girls in your neighborhood?	YES	NO
180.	Do some people in your neighborhood think you are odd because you go to church?	YES	NO

APPENDIX A3

California Test of Personality, Form AA, Secondary

APPENDIX A3
California Test of Personality, Form AA, Secondary

SECTION 1A

- | | | |
|---|-----|----|
| 1. Do you often act as leader when working with other people? | YES | NO |
| 2. Is it easy for you to introduce or be introduced to people? | YES | NO |
| 3. Do you find it hard to keep from being bossed by people? | YES | NO |
| 4. Is it hard for you to continue with your work when it becomes difficult? | YES | NO |
| 5. Do you give considerable thought to your future work or career? | YES | NO |
| 6. Do you take an active part in making decisions when with other people? | YES | NO |
| 7. Is it easier to do things that your friends propose than to make your own plans? | YES | NO |
| 8. Do you usually do things that are good for you even if you do not like them? | YES | NO |
| 9. Is it hard for you to admit when you are wrong? | YES | NO |
| 10. Do you usually keep at your plans until they are finished? | YES | NO |
| 11. Do you feel uncomfortable when you are alone with important people? | YES | NO |
| 12. Do you prefer some competition to working alone in your own way? | YES | NO |
| 13. Is it easy for you to wait until the appropriate time to do things? | YES | NO |
| 14. Do you usually get discouraged when other people disagree with you? | YES | NO |

- | | | |
|--|-----|----|
| 15. Is it natural for you to feel like crying or pitying yourself whenever you get hurt? | YES | NO |
|--|-----|----|

SECTION 1B

- | | | |
|--|-----|----|
| 16. Do your friends seem to think you have likable traits? | YES | NO |
| 17. Do people seem to think that you are dependable? | YES | NO |
| 18. Do you feel that you are not very good at handling money? | YES | NO |
| 19. Do you feel that people often treat you rather badly? | YES | NO |
| 20. Are you often invited to parties that both boys and girls attend? | YES | NO |
| 21. Do most of your friends and classmates do nice things for you? | YES | NO |
| 22. Do your folks seem to think that you are going to amount to something? | YES | NO |
| 23. Do people seem to think well of your family's social standing? | YES | NO |
| 24. Are you usually considered brave or courageous? | YES | NO |
| 25. Are you considered a failure in many of the things you do? | YES | NO |
| 26. Are you often discouraged because people fail to recognize your worth? | YES | NO |
| 27. Do your friends seem to think that your ideas are usually poor? | YES | NO |

APPENDIX A3 (Cont'd)

- | | | | | | |
|---|-----|----|--|-----|----|
| 28. Do you feel that people recognize your social standing as they should? | YES | NO | 42. Are you usually allowed to attend the socials or shows that you like? | YES | NO |
| 29. Are you usually given credit for the good judgment you show? | YES | NO | 43. Do you feel that you are given enough liberty to do what you want to do? | YES | NO |
| 30. Do members of the opposite sex seem to like you? | YES | NO | 44. Do you sometimes go out with members of the opposite sex? | YES | NO |
| SECTION 1C | | | SECTION 1D | | |
| 31. Do you have enough time for play or recreation? | YES | NO | 45. Are you free to go to interesting places during your spare time? | YES | NO |
| 32. Do your parents cause you embarrassment when you associate with the opposite sex? | YES | NO | 46. Do you feel that you fit well into the community in which you live? | YES | NO |
| 33. Are you scolded for many little things that do not amount to much? | YES | NO | 47. Do you often worry about your lack of true friendships? | YES | NO |
| 34. Do you frequently have to stand up for your freedom or other rights? | YES | NO | 48. Do you feel that your relatives are as attractive and successful as those of your friends? | YES | NO |
| 35. Do you work to earn part or all of your spending money? | YES | NO | 49. Do you feel that your classmates are glad to have you as a member of their school? | YES | NO |
| 36. Do you frequently have to ask for more freedom? | YES | NO | 50. Do the people at home make you feel that you are an important part of the family? | YES | NO |
| 37. Do some people try to dominate you so much that you have to resist them? | YES | NO | 51. Are you regarded as being as healthy and strong as most of your friends and classmates? | YES | NO |
| 38. Are you allowed to say what you believe about things? | YES | NO | 52. Have you often wished that you had different parents than you have? | YES | NO |
| 39. Do your folks often try to stop you from going around with your friends? | YES | NO | 53. If you are a young man, are you liked by the young women? If you are a young woman, do the young men like you? | YES | NO |
| 40. Do you have to do what other people tell you to do most of the time? | YES | NO | 54. Have you found it difficult to make as many friends as you wish? | YES | NO |
| 41. Do you feel that you are bossed around too much by your folks? | YES | NO | | | |

APPENDIX A3 (Cont'd)

55. Are you well enough liked at home that you feel happy there?	YES	NO	69. Do you find many people inclined to say and do things that hurt your feelings?	YES	NO
56. Are you invited to groups in which both young men and women are present?	YES	NO	70. Are you sorry that you are continually growing older?	YES	NO
57. Do you have enough friends to make you feel good?	YES	NO	71. Do you find it difficult to overcome the feeling that you are inferior to others?	YES	NO
58. Do you feel that you are an important part of your school?	YES	NO	72. Is it hard for you to forget humiliating experiences?	YES	NO
59. Do your friends and acquaintances seem to have a better time at home than you do?	YES	NO	73. Does it seem to you that younger persons have an easier and more enjoyable life than you do?	YES	NO
60. Do you feel that people usually think well of you?	YES	NO	74. Do you often feel that people do not appreciate you or treat you as they should?	YES	NO
SECTION 1E			75. Are certain people so unreasonable that you can't help but hate them?	YES	NO
61. Are people frequently so unkind or unfair to you that you feel like crying?	YES	NO	SECTION 1F		
62. Do you find it difficult to associate with the opposite sex?	YES	NO	76. Are you likely to stutter when you get worried or excited?	YES	NO
63. Do you find that many people seem perfectly willing to take advantage of you?	YES	NO	77. Are you bothered by periodic dizzy spells?	YES	NO
64. Do you have many problems that cause you a great deal of worry?	YES	NO	78. Do you have the habit of biting your fingernails?	YES	NO
65. Do you find it hard to meet people at social affairs?	YES	NO	79. Do you have frequent headaches for which there seems to be no cause?	YES	NO
66. Are your responsibilities and problems often such that you cannot help but get discouraged?	YES	NO	80. Do you sometimes walk or talk in your sleep?	YES	NO
67. Do you often feel lonesome even when you are with people?	YES	NO	81. Do you suffer often from annoying eyestrain?	YES	NO
68. Have you found that a good many people are hard to like?	YES	NO	82. Is it hard for you to sit still?	YES	NO

APPENDIX A3 (Cont'd)

83. Are you more restless than most people?	YES	NO	98. Is it necessary to be especially friendly to new students?	YES	NO
84. Are you inclined to drum restlessly with your fingers on tables, desks, and chairs?	YES	NO	99. If you need something badly enough and cannot buy it, are there times when it is all right to take it?	YES	NO
85. Do people frequently speak so indistinctly that you have to ask them to repeat what they have said?	YES	NO	100. Is it all right to cheat in a game when you will not get caught?	YES	NO
86. Do you lose a great deal of sleep because of worry?	YES	NO	101. Is it necessary to obey "No Trespassing" signs?	YES	NO
87. Do you find that you are tired a great deal of the time?	YES	NO	102. Should a person be courteous to disagreeable people?	YES	NO
88. Do you often have considerable difficulty in going to sleep?	YES	NO	103. Are the beliefs of some people so absurd that it is all right to make fun of them?	YES	NO
89. Do you sometimes have nightmares?	YES	NO	104. Do older or elderly people deserve any special help not given others?	YES	NO
90. Do your muscles twitch some of the time?	YES	NO	105. Do rich people deserve better treatment than poor ones?	YES	NO
SECTION 2A			SECTION 2B		
91. Is it all right to create a scene in order to get your own way?	YES	NO	106. Do you often introduce people to each other?	YES	NO
92. Does finding an article give a person the right to keep or sell it?	YES	NO	107. Do you find that many people are easily offended by you?	YES	NO
93. Is it all right to ignore teachers' requests if they appear to be unfair?	YES	NO	108. Is it easy for you to talk with people as soon as you meet them?	YES	NO
94. If they look funny enough, is it all right to laugh at people who are in trouble?	YES	NO	109. Is it difficult for you to compliment people when they do something well?	YES	NO
95. Should students follow their parents' instructions even though their friends advise differently?	YES	NO	110. Do you often assist in planning parties?	YES	NO
96. Is it always necessary to express appreciation for help or favors?	YES	NO	111. Do you usually remember the names of the people you meet?	YES	NO
97. Should one respect the property of people who are very rich?	YES	NO			

APPENDIX A3 (Cont'd)

