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A STUDY OF SCHOOL VANDALISM--CAUSES AND PREVENTION  
MEASURES CURRENTLY FOUND IN SELECTED SECONDARY  
SCHOOLS IN CITIES THROUGHOUT ALABAMA

by

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A DISSERTATION

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## CHAPTER I

### INTRODUCTION TO THE STUDY

#### Background

The term vandalism was reputedly coined in 1794 by an apologist for the French Revolution. Blaming the destruction of works of art upon its enemies, he likened such destruction to the behavior of the Vandals, an East Germanic tribe, who sacked Rome in the fifth century.<sup>1</sup>

More recently in the twentieth century, Murphy stated:

Historically, vandalism has always been with us. In the United States during the 1930's the problem was not felt acutely. However, during the Second World War, vandalism began to mount and national attention was directed toward it. Vandalism abated after the Second World War, the incidence dropping. The advent of the Korean War heralded an increase in vandalism, which has increased steadily.<sup>2</sup>

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<sup>1</sup>John M. Martin, Juvenile Vandalism (Springfield, Ill.: Charles C. Thomas, 1961), p. 3.

<sup>2</sup>Joseph P. Murphy, "The Answer to Vandalism May Be Found in the Home," Federal Probation 42 (March 1954):8.

The problem of vandalism has progressed from a few broken windows to an annual expense of many millions of dollars. Kenneth H. Dukiet, Vice President in Charge of Research and Information for Market Data Retrieval Inc., reporting for Nation's Schools, stated:

School crimes, vandalism, arson and theft are costing the American taxpayers an estimated \$500 million a year, or nearly \$11 per student, about the same amount that is spent on textbooks.

As shocking as these figures seem, they do not include the hidden costs. The hidden costs include (1) repairs completed by school maintenance employees, (2) damage costs not reported by school officials out of reluctance to report all crimes, and (3) the lost instructional time and the psychological effect of interruptions in the educational program.<sup>3</sup>

The high financial cost of vandalism has resulted in the elimination or reduction of some of the much-needed educational programs.

Grandville Woodson, Assistant Superintendent in charge of Buildings and Grounds for the Washington, D.C., schools, emphasized: "Every dollar we spend because of vandalism is a dollar that we cannot spend to improve the education we give our youngsters."<sup>4</sup>

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<sup>3</sup>Kenneth H. Dukiet, "Spotlight on School Security," School Management 17 (December 1973):16.

<sup>4</sup>"Surging Vandalism--Its Expense to America," U.S. News and World Report 67 (25 August 1969):33.

Vandalism is increasing rapidly throughout the United States. Table 1 illustrates the increase in the incidences of vandalism in New York City schools for the years 1964, 1968, and 1972. Within an eight year period, 1964-1972, unlawful school entries increased over three times, vandalism damage increased more than seventeen times, broken window damage increased over ten times, and cases of school fire damage increased more than three times.

TABLE 1  
INCREASES IN THE INCIDENCES OF VANDALISM  
IN NEW YORK CITY

	1964	1968	1972
Unlawful school entries	1,302	2,757	3,926
Vandalism damage	286,393	1,249,212	4,814,484
Broken windows	212,355	1,218,260	2,261,560
School fire damage	111,693	278,585	399,637

SOURCE: Vandalism Replacement Costs, Board of Education of the City of New York, Office of School Buildings, Division of Maintenance and Operations, January, 1973.

New York City is not alone in the increased cost of vandalism. School systems throughout the nation face

the same problem. Larns stated: "In 1970, \$43,859,600 was spent for broken windows nationally; arson caused \$20,775,600 worth of damage; larceny accounted for \$52,631,000 in loss."<sup>5</sup> These figures do not reflect a detailed and comprehensive list of losses from vandalism; they include only those school systems that chose to detail their losses.

Large city districts such as New York, Los Angeles, Chicago, and Philadelphia make nationwide headlines when they report their vandalism losses illustrated by Table 2. The totals often run into several million dollars annually. On a per-pupil basis, these cities are usually low on the list.

Burkett reported that in the State of Alabama the Jefferson County School System "had vandalism losses in 1970-71 for a total of \$29,077.12."<sup>6</sup>

Vandalism as a tremendous economic waste has been documented in a recent issue of U.S. News and World

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<sup>5</sup>O. F. Larns, "Vandalism--Recovery and Prevention," American School and University Journal 44 (July 1972):19.

<sup>6</sup>William E. Burkett, "Vandalism Report," Jefferson County Schools, Birmingham, Alabama, 15 September 1972.

TABLE 2  
BALTIMORE VANDALISM STUDY

	Cost Per Pupil	Restitution Per Pupil	Net Cost Per Pupil
Boston	\$4.88	\$ .02	\$4.86
Cleveland	4.56	.10	4.46
St. Louis	4.59	.16	4.43
Baltimore	3.77	.04	3.73
Cincinnati	3.73	.05	3.68
Newark	3.80	.13	3.68
Milwaukee	4.31	.94	3.37
Louisville	3.08	.01	3.07
New York	2.86	--	2.86
Detroit	2.86	.12	2.74
Minneapolis	2.21	--	2.21
Syracuse	2.47	.26	2.21
Los Angeles	2.31	.28	2.03

SOURCE: "Vandalism Study of Selected Great Cities for 1968-1969," Baltimore City Public Schools, Division of Research and Development, Bureau of Records and Statistics, June 1969.

Report. The following statement depicts the status of vandalism in the United States today:

A senseless kind of crime--vandalism--is costing this country millions of dollars yearly. And the cost is mounting steadily.

For the taxpayer, this means higher taxes to repair the damage done by vandals to public property.

Vandalism is becoming recognized as a big and growing part of the high cost of living. Yet nobody, so far, has found an answer to this baffling problem.<sup>7</sup>

What causes vandalism and, more importantly, what can be done to curb it are open to discussion. Martin, a sociologist, stated:

Despite the great loss from vandalism and the special efforts to prevent its occurrence in various communities, surprisingly little attention has been given to this form of delinquency by sociologists and psychiatrists.<sup>8</sup>

While available literature as to the probable causes of vandalism is not readily available, enough information exists to give the reader some basic ideas related to the underlying causes of vandalism.

According to Greenstein, a noted sociologist:

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<sup>7</sup>"More Breakdowns in Public Schools," U.S. News and World Report 65 (2 December 1968):33.

<sup>8</sup>John M. Martin, "Protecting the Library After Hours," Library Journal 94 (October 1969):3610.

The roots of vandalism lie in sources other than the schools: deficiencies in the home or community, rebellion against society, resentment of authority, social or emotional maladjustment, sometimes just simple thoughtlessness of youth.<sup>9</sup>

Grieder, looking at the problem of vandalism arising from lack of personal restraint, agreed