- | | | | |
|--|--------|---|--------|
| 112. Do you frequently find it necessary to disregard the feelings of other people? | YES NO | 126. Do you find it easy to get out of trouble by telling "white lies"? | YES NO |
| 113. Do you frequently find it necessary to interrupt a conversation? | YES NO | 127. Do people often provoke you to the point where you feel justified in swearing? | YES NO |
| 114. Do you attempt new games at parties even when you haven't played them before? | YES NO | 128. Are some people so unfair that you are justified in being sarcastic to them? | YES NO |
| 115. Do you find that it causes you trouble when you help others? | YES NO | 129. Are many people so narrow-minded that they force you to quarrel with them? | YES NO |
| 116. Do you have many friends rather than just a few? | YES NO | 130. Are teachers and other people often so unfair that you do not obey them? | YES NO |
| 117. Do you find that members of the opposite sex appear at ease when chatting with you? | YES NO | 131. Do you often have to fight or quarrel in order to get your rights? | YES NO |
| 118. Do you like to have parties at your home? | YES NO | 132. Are people often so thoughtless of you that you have a right to be spiteful to them? | YES NO |
| 119. Do you find it hard to help others have a good time at parties? | YES NO | 133. Do little "kids" often get in your way so that you have to push or frighten them? | YES NO |
| 120. Is it hard for you to lead in enlivening a dull party? | YES NO | 134. Are people at home or at school always bothering you so that you just have to quarrel? | YES NO |
| SECTION 2C | | 135. Do you have to stand up for your rights? | YES NO |
| 121. Are you justified in taking things that are denied you by unreasonable people? | YES NO | SECTION 2D | |
| 122. Have things ever been so bad at home that you have had to run away? | YES NO | 136. Are you troubled because your parents are not congenial? | YES NO |
| 123. Are you often forced to show some temper in order to get what is coming to you? | YES NO | 137. Do the members of your family frequently have good times together? | YES NO |
| 124. Do you often have to make your classmates do things that they don't want to do? | YES NO | | |
| 125. Are people often so stubborn that you have to call them bad names? | YES NO | | |

APPENDIX A3 (Cont'd)

- | | |
|--|---|
| 138. Do your folks take time to become acquainted with your problems? YES NO | 152. Are your classmates usually friendly to you? YES NO |
| 139. Does someone at home like to have you bring your friends to the house? YES NO | 153. Would you like to be chosen more often to take part in games and other activities? YES NO |
| 140. Are things difficult for you because your folks are usually short of money? YES NO | 154. If it were right, would you stay away from school as often as possible? YES NO |
| 141. Are you troubled because your folks differ from you regarding the things you like? YES NO | 155. Do you find that classmates of the opposite sex are as nice as those of your own sex? YES NO |
| 142. Do you like your parents about equally? YES NO | 156. Would you be happier if your classmates liked you better? YES NO |
| 143. Do you wish that more affection were shown by more members of your family? YES NO | 157. Does it seem to you that many of your teachers are nervous? YES NO |
| 144. Do your folks appear to doubt whether you will be successful? YES NO | 158. Do many of the teachers seem to be unfair or unreasonable to their students? YES NO |
| 145. Do the members of your family seem to criticize you a lot? YES NO | 159. Do you like to go to school affairs with members of the opposite sex? YES NO |
| 146. Do you usually like to be somewhere else than at home? YES NO | 160. Would you and your classmates like school better if teachers were not so strict? YES NO |
| 147. Do you avoid inviting others to your home because it is not as nice as theirs? YES NO | 161. Do you enjoy being alone more than being with your classmates? YES NO |
| 148. Do some of those at home seem to think they are better than you? YES NO | 162. Do you find that you can confide in at least one of your teachers? YES NO |
| 149. Are your folks reasonable to you when they demand obedience? YES NO | 163. Are many of your classmates so unkind or unfriendly that you avoid them? YES NO |
| 150. Do you sometimes feel like leaving home for good? YES NO | 164. Do your classmates seem to approve of the way you treat them? YES NO |
| SECTION 2E | |
| 151. Are you usually a member of a club, team, or other organization at school? YES NO | |

APPENDIX A3 (Cont'd)

165. Do you feel that some teachers prefer other students to you? YES NO

SECTION 2F

166. Are there any attractive members of the opposite sex in your neighborhood? YES NO

167. Do you like to take care of your own or some neighbor's pets? YES NO

168. Do you dislike taking responsibility for the welfare or safety of of children or old people? YES NO

169. Do you know people who are so annoying that you would like to molest them? YES NO

170. Do you often play games with friends in your neighborhood? YES NO

171. Is there a church or other organization in your neighborhood where you meet congenial people? YES NO

172. Are there people of certain races that one should not be expected to tolerate? YES NO

173. Do you live in a rather uninteresting neighborhood? YES NO

174. Are the police officers of such a character that you would like to help them? YES NO

175. Do you visit with several young men and women in your neighborhood? YES NO

176. Do you sometimes go to neighborhood affairs with members of the opposite sex? YES NO

177. Do you ever do anything to improve the appearance of your home surroundings? YES NO

178. For the most part, are your neighbors the kind of people you like? YES NO

179. Are most of the people in your community the kind you refrain from visiting? YES NO

180. Do you usually speak to both young men and young women in your neighborhood? YES NO

APPENDIX A4

California Behavior Preference Record, Form A, Elementary

APPENDIX A4

California Behavior Preference Record, Form A, Elementary

1. As you are leaving the classroom for recess, you knock a box of crayons off someone's desk. Your team is going to play ball, and Ed calls from the door, "Hurry, up! We need you."

What would you do?

- A. Pick them up.
- B. Leave them, and go out to play.
- C. Go out to play first, and pick them up when you come back.
- D. Ask someone else to pick them up.

Because:

- a. They are not your crayons.
- b. You haven't time to pick them up.
- c. You spilled them.
- d. If you leave them, they may get broken and mark up the floor.
- e. The team needs you to win the game.
- f. You do not want to miss recess.
- g. You will have time to do it after recess.
- h. It won't matter if you're a few minutes late for the game.

2. Your class is interested in model airplanes, and you have what you think is a good one at home.

What would you do?

- A. Keep it at home and fly it yourself.
- B. Invite a few friends to your home to see it.
- C. Take it to school for all to see.

Because:

- a. You want to show the class.
- b. You do not want it to get smashed.
- c. You want to see if your model is as good as the others.
- d. You want to help them get some good ideas from it.

3. Joe is explaining to the class how to cut a design out of paper. You think you know how to do it as well as he does.

What would you do?

- A. Tell him what you would do.
- B. Watch him and listen.
- C. Start to cut it your own way.

Because:

- a. It would be courteous to do it.
- b. You know how to do it.
- c. His way might be better than yours.
- d. You could save time by not waiting.
- e. He doesn't know any more about it than you do.
- f. You want him to pay attention if you are talking.

4. Henry is building a truck but is having trouble putting on a wheel. You know how to do it, but you have not been told to work on trucks. You are not particularly busy at your own work.

What would you do?

- A. Help him.
- B. Ask the teacher if you may help him.
- C. Do nothing.
- D. Continue doing your own work.

Because:

- a. He can learn how to do it.
- b. He doesn't know how.
- c. He could then go on with the truck.
- d. Your work should come first.
- e. You would be helpful.
- f. It's not your job.

5. You are using a tool and have had it for some time. You know someone else is waiting to use it.

What would you do?

- A. Hurry.
- B. Tell him to wait until you finish.
- C. Tell him where there is another one.
- D. Let him use it, and find something else to do.

APPENDIX A4 (Cont'd)

Because:

- a. Someone else wants it.
 - b. You need to use it to finish.
 - c. He may want to get something done, too, and you should not use one tool all the time.
 - d. You'd need to wait until he was through with it, so you might as well finish while you have the tool.
 - e. You could work on something else.
 - f. You had it first.
6. You are reading, and John is hammering. He disturbs your reading, but he is working on a class project.

What would you do?

- A. Keep on reading.
- B. Ask him if he can be more quiet.
- C. Stop reading.
- D. Ask him to stop.

Because:

- a. The project is important, and you would like to have it finished.
 - b. You would like to read.
 - c. You would not want him to stop working.
 - d. You need to learn to concentrate and work while others are noisy.
 - e. He doesn't need to bother everyone with his noise.
 - f. It's not as important as the class project.
7. You miss an article such as a pen or book and suspect that a classmate has taken it.

What would you do?

- A. Ask him if he has seen it.
- B. Tell the teacher you have lost it.
- C. Ask if anyone has seen it.
- D. Accuse him, and ask him to give it back to you.

Because:

- a. He may have seen it.
- b. It is yours.
- c. It wouldn't be right to accuse anyone.
- d. You want it back.
- e. You wish to find it.

8. You are taking some of your old childhood playthings down the street to a little neighbor girl. Some of your classmates see you and tease you by calling you such names as "baby" and "sissy."

What would you do?

- A. Pay no attention to them.
- B. Try to "beat them up."
- C. Call them names.
- D. Speak to them good-naturedly.

Because:

- a. Names don't bother you.
 - b. Otherwise you might get hurt.
 - c. They would then be ashamed.
 - d. You would be doing a good deed.
 - e. They wouldn't call you names after that.
 - f. You would teach them a lesson.
9. Jim accidentally spills some paint on a drawing that you have finished, and you must do it over.

What would you do?

- A. Tell him it is all right.
- B. Tell him to be careful not to do it again.
- C. Be angry with him.
- D. Tell the teacher what he did.

Because:

- a. He didn't mean to do it.
 - b. He should have been more careful.
 - c. He spoiled your picture, and you should get even with him.
 - d. It won't help to lose your temper.
 - e. You do not wish to have a fight or make him angry.
 - f. You do not wish to have to do your picture over.
 - g. The teacher should make him fix it up.
 - h. It wouldn't be polite.
10. You see a paper on the floor which you did not put there.

What would you do?

APPENDIX A4 (Cont'd)

- A. Pick it up.
- B. Tell the teacher or the janitor.
- C. Pay no attention to it.

Because:

- a. You are lazy.
 - b. The person who put it there should pick it up.
 - c. It would make the room neater.
 - d. It's not yours.
 - e. It won't hurt you.
11. You are playing ball. You are really "out" on second base, but the second baseman is not sure that he touched you.

What would you do?

- A. Tell him that he didn't touch you.
- B. Tell him that he touched you.
- C. Say nothing.
- D. Tell him to ask the umpire.

Because:

- a. You do not want to be "out."
 - b. You believe in good sportsmanship and fair play.
 - c. You could still play ball.
 - d. It's up to the umpire.
 - e. Every run counts.
12. A new student at your school is being teased by some bigger students.

What would you do?

- A. Tell the others not to tease him.
- B. Tell him not to pay any attention to them.
- C. Do nothing.
- D. Ask him to play with you.

Because:

- a. You do not want his feeling hurt.
- b. He should look out for himself.
- c. Students are not supposed to tease anyone on the school grounds.
- d. The person they are teasing is smaller than they are.
- e. It's none of your business.
- f. You don't like to see people unhappy.
- g. He needs some friends.

13. You cannot do an arithmetic problem, and it is nearly time for your class.

What would you do?

- A. Leave it until class time.
- B. Ask the teacher how to do it.
- C. Ask another pupil how to do it.
- D. Keep on trying to do it yourself.

Because:

- a. You wish to learn how to do it.
 - b. You want to get it done.
 - c. You can do it some other time.
 - d. You can't do it.
 - e. You want a good grade.
14. You are waiting in line at the cafeteria, and someone steps in front of you.

What would you do?

- A. Say nothing.
- B. Push him out of line.
- C. Get in front of him.
- D. Say, "Please go back to your own place."

Because:

- a. It's none of your business.
 - b. You want to get something to eat.
 - c. You were there first.
 - d. It would be polite.
 - e. You do not want to start a fight.
 - f. You are hungry, also.
15. You are taking an arithmetic test, and a friend who sits next to you copies some of your answers.

What would you do?

- A. Allow him to copy the answers.
- B. Do not allow him to copy any more of your answers.
- C. Tell the teacher he is having trouble, but say nothing about his copying.
- D. Cover your paper, and tell the teacher he is copying.

Because:

- a. He is your friend.
- b. He could do the work if he tried.
- c. He will never learn if he copies.
- d. He needs help from the teacher.
- e. It won't hurt you.

APPENDIX A5

California Behavior Preference Record, Form B, Intermediate

APPENDIX A5

California Behavior Preference Record, Form B, Intermediate

1. You are assigned to work on a project with Henry, whom you do not like very well. When you first talk with him, he has already worked out plans for the whole project.

What would you do?

- A. Change some of his plans.
- B. Go ahead and work on the project.
- C. Talk the plans over.
- D. Refuse to work with him.

Because:

- a. You want to receive some credit for the work, also.
- b. It doesn't matter whose plans are used if they are good.
- c. You might have some better ideas.
- d. If it's wrong, he will have to take the blame.
- e. If you can't plan it, you do not wish to work on it.
- f. You and Henry should work on the project together.

2. You accidentally tear a page in a book which you are reading. The book belongs to the school district.

What would you do?

- A. Tell the teacher about it.
- B. Mend it yourself.
- C. Do not say anything about it and put the book back.
- D. Say that someone else did it.

Because:

- a. It should be repaired before the tear gets worse.
- b. You don't want anyone else to get blamed for it.
- c. You're afraid the teacher will be angry with you.
- d. You tore it, so it is your duty to repair it.
- e. You do not wish to be blamed for it.
- f. You will get into trouble if you tell the truth.
- g. You do not wish to leave a torn page for the next person who reads.

3. You are reading, and John's committee is talking about a class project. They disturb your reading.

What would you do?

- A. Tell them to be quiet.
- B. Stop reading.
- C. Try to concentrate and continue to read.
- D. Stop reading and help them with their work.

Because:

- a. It might make them angry if you ask them to stop.
- b. They disturb you.
- c. They are doing their work, and you are doing yours.
- d. They have no right to interrupt your reading.
- e. It wouldn't be fair to ask them to stop work.
- f. You don't like to have people make a noise when you read.
- g. Their work is for the good of the class.
- h. You can't read if there is any noise.

4. Your class president has moved away, and a new one is to be elected.

What would you do?

- A. Nominate the one whom you believe will be the best.
- B. Nominate a friend.
- C. Do nothing.

Because:

- a. The class needs good leadership.
- b. You don't know anyone.
- c. Others will do the nominating.
- d. The presidency is an important office.
- e. Your friend will like you better.

5. The teacher leaves the classroom.

What would you do?

APPENDIX A5 (Cont'd)

- A. Continue your work.
- B. Try to leave the room yourself.
- C. Talk with your neighbors.
- D. Be quiet and tell others to be quiet.

Because:

- a. It doesn't make much difference whether the teacher is in the room or not.
 - b. You see no reason to be quiet.
 - c. The better you are, the more he'll leave you alone.
 - d. That's what you're supposed to do.
 - e. You want to see where he has gone.
 - f. You want to get your work done whether the teacher is there or not.
 - g. Everyone else has stopped working.
6. You are in the auditorium of your school listening to a speaker. You think of something to tell your friend.

What would you do?

- A. Tell him.
- B. Wait until the program ends.
- C. Write a note.

Because:

- a. No one will hear if you whisper.
 - b. It's important.
 - c. If you start talking, others will do the same.
 - d. You wish to be courteous.
 - e. It would be unfair to cause any disturbance.
7. Your teacher has asked for volunteers to clean the blackboard.

What would you do?

- A. Leave it to others.
- B. Volunteer if it seems that you are needed.
- C. Continue what you are doing.
- D. Be the first to volunteer.

Because:

- a. You don't like to clean blackboards.
- b. The teacher would like you better.
- c. You like to help the teacher.
- d. You need to get your work done.
- e. You'd rather play ball.
- f. You wish to do your share of the classroom tasks.

8. Somebody tells you that you would look better if you changed your hair style.

What would you do?

- A. Tell him to look at his own.
- B. Try it and find out.
- C. Tell him you like it the way it is.

Because:

- a. It might look better.
 - b. It doesn't hurt to try something new.
 - c. His hair may look worse than yours.
 - d. You know what you want.
 - e. He ought to mind his own business.
9. Some people on the playground are about to start a game. Some wish to play according to the rules, and others do not.

What would you do?

- A. Play according to rules.
- B. Play without rules.
- C. Do not play at all.
- D. Have the group vote on it.

Because:

- a. The rules were made to be followed.
 - b. It's more fun.
 - c. You don't like arguments.
 - d. Some people might not play fair without rules.
 - e. If they do not wish to play according to the rules, they do not wish to play very badly.
 - f. "Good sports" like to play according to the rules.
 - g. It's fun to make one's own rules.
 - h. That will settle it.
10. Your friend tells you that she likes to go to the store for her mother because she can spend a nickel for candy without her mother's knowing it.

What would you do?

- A. Tell her that she shouldn't do it.
- B. Tell her mother.
- C. Do nothing.

APPENDIX A5 (Cont'd)

Because:

- a. You do not wish to be mean.
- b. She might become a criminal.
- c. It's none of your business.
- d. It isn't honest.
- e. She'll get caught some day.

11. Your teacher asks you to do some homework. As a rule, homework is not assigned in your school. You had planned to spend the evening with friends.

What would you do?

- A. Stay home and work.
- B. Explain the situation to the teacher.
- C. Leave the work undone.

Because:

- a. It gets tiresome.
- b. One's out-of-school time is his own.
- c. Some things can't be done during school time.
- d. You do enough work in school.
- e. If you work hard at school, you need some time to play.
- f. Family activities are more important.
- g. One should not neglect homework.
- h. Family activities can wait.

12. Your teacher is explaining some work to another student, and you wish to ask a question.

What would you do?

- A. Wait until she finishes talking to the other student.
- B. Interrupt politely and ask your question.
- C. Hold up your hand.

Because:

- a. The teacher is busy.
- b. It's the polite thing to do.
- c. She can't do two things at once.
- d. It doesn't take as long to answer a question as it does to do some work.
- e. There is no time like the present.

13. You have planned for weeks to go to the beach with your family on the Fourth of July. Your brother breaks his leg the day before, and your father says that the trip cannot be taken.

What would you do?

- A. Try to be content at home.
- B. Try to entertain your brother and forget yourself.
- C. Be disappointed and somewhat angry.

Because:

- a. It's the only thing to do.
- b. It wasn't his fault.
- c. He shouldn't have broken his leg.
- d. It's no use to "cry over spilled milk."
- e. You can go some other time.
- f. Your fun should not be spoiled for such a reason.

14. You sit down to breakfast, look around, and see no fruit except prunes, which you dislike very much.

What would you do?

- A. Refuse to eat them.
- B. Eat them.
- C. Ask to have something else.

Because:

- a. You wish to be polite.
- b. Prunes are good for you.
- c. You might learn to like them.
- d. They will upset you for the whole day.

15. Your friend hasn't a bicycle and wants to borrow yours.

What would you do?

- A. Lend it to him.
- B. Say, "No."
- C. Tell him to borrow one from someone else.
- D. Tell him you are not allowed to lend it (which isn't true).

APPENDIX A5 (Cont'd)

Because:

- a. You have learned from experience that lending doesn't pay.
 - b. The occasion might be important.
 - c. You do not need to lend it.
 - d. You may want to borrow from him some day.
 - e. Your friends may borrow many things.
 - f. He would be careful with it.
 - g. You do not want to hurt his feelings.
16. While you are playing baseball, the umpire says that John is out at first, but you don't think so.

What would you do?

- A. Tell him so.
- B. Tell the captain.
- C. Accept the umpire's decision.
- D. Discuss it with the other players.

Because:

- a. You think you are right.
 - b. He can argue and confer with the umpire.
 - c. It doesn't pay to argue with the umpire.
 - d. The other fellows will think you are a "poor sport."
 - e. The umpire also cheats for your side sometimes.
 - f. He might make you leave the game.
 - g. You like fair treatment.
 - h. You want your teammates to think you are a "real guy."
17. You have your feet out in the aisle, and Mary trips over them.

What would you do?

- A. Tell her you are sorry and help her up.
- B. Put your feet under your desk.
- C. Tell her to watch where she's going.

Because:

- a. It isn't your fault she tripped.
- b. Your feet shouldn't have been in the aisle.
- c. It was your fault she tripped.
- d. She shouldn't have been in the aisle.
- e. She hurt your foot when she stepped on it.
- f. You realize that you were in the wrong.

18. You find a long line waiting when you arrive at the cafeteria. Some of your friends offer to let you in with them near the front of the line.

What would you do?

- A. Get into line with them.
- B. Go to the end of the line.
- C. Ask them to go to the end of the line with you.

Because:

- a. You will be waited upon sooner.
 - b. Because it would not be fair to the others.
 - c. You are hungry.
 - d. They asked you.
 - e. You wish to be with them.
 - f. It's the thing to do if you wish to be together.
 - g. You are not in a hurry.
19. You have delivered papers on the same route for a year. A substitute, who delivered them for you for a week, tells you that you can finish the route faster if you do it the way he did.

What would you do?

- A. Do it your own way.
- B. Do it the way he did it.
- C. Try his way once and see if it is better.
- D. Tell him to shut up.

Because:

- a. You have done it long enough and ought to know the best way.
- b. His way is really better.
- c. If his way is better, that's the way to do it.
- d. It makes you angry.
- e. One should always be open to suggestion.

APPENDIX A5 (Cont'd)

20. You accidentally spoil a picture which Mary has drawn. No one sees you, and you know that she will be angry.

What would you do?

- A. Tell her you did it accidentally and say that you are sorry.
- B. Say nothing about it.
- C. Tell her, and try to help her do it over.
- D. Tell her someone else did it.

Because:

- a. You don't want Mary to be angry with you.
- b. She won't be angry if you tell the truth.
- c. She might blame someone else for it.
- d. You won't feel right if you don't tell her.
- e. Nobody needs to know anything about it.
- f. You spoiled her picture and you should do something about it to help her.
- g. That's what you'd want someone else to do for you.
- h. It doesn't matter who she thinks did it as long as she doesn't blame you.

APPENDIX A6

California Behavior Preference Record, Form B, Advanced

APPENDIX A6

California Behavior Preference Record, Form B, Advanced

1. You and a group of your friends are seated together listening to a speaker in an assembly. Several of the group are causing a disturbance.

What would you do?

- A. Pay no attention to them, and try to hear as much as the speech as you can.
- B. Attempt to get them to stop the disturbance and listen.
- C. Get up and move to another seat.
- D. Pay no attention, but bring it up in your home room later.

Because:

- a. You aren't making any noise and hence do not wish to take any of the blame.
- b. You do not wish to make enemies or hurt feelings, but you do want to hear the speaker.
- c. The speaker is there to be heard.
- d. You will be saving them some trouble as well as doing your duty to your school.
- e. It is the courteous thing to do.
- f. It would cause less commotion.
- g. You can do it better there.

2. You are a member of a committee. Jack, who is a little bit different from most of your group, makes a suggestion which is definitely not in keeping with the business of the meeting.

What would you do?

- A. Speak up and point out Jack's stupidity.
- B. Quietly suggest something else, saying you feel that it would be more adequate.
- C. Say you feel that Jack's suggestion is good, but perhaps not as practical as your plan is at this time.
- D. Make a suggestion, having first told Jack he is wrong.
- E. Listen to him politely, then ignore his suggestion.

Because:

- a. Jack is stupid and should be told.
- b. The purpose of the committee is most important.

- c. Jack should be given credit and the committee helped at the same time.
- d. Jack should be "put straight on a few things," and the committee should also hear your suggestion.
- e. Jack is a good fellow.
- f. It wouldn't be fair to hurt his feelings.

3. You cannot work the problems in your mathematics assignments.

What would you do?

- A. Keep trying, and do the best you can.
- B. Ask the teacher for special help and work hard according to his instructions.
- C. Copy the work of a classmate who gets good grades.
- D. Continue the way you have been.

Because:

- a. Because the teacher doesn't know much.
- b. You need to have special help.
- c. You want to show people you can work them.
- d. Mathematics will never do you any good anyhow.
- e. Grades are all that count.
- f. You want to know how.
- g. The teacher is there to help you.
- h. Experience is the best teacher.

4. You helped count the votes for student-body officers. You are pledged to secrecy, but your best friend wants to know who is elected.

What would you do?

- A. Tell your friend.
- B. Tell if your friend promises not to repeat it.
- C. Just hint at the right answers.
- D. Refuse to tell.

Because:

- a. Your friend won't tell anyone else.
- b. You can't break a pledge.
- c. Everyone will find out sooner or later.
- d. It is not very important.
- e. To tell is unfair to the rest of the student body.

APPENDIX A6 (Cont'd)

5. Someone plays an innocent practical joke on you, and everyone laughs at you.

What would you do?

- A. Tell the person in no uncertain terms never to do it again.
- B. Laugh and plan to play a joke on him.
- C. Act as though you didn't think it funny and ignore the whole group.

Because:

- a. It wasn't funny.
- b. You don't like to be laughed at.
- c. It doesn't do any good to treat such people as adults.
- d. You like a good joke, too.
- e. Nobody can make a fool of you.
- f. There's nothing worse than a "poor sport."

6. You have promised a friend that you will take his place at the next student council meeting. Something has come up in the meantime which you wish to do at this time. If you are not there, it will count as a demerit for your friend.

What would you do?

- A. Attend the meeting.
- B. Do what has come up in the meantime.
- C. Ask someone to take your place at the meeting.
- D. Ask the principal to excuse you from the meeting.
- E. Tell your friend that you are sorry, but you can't go for him.

Because:

- a. You should keep your promise.
- b. Someone else would do just as well as you.
- c. The meeting will not be important.
- d. You do not want the council to feel that your friend has forgotten the meeting.
- e. You don't care about the council, but you do want your friend's name to be clear.
- f. It is the courteous thing to do.
- g. Your friend's confidence is more important than anything else.

7. The principal of your school has asked you, as president of the school service club, to do something about the way in which students are mistreating the furniture and walls. You know that some of the worst offenders are your friends.

What would you do?

- A. Call a meeting of your club and turn the matter over to them.
- B. Call a meeting and set up plans to change things.
- C. Make an announcement in assembly to the effect that such carelessness must stop.
- D. Turn in a list of the offenders to the principal.
- E. Call in the offenders and talk it over in a nice way.

Because:

- a. You do not wish to make your friends angry.
- b. Some action should be taken by the club.
- c. If it is brought out into the light, they will be ashamed.
- d. It is your job.
- e. It is his problem.
- f. The offenders would like it better that way.

8. Your teacher has made a mistake on your test scores and has given you a very high grade.

What would you do?

- A. Tell her about the mistake.
- B. Just keep quiet.
- C. Ask her to check the paper again, but say nothing about the error.

Because:

- a. It is her own fault for adding wrong.
- b. You didn't earn the grade.
- c. It might be discovered later.
- d. The test may not be important.

APPENDIX A6 (Cont'd)

9. You sit down to a meal at home and see nothing that you like.

What would you do?

- A. Get up and leave the table.
- B. Ask if you may prepare something else.
- C. Ask to be excused.
- D. Eat something and say nothing.

Because:

- a. You need something to eat.
 - b. You wish to be polite.
 - c. You aren't hungry.
 - d. If you eat what you don't like, you may become ill.
 - e. One can't have everything his way all the time.
 - f. You may learn to like these things.
 - g. It's silly to be so choosy.
10. You are chairman of a committee for a dance. Twice you have had to change your plans, your committee has been unsuccessful in getting materials, and everything seems to be working against you.

What would you do?

- A. Call the committee together and re-organize your plans.
- B. Resign your chairmanship.
- C. Go on with things the best you can.

Because:

- a. It is important that the committee hold together.
- b. It is your duty to see that the dance is a success.
- c. The old adage, "If at first you don't succeed, try, try again," is not practical.
- d. The committee isn't worth the time.
- e. Your position and prestige will be considerably higher if you make a success of this job.
- f. Lack of cooperation indicates dissatisfaction with your leadership.

11. You are playing basketball. The official calls a foul on your team. You disagree with him.

What would you do?

- A. Tell the official about it.
- B. Do nothing about it, but let your teammates know you think it was a "raw deal."
- C. Accept the decision.
- D. Tell the captain and let him work it out.

Because:

- a. To argue won't get you anywhere.
 - b. Officials are often unfair.
 - c. Rules and decisions are part of the game.
 - d. You are right.
 - e. You might be put out of the game.
12. One of your friends tells you that she is unhappy because everyone leaves her out of things, and no one likes her.

What would you do?

- A. Tell her it is her imagination.
- B. Tell her that she has many fine qualities and should try harder to make friends.
- C. Laugh it off and change the subject.
- D. Try to bring her into the crowd of-tener.
- E. Give her a hint as to what is wrong.

Because:

- a. Others may then like her better.
- b. She may stop bothering you.
- c. She is beyond help.
- d. She has an inferiority complex and needs some confidence.
- e. You like her and want to help.
- f. It is best to face facts.

APPENDIX A6 (Cont'd)

13. Your teacher asks the class for volunteers to help type the script for a class play. You know how to type but are very busy right then.

What would you do?

- A. Say nothing.
- B. Volunteer immediately.
- C. Volunteer if there is no one else who will do it.
- D. Agree to do it if the teacher specifically asks you.
- E. Refuse even if the teacher specifically asks you.

Because:

- a. You have too many other things to do.
- b. You do not want to be accused of "apple polishing."
- c. You really want to help.
- d. There probably are people in the class who can do it better than you.
- e. You are not interested in doing it at all.
- f. It's too much work.

14. You are at a party where there are several new people who are sitting by themselves.

What would you do?

- A. Join them and introduce yourself.
- B. Introduce yourself and take them around to meet the others.
- C. Ask someone else to see that they meet people.
- D. Smile at them whenever you get a chance.
- E. Do nothing.

Because:

- a. It will help them to see a friendly face in the room.
- b. Someone should pay some attention to them.
- c. They are lonesome.
- d. They can't have a good time when they don't know anyone.
- e. You are bored and glad to have some new acquaintances.
- f. It is impolite to ignore people.
- g. It is hard for you to meet new people.

15. You are on the school grounds, and a big boy in your class starts a fight with a much smaller boy.

What would you do?

- A. Tell the big fellow to pick on somebody his own size.
- B. Try to stop the fight.
- C. Watch the fight.
- D. Get a teacher to stop the fight.

Because:

- a. You enjoy watching fights.
- b. He is a bully.
- c. He is probably a coward anyway.
- d. The two are not fairly matched.
- e. The big fellow needs a lesson, but you do not wish to be mixed up in it.
- f. You are afraid the smaller boy will be hurt.
- g. You are in the right and should stand up for it.

16. Because of other class assignments and social activities, you have not had time to keep up your reading for your English class. You have but one week left to read and write a report on five books.

What would you do?

- A. Read some short book reviews and use them as a source for your book reports.
- B. Try to read through as many books as possible during the week and turn in the reports on these.
- C. Tell the teacher that you just haven't had time and ask permission to turn the reports in late.
- D. Copy a friend's reports.
- E. Do nothing.

Because:

- a. This assignment isn't important.
- b. The teacher will understand.
- c. You want to make an effort.
- d. The teacher doesn't care.
- e. It's the quickest way.

APPENDIX A6 (Cont'd)

17. Your school uses the honor system. You know of a student who is getting a copy of all the tests from a friend who works in the mimeograph department.

What would you do?

- A. Go to the student who is getting the tests, tell him he is in the wrong, and advise him to stop.
- B. Tell the student council.
- C. Tell the principal.
- D. Do nothing.

Because:

- a. He is only harming himself.
- b. The least trouble caused in stopping this matter the better.
- c. Such problems are not the obligation of just one person.
- d. You do not wish to be a "tattle-tale."
- e. You do not wish to have anything to do with it.
- f. You don't think he should continue this practice.
- g. He is violating the honor system and should be punished.

18. Your gang is planning to go over to a neighboring town before the big game, write on all the sidewalks, and paint the school buildings red. The principal and town council have requested that no one do this because serious trouble resulted from such an incident the year before.

What would you do?

- A. Go with the gang.
- B. Refuse to go.
- C. Go with them and plan to deny that you were in the group if anything comes up.
- D. Try to prevent the trip and the trouble.

Because:

- a. A person should uphold decisions made for public safety.
- b. You will be thought a "sissy" if you don't.
- c. You are afraid of being punished.
- d. The council and principal are "old fogies."
- e. No harm can come from going.

- f. You have never seen that town, and want to go.
- g. It is the wisest thing to do.

19. You have a friend who persists in wanting to copy your algebra lesson.

What would you do?

- A. Refuse to allow him a copy.
- B. Tell the teacher he needs help, but say nothing about his copying.
- C. Allow him to copy the lesson.
- D. Refuse, and tell the teacher that he copies.
- E. Refuse to allow him to copy, but offer to help him.

Because:

- a. He never did anything for you.
- b. It is time someone exposed him.
- c. You don't care.
- d. He is stupid and needs the teacher's help.
- e. He could then work the problems himself.
- f. He is your friend.
- g. He won't learn anything by copying.
- h. The more he learns, the more he will try to learn.

20. You have been asked to represent your school at a conference which is to be held in your home town the same night that your football team plays its biggest game away from home. You had planned to go with the team and watch the game.

What would you do?

- A. Ask someone to attend the conference in your place, and go to the game.
- B. Go to the conference willingly and bring as much information from it as you can.
- C. Go to the game.
- D. Ask someone to go in your place, but if no one consents, go yourself.

Because:

- a. Someone should represent the school at the conference.

APPENDIX A6 (Cont'd)

- b. You do not care about conferences.
- c. You wish to see the game.
- d. You owe it to those who asked you to attend the conference.
- e. It may be interesting.
- f. You might want to attend the same conference again sometime.

APPENDIX A7

Original Test on Identifying Early Delinquent Tendencies

APPENDIX A7
Original Test on Identifying Early Delinquent Tendencies

Hawthorne School
Pendleton, Oregon

Dear

As a result of my recent study on the early identification of delinquency based on the testing of known delinquents in Umatilla and Union Counties of Oregon with the California Test of Personality and the California Preference Record, the enclosed test was developed.

It was found that the group tested were in the 25th percentile or below in the following areas:

School Relations	Family Relations
Withdrawing Tendencies	Anti-Social Tendencies
Cooperation	Friendliness
Integrity	Leadership
Responsibility	

This test was developed for determining if tendencies toward the lower percentiles in these areas can be identified in younger children.

As a qualified and experienced person in working with children, will you look this test over and write in any comments, additions or deletions that you believe will improve the test?

Thanks for your consideration.

Respectfully yours,

(Signed)
Wayne Winters

APPENDIX A7

Procedure for Scoring Test:Part I:

The value of each item checked in Part I is:

Nearly Always 2 points
 Part of the Time 1 point
 Never 0

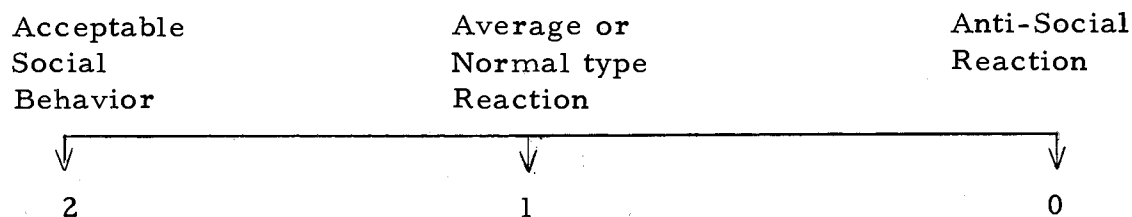
Part II:

The value of each item checked in Part II is:

Nearly Always 0
 Part of the Time 1
 Never 2

Part III:

Part III is scored by the scorer's evaluation of the response as to its relevance to social or anti-social conduct on the indicated scale:



Highest Number of Points possible on the test. 100

If any item is checked twice, count the highest score indicated.

Higher scores indicate a higher degree of delinquency-proneness

APPENDIX A7 (Cont'd)

Check One Of The Answers: Leave No Blanks:

PART I

1. Are your studies usually too hard for you?
2. Do you like to skip school?
3. When you have a big problem, do you like to talk it over with some else before you talk it over with your parents?
4. Do you feel that you'd like to run away from home?
5. Do you feel that your parents are too strict with you?
6. Do you ever feel that you are punished unjustly?
7. Do you ever wish that you had parents other than your own?
8. Do you feel embarrassed when every one looks at you for some reason?
9. Do you ever have the feeling that you are unpopular?
10. Does your school work cause you to worry a great deal?
11. Are your feeling easily hurt by other people?
12. Is your life frequently so dull that you dream of doing other things?
13. Do you often feel that other people treat you unfairly?
14. Do your friends often quarrel with you?

[illegible]

APPENDIX A7 (Cont'd)

	Nearly Always	Part of The Time	Never
15. Does unfairness in other people make you lose your temper?			
16. When no one is looking, do you like to frighten or pick on younger children?			
17. Do you feel that it is all right to "create a scene" to get the attention you deserve?			
18. Are you troubled with shyness?			
19. Do you get discouraged easily?			
20. Does criticism disturb you greatly?			
21. Do most of the children get along with the teacher better than you do?			
22. Is it all right to take items you need if you have no money to pay for them?			
23. If a person finds something on the school playground, does he have the right to keep it?			

PART II

24. Do you like school?			
25. For the most part, is school pleasant and enjoyable?			
26. Do you enjoy most of your studies in school?			
27. Do you feel that you are an important part of your school?			
28. Is school an interesting place for you?			
29. Are your marks in school usually good?			

APPENDIX A7 (Cont'd)

	Nearly Always	Part of The Time	Never
30. Is it easy for you to recite in class ?			
31. Do you find it more pleasant to play around home than at other places ?			
32. Do your parents let you do most of the things you like to do ?			
33. Do you have to be home at a certain time each evening ?			
34. Do you find that it is fun to talk things over with your parents ?			
35. Do you talk things over with your parents ?			
36. Do your parents think that you are doing well ?			
37. Do you find it more fun to play with a group than by yourself ?			
38. Do you feel that your teachers should always be obeyed ?			
39. Do you find it easy to ask others for help ?			
40. Do you make friends readily ?			
41. Do you like to volunteer in a class recitation ?			
42. Do you ever do certain necessary jobs around your home without being told ?			
43. Are the other boys and girls at your school usually nice to you ?			
44. Do you prefer to be the leader of a group rather than a follower ?			
45. Did you ever take the lead to enliven a dull party ?			

APPENDIX A7 (Cont'd)

46. Is it necessary to thank people who have helped you?

Nearly Always	Part of The Time	Never
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PART III

Complete the following sentences in any manner that you desire:

47. Nothing cheers me up as much as _____

48. I often think of myself as _____

49. Policemen _____

50. In your most artistic manner, draw a man in action and describe what he is doing:

APPENDIX A8

Jury of Test Evaluation

APPENDIX A8
Jury of Test Evaluation

1. Bristol, Stephen, Court Director, McMinnville, Oregon
2. Buehler, Dr. Roy, School Psychologist, Hillcrest School of Oregon, Salem, Oregon
3. Cain, John L., Juvenile Director, The Dalles, Oregon
4. Epley, Jim, Juvenile Department, Pendleton, Oregon
5. Farley, Bobby, Girls' Counselor, John Murray Junior High School, Pendleton, Oregon
6. Flock, Verne F., Court Director, Malheur County, Vale, Oregon
7. Gallaher, Ernest, Police Chief, Pendleton, Oregon
8. Goddard, Jewell, Skipworth Home, Eugene, Oregon
9. Grilley, Beryl, Special Education Department, Pendleton, Oregon
10. Harris, Douglas, Intern Supervisor, Hawthorne School, Pendleton, Oregon
11. Higley, Tom, Special Education Department, Pendleton, Oregon
12. Huston, Dick, Boys' Counselor, John Murray Junior High School, Pendleton, Oregon
13. Jones, Myron E., Juvenile Director, Astoria, Oregon
14. Knighten, Carl, Student Counselor, John Murray Junior High School, Pendleton, Oregon
15. Kriner, Robert, Court Director, LaGrande, Oregon
16. Mack, Larry, Juvenile Director, Pendleton, Oregon
17. McBride, Marjorie C., Superintendent, Hillcrest School of Oregon, Salem, Oregon
18. McDevitt, Richard E., Juvenile Director, Salem, Oregon
19. Muller, Darrell, Special Education Director, Pendleton, Oregon
20. Murchison, Jaunita, Girls' Counselor, John Murray Junior High School, Pendleton, Oregon
21. Reed, Amos E., MacLaren School for Boys, Woodburn, Oregon
22. Scheyer, Hal P., Assistant Director, Field Service, MacLaren School, Woodburn, Oregon
23. Shelton, Virl, Tod, Court Director, Lakeview, Oregon
24. Sherrill, Ben, Juvenile Director, Polk County, Dallas, Oregon
25. Shippen, Earnest, Court Director, Bend, Oregon
26. Smith, Samuel H., Juvenile Director, Benton County, Corvallis, Oregon
27. Tankersley, W. T., Juvenile Director, Curry County, Gold Beach, Oregon
28. Thorne, Louis, Juvenile Department, Pendleton, Oregon
29. Vickers, Rod, Court Director, Hood River, Oregon
30. Wahl, Eva, Juvenile Director, Pendleton, Oregon
31. Wilkins, Bonnie, Juvenile Director, Portland, Oregon

APPENDIX A9

Originated Test After Evaluation By Jury

APPENDIX A9

PERSONALITY TEST

	Nearly Always	Part of The Time	Never
PART I			
1. Do your studies usually seem too hard for you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you like to skip school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. When you have a big problem, do you like to talk it over with someone else before you talk it over with your parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Do you feel that you'd like to run away from home?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Do you feel that your parents are too strict with you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Do you ever feel that you are punished unfairly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Do you ever wish that you had parents other than your own?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Do you feel embarrassed when every one looks at you for some reason?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Do you ever have the feeling that you are not liked?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Does your school work cause you to worry a great deal?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Are your feelings easily hurt by other people?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Is your life frequently so dull that you dream you are doing other things?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Do you often feel that other people treat you unfairly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Do your friends often quarrel with you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. If other people treat you unfairly do you lose your temper?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. When no one is looking, do you like to frighten or pick on younger children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Do you feel that it is all right to "create a scene" to get the attention you deserve?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Are you shy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Do you get discouraged easily?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. When people find fault with you, does this disturb you greatly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Do most of the children get along with the teacher better than you do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Is it all right to take items you need if you have no money to pay for them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. If a person finds something on the school playground, does he have the right to keep it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PART II			
24. Do you like school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. For the most part, is school pleasant and enjoyable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Do you enjoy most of your studies in school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Do you feel that you are an important part of your school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Is school an interesting place for you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Are your marks in school usually good?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Is it easy for you to recite in class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Do you find it more pleasant to play around home than at any other place?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Do your parents let you do most of the things you like to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Do you have to be home at a certain time each evening?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Do you find that it is fun to talk things over with your parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX A9 (Cont'd)

	Nearly Always	Part of The Time	Never
35. Do you talk things over with your parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Do you feel your parents think that you are doing well?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Do you find it more fun to play with a group than by yourself?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Do you feel that your teacher should always be obeyed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Do you find it easy to ask others for help?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Do you make friends easily?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Do you like to volunteer in a class discussion period?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Do you ever do certain necessary jobs around your home without being told?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Are the other boys and girls at your school usually nice to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Do you prefer to be the leader of a group rather than a follower?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Do your parents like your friends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Do you thank people who have helped you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

 PART III

Complete the following sentences in any manner that you desire:

47. I am happy when _____

48. I often think of myself as _____

49. Policemen _____

50. As best you can, draw a man in action and describe what he is doing:

BY A. WAYNE WINTERS

APPENDIX A10**Revised Scoring Sheet for Test**

APPENDIX A10
Revised Scoring Sheet for Test

Procedure for Scoring Test: Revised 19 Nov 64

Part I:

The value of each item checked in Part I is:

Nearly Always 2 points
Part of the Time 1 point
Never 0

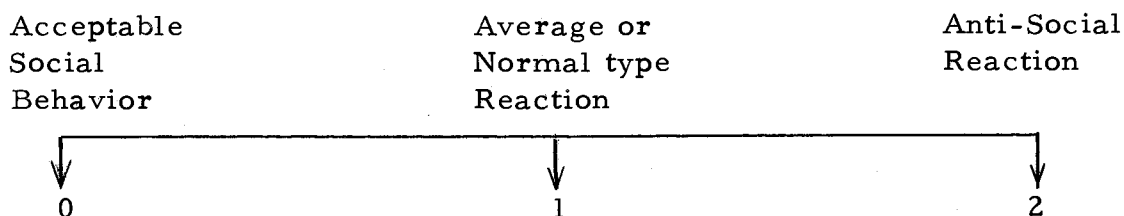
Part II:

The value of each item checked in Part II is:

Nearly Always 0
Part of the Time 1
Never 2

Part III:

Part III is scored by the scorer's evaluation of the response as to its relevance to social or anti-social conduct on the indicated scale:



Highest Number of Points possible on the test 100

If any item is checked twice, count the highest score indicated.

Higher scores indicate a higher degree of delinquency-proneness

APPENDIX A11

Follow-up Card for Jury of Test Evaluation

APPENDIX A11

Follow-up Card for Jury of Test Evaluation

Hawthorne School,
Pendleton, Oregon,
October 21, 1964.

Dear

Some time ago, my test on the early identification of delinquency was sent to you for your valued opinion on it. I will appreciate any comments you may have about it and its early return if it is possible for you to do so.

Thanks for your cooperation.

Respectfully yours,

(Signed)
Wayne Winters

APPENDIX A12

Comments by Jury of Test Evaluation

APPENDIX A12
TEST SUMMARIZATION

RATING BY TEACHER
AS TO DELINQUENCY-
PRONENESS:

AVERAGE TEST SCORE
OF ALL CHILDREN
RATED:

1	33
2	33
3	32
4	28
5	29
6	29
7	29
8	29
9	27
10	28
11	26
12	29
13	29
14	27
15	28
16	28
17	26
18	26
19	29
20	24
21	26
22	24
23	24
24	20

APPENDIX A12

Comments By Jury of Test Evaluation

Mr. W. T. Tankersley, Curry County Juvenile Department:

"I will be interested in seeing the test again when and if you make revisions and am interested in knowing the results of your completed investigation. "

Mr. Sam Smith, Benton County Juvenile Department:

"We feel it definitely has some possibilities, however, we cannot become overly enthused at this moment because we have had no opportunity to try it and determine whether or not it does pick out those students with delinquent tendencies, according to our prefixed opinion of what a delinquent child is.

Would you send us a dozen copies of this test and let us run it on children we have been working with and do know fairly well, so that we might formulate a more positive opinion as to whether or not this is a usable tool? "

Mr. Darrell Muller, Special Education Department, Pendleton, Oregon:

"This seems to be a very comprehensive list of questions. The questions are very clear and should be easily understood. "

Mr. M. E. Jones, Astoria, Oregon:

"Your approach is quite adequate. You have done a good job. Keep up the excellent effort. "

Mr. R. L. Kriner, Union County, Oregon:

"I wish to commend you for the fine set of tests you have developed in your study. I have no comments other than to state that I feel it would be interesting to note how a child would test out in another test after this one was given, if the same content were used; but instead of asking questions make the content a direct statement. "

Mr. Larry Mack, Juvenile Counselor, Umatilla County, Oregon:

"I enjoyed this test on an overall basis. I think it is particularly good to have questions which get into a more projective element of personalities. This is especially true in the area of self concept and their attitude toward authority. "

APPENDIX A12 (Cont'd)

Mr. Amos E. Reed, Superintendent, MacLaren School for Boys, Woodburn, Oregon:

"This type of research is needed in local communities. Each area has its own unique problems that need to be studied in the context of the community itself. The test that you have devised should lead to some significant understanding of the boys and girls in Eastern Oregon. "

Mr. Stephen A. Bristol, Director Juvenile Department, Yamhill County, Oregon:

"I don't doubt that children scoring high on your test, if they have given true answers, will have problems later. But I am not convinced that they will all be delinquent. Some may become mentally or emotionally ill and never become truly delinquent.

I am much in favor of projects such as you are undertaking. I feel that early identification and treatment of children with problems are extremely important and are possibly answers to questions we have been asking. I only wish that more people in a position like yours could be more interested in doing their part. "

Mr. Karl Knighten, Boys Counselor, Helen McCune Junior High School, Pendleton, Oregon:

"It looks fine to me without seeing results of its administration. I have one question at this point about including some responses from authority figures besides home, school and police. I am thinking of student leaders, popular kids, etc. Basically, ones who would exert influence over him, that could be included in the peer group. I wish you well on the results of this. "

Mr. Ernest Shippen, Director, Juvenile Department, Deschutes County, Oregon:

"I have examined as closely as possible the test which you have developed. I do think it is a good one for the purpose which you state, on early identification. I do not have any additions and only one comment which I am sure you are well aware of. That is, that the test is probably just as effective, perhaps more so in discovering a disturbed or emotionally unhappy child which may or may not have any relationship to delinquency problems. This in no way, of course, detracts from its effectability as early identification would be for this purpose in the first place. many of us would appreciate further information from you after a

APPENDIX A12 (Cont'd)

period of time as to its over all effectiveness. "

Mrs. Beryl Grilley, Special Education Department, School District 16-R, Pendleton, Oregon:

"This has wonderful potential! Get it copyrighted. "

Mr. Harold P. Scheyer, Assistant Director, Department of Field Services, MacLaren School for Boys, Woodburn, Oregon:

"I. . . . feel that you have done, in general, quite a good job and I particularly want to compliment you on your interest and your efforts. We, at MacLaren, all too frequently find that school people feel that behavior problems should be someone else's responsibility and it is encouraging when someone like yourself takes a sincere interest in delinquency problems. "

Police Chief Ernest Gallaher, Pendleton, Oregon:

"This appears excellent to me. if children will answer truthfully, which a great probably would, an awful lot of their character traits, personality, emotional problems, etc. would certainly emerge, or be revealed, by this test. In fact, the causations might also emerge, or at least clues. "

Mrs. Eva Wahl, Director, Umatilla County, Oregon:

"In reviewing this test for early detection of delinquency-proneness, I was impressed with the thoroughness with which Mr. Winters has approached the problem. On the whole the questions can be easily read and interpreted by a younger child which certainly makes for a more effective test. "

APPENDIX B

1. Umatilla County Juvenile Statistical Report for the year 1962.
2. Union County Statistical Letter on Delinquency for 1962.
3. Questionnaire to Teachers on Early Delinquent Tendencies.
4. Summarization of Poll of Teachers on Early Delinquent Tendencies.
5. Rating Scale on Recognition of Early Delinquent Tendencies.
6. Summarization of Results of Testing Fifth and Sixth Grade Pupils of Pendleton, Oregon.

APPENDIX B1

Umatilla County Juvenile Statistical Report for the year 1962

APPENDIX B1
 UMATILLA COUNTY JUVENILE DEPARTMENT
 STATISTICAL REPORT FOR THE YEAR 1962
 JUDGE: D. R. COOK
 DIRECTOR: MRS. EVA L. WAHL
 COUNSELOR: ELLIS E. GREEN

1. TOTAL NUMBER OF REFERRALS:	<u>1961</u>	<u>1962</u>
	1016	1112
Note 1A. The total number of referrals listed above includes delinquency, dependency, traffic and information cases.		
Note 1B. Of the 1112 cases handled during the year of 1962, 156 of the children involved in these cases were referred more than once.		
2. TOTAL NUMBER OF DELINQUENCY REFERRALS:	<u>1961</u>	<u>1962</u>
	421	402
Note 2A. Of the 402 delinquency cases handled during the year of 1962, 77 of the children involved in these cases were referred more than once.		
3. TOTAL NUMBER OF DEPENDENCY REFERRALS:	<u>1961</u>	<u>1962</u>
	70	84
Note 3A. Of the 84 dependency cases handled during the year of 1962, 8 of the children involved in these cases were referred more than once.		
4. TOTAL NUMBER OF TRAFFIC REFERRALS:	<u>1961</u>	<u>1962</u>
	369	481
Note 4A. Of the 381 traffic cases handled during the year of 1962, 71 of the children involved in these cases were referred more than once.		
5. TOTAL NUMBER OF INFORMATION REFERRALS:	<u>1961</u>	<u>1962</u>
	156	145
6. TOTAL NUMBER OF JUVENILE HEARINGS:	<u>1961</u>	<u>1962</u>
	166	146
Note 6A. The total number of juvenile hearings listed above does not include the referee traffic hearings held during the year of 1962.		

Appendix B1 (Cont'd)

PAGE II

7. CASES BY AGE:	<u>OFFICIAL</u>			<u>UNOFFICIAL</u>			<u>TOTAL</u>
	Boys	Girls	Dep.	Boys	Girls	Dep.	
Under 2 Years	0	0	18	0	0	0	18
2-5 Years	0	0	19	0	0	1	20
6-9 Years	8	0	22	7	0	1	38
10-11 Years	5	0	11	6	1	0	23
12 Years	4	1	2	4	0	0	11
13 Years	14	5	1	10	2	0	32
14 Years	30	13	1	4	2	0	50
15 Years	34	22	1	7	3	0	67
16 Years	68	13	3	14	3	0	101
17 Years	84	21	3	11	4	1	124
18 Years and Over	2	0	0	0	0	0	2
Age Not Specified	0	0	0	0	0	0	0

8. REASON REFERRED:	<u>OFFICIAL</u>		<u>UNOFFICIAL</u>		<u>TOTAL</u>
	Boys	Girls	Boys	Girls	
Automobile Theft	14	1	2	0	17
Burglary or Unlawful Entry	26	0	0	0	26
Robbery	1	3	0	0	4
Other Theft	59	9	10	1	79
Truancy	11	1	0	1	13
Running Away	13	18	5	6	42
Being Ungovernable	4	6	0	2	12
Sex Offense	5	1	0	0	6
Injury to Person	3	1	0	0	4
Act of Carelessness or Mischief	22	0	23	1	46
Other Delinquent Behavior (Liquor, Curfew, etc.)	91	35	23	4	153
Traffic	410	71	0	0	481

APPENDIX B1 (Cont'd)

PAGE III

8. (REASON REFERRED CONTINUED)	<u>OFFICIAL</u>		<u>UNOFFICIAL</u>		<u>TOTAL</u>		
	Boys	Girls	Boys	Girls			
DEPENDENCY:							
Lack of Adequate Care or Support	28	34	2	1		65	
Abandonment or Desertion	4	3	0	0		7	
Abuse or Cruel Treatment	2	3	0	0		5	
Conditions Injurious to Morals	5	2	0	0		7	
9. PLACE OF CARE PENDING HEARING OR DISPOSITION:							
	<u>OFFICIAL</u>			<u>UNOFFICIAL</u>		<u>TOTAL</u>	
	Boys	Girls	Dep.	Boys	Girls	Dep.	
No Detention or Shelter Care Overnight	146	31	39	51	11	0	278
Jail or Juvenile Detention	103	39	4	12	4	1	163
Other Place (Foster Home etc.)	0	5	38	0	0	2	45
10. DISPOSITION OF CASES:							
	<u>OFFICIAL</u>			<u>UNOFFICIAL</u>		<u>TOTAL</u>	
	Boys	Girls	Dep.	Boys	Girls	Dep.	
Dismissed with Warning Or Adjustment	121	34	23	59	15	3	255
Held Open Without Further Action	0	2	0	0	0	0	2
Official Probation	33	9	0	0	0	0	42
Committed or Referred to:							
Public Institution for Delinquent Children	13	10	0	0	0	0	23
Other Public Institution	1	7	1	0	0	0	9
Other Court	64	6	1	4	0	0	75
Public Department	2	1	43	0	0	0	46
Other Disposition	15	6	13	0	0	0	34

APPENDIX B1 (Cont'd)

PAGE IV

11. REFERRALS BY AREA:	<u>1959</u>	<u>1960</u>	<u>1961</u>	<u>1962</u>
ADAMS	0	0	9	21
ATHENA	4	12	10	8
ECHO	15	7	7	12
HELIX	0	1	1	3
HERMISTON	59	42	83	126
MEACHAM	1	0	2	2
MILTON-FREEWATER	45	49	48	128
MISSION	8	37	13	26
OUT OF COUNTY	22	48	49	56
OUT OF STATE	55	71	58	147
PENDLETON	108	136	305	503
PILOT ROCK	15	11	11	18
RIETH	0	0	6	6
STANFIELD	10	7	9	21
UKIAH	0	1	4	4
UMAPINE	0	1	1	2
UMATILLA	7	14	11	14
WESTON	7	8	20	15

APPENDIX B2

Union County Statistical Letter on Delinquency for 1962

APPENDIX B2

UNION COUNTY JUVENILE DEPARTMENT
COURT HOUSE
La Grande, Oregon

C. L. Graham, County Judge

R. L. Kriner, Counselor

February 14, 1964

Mr. Wayne Winters, Prin.
Hawthorne School
1300 S. W. Emigrant
Pendleton, Oregon

Dear Mr. Winters,

In reply to your letter of February 10, 1964 I will give you the following information. For the year 1961 the department was not set up and therefore was not keeping statistics, so I cannot give you an account for that year. However, for the last six months of 1962 there were 61 boys and 23 girls. While you didn't ask for 1963 we will include that year also and trust it will serve your purpose instead of the year 1961. There were 88 boys and 38 girls for the year 1963.

Relative to the plan for testing some of the known delinquents I have talked to Don O'Neil, La Grande High School, counselor and there are some problems that present themselves in relation to this. First of all, Mr. O'Neil advises there is quite a bit of hostility toward testing of children in the area. He says that he runs into quite a bit of difficulty in the school in giving these tests and he feels that it would create bad relationships between the Court and the parents if we were to give these tests at random. Then too he says a number of these children have been tested at his school and the children probably resent being tested again. Also, being tested twice wouldn't give a true picture so we will have to screen the children coming through the Court and check which ones have been tested. I have been planning on doing this but have not had time to do it up until this time but hope to do so in the near future. I trust this doesn't work a hardship on you or delay your project any but I will try to get on it just as soon as possible.

Sincerely yours,

(Signed)
R. L. Kriner, Counselor
Union County Juvenile Department

RLK/cs

APPENDIX B3

Questionnaire to Teachers on Early Delinquent Tendencies

APPENDIX B3

Name _____
(Optional)

List the five most important characteristics you would look for in identifying potential delinquency in the children in your room. Rate them in order of the importance which you give them. Thanks.

Wayne Winters.

1.

2.

3.

4.

5.

APPENDIX B4

Summarization of Poll of Teachers on Early Delinquent Tendencies

APPENDIX B4

RATING SCALE

In listing what they considered the five most important characteristics to be looked for in identifying potential delinquency in the children in their rooms, the jury of 30 teachers listed the following characteristics:

<u>The Characteristic:</u>	<u>Number of Teachers listing this Characteristic as one of the five most important.</u>
1. Poor Home Situation:	27
a. Unwanted	
b. Anomie	
c. Lack of love	
2. Poor Attitude Toward School	22
3. Inability to Relate to Others	14
3. Lack of Respect for Authority	14
4. Belligerent	10
4. Withdrawn	10
5. Dishonesty	8
6. Lack of Success	7
7. Low Intelligence	6
7. Poor emotional patterns	6
7. Physical Disabilities, Health or Deformities	6
8. Lack of Responsibility	4
9. Rebellious	3
9. Lying	3
9. Exhibitionist-Egotist	3
9. Nervousness-Hyper Activity	3
10. Sneaky	2
11. Cruel	1
11. Low Moral Values	1
18 Total Characteristics	

APPENDIX B5

Rating Scale on Recognition of Early Delinquent Tendencies

APPENDIX B5
RATING SCALE

On my recent survey of teacher opinion on what characteristics were given the most importance in the recognition of early delinquency, the following six traits or conditions were listed as the most important in order of teacher evaluation.

1. A background of poor home situation which might include unwantedness, anomie, or a lack of love.
2. Poor attitude or a lack of success in school.
3. Inability to relate or to get along with others.
4. Lack of respect for authority.
5. Withdrawing Tendencies.
6. Belligerence.

Using a majority of these traits as a guideline, will you rate the children in your room from the most delinquency-prone (as No. 1) to the least delinquency-prone as the last number in your class (as No. 25). Thank you.

- | | |
|-----|-----|
| 1. | 19. |
| 2. | 20. |
| 3. | 21. |
| 4. | 22. |
| 5. | 23. |
| 6. | 24. |
| 7. | 25. |
| 8. | 26. |
| 9. | 27. |
| 10. | 28. |
| 11. | 29. |
| 12. | 30. |
| 13. | 31. |
| 14. | 32. |
| 15. | 33. |
| 16. | 34. |
| 17. | 35. |
| 18. | |

APPENDIX B6

Summarization of Results of Testing Fifth and Sixth
Grade Pupils of Pendleton, Oregon

APPENDIX B6

Pendleton Fifth and Sixth Grade Scores on Originated Test as Compared with Teacher Rating
Toward Delinquency-Proneness

Child Rated By Teacher from Most Delinquency- Prone to Least Delinquency-Prone:		Poor or Non-readers are underlined.																Normal Readers' Average Score:	Total Group Average Score:
		Number of Classes Tested																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		
Most	1	27	37	<u>51</u>	<u>30</u>	<u>22</u>	<u>32</u>	<u>31</u>	34	<u>40</u>	42	<u>34</u>	26	<u>19</u>	<u>39</u>	<u>45</u>	<u>68</u>	33	36
	2	54	<u>20</u>	28	25	<u>30</u>	30	<u>32</u>	<u>34</u>	<u>43</u>	28	45	22	<u>25</u>	<u>33</u>	<u>46</u>	<u>41</u>	33	34
	3	<u>31</u>	<u>26</u>	<u>23</u>	23	<u>33</u>	33	<u>31</u>	<u>43</u>	29	39	<u>48</u>	29	<u>34</u>	<u>38</u>	<u>38</u>	29	32	33
	4	<u>17</u>	<u>31</u>	<u>29</u>		<u>30</u>	<u>18</u>	<u>26</u>	18	<u>44</u>	31	26	<u>28</u>	<u>34</u>	<u>26</u>	25	32	28	28
	5	<u>40</u>	<u>50</u>	27	<u>33</u>	<u>41</u>	<u>33</u>	34	34	32	27	30	26	27	36	21	21	29	32
	6	<u>46</u>	30	22	<u>23</u>	<u>35</u>	28	27	<u>42</u>	<u>40</u>	26	26	<u>19</u>	24	31	32	48	29	31
	7	20	<u>24</u>	34	35	<u>37</u>	22	30	27	29	35	28		26	41	32	16	29	29
	8	23	38	17	28	<u>28</u>	38	32	35	34		49	19	<u>32</u>	<u>48</u>	14	25	29	31
	9	27	16	<u>13</u>	32	25	43	25	28	26	14	27	32	40	<u>34</u>	26	5	27	26
	10	20	<u>18</u>	24	24	<u>7</u>	<u>32</u>	27	33	26	34	40	<u>30</u>	26	29	30		28	27
	11	<u>18</u>	<u>35</u>	30	32	22	16	19	35	27	22	22	25	23	33	36	24	26	26
	12	20	<u>58</u>	<u>29</u>	<u>17</u>	22	38	29	35	40		12	33	<u>26</u>	37	23	30	29	30
	13	30	<u>37</u>	29		47	24	33	29	24	34	27	20	<u>40</u>	37	20	28	29	31
	14	<u>14</u>	24	15	11	39	<u>31</u>	25	29	47		35	29	<u>34</u>	<u>46</u>	28	26	27	29
	15	6	<u>22</u>	29	33	29	21	28	40	30	31	27	32	34	39	16	31	28	28
	16	41	16	32	<u>27</u>	30	27	15	24	29	29	21	21	59	<u>45</u>	29	18	28	29
	17	23	22	<u>29</u>	23	19	<u>38</u>	30	15	28	28	33	17	28	49	25		26	27
	18	24	24	<u>20</u>	23	22	<u>26</u>	25	27	28	19	17	30	28	34	34	30	26	26
	19	22	35	17	38	23	21	39	36	28	16	32	33	21	30	41	31	29	29
	20	29	25	35	31	25	<u>28</u>	21	44	19	18	13	17	21	<u>25</u>	14	25	24	24
	21	17	30	28	30	23	<u>27</u>	8	29	17	21	40	9	29	20	24	60	26	26
	22	13		13	23	18	18	49	28	<u>29</u>	24	27	18	25	22	23	28	24	24
	23	18	28	14	27	20	29	27	26	16	22	26	28	29	38	14	23	24	24
	24	32		28	18	24	28	19	21	18	14	31	15	20	33	20	41	20	20
Least	25	28	12	29	29	26	38	24	37		19	18		17	27	15		24	24
	26	10	11	16	22	22	19	29	29					16	29	27		22	22
	27	23	11	35		21	22	24	12					29	36	36		25	25
	28		28	30		14	19							17	29	19		22	22
	29					18	34							33	27	18		26	26
	30					19	16							17	23	10		17	17
	31						33							22	19			25	25
	32						23							33	1			19	19

Teachers 16
 Total Children 430
 Total Readers 354
 Non- or Poor Readers 76

Correlation Coefficient of Test with Teacher
 Recommendation toward Delinquency-
 Proneness.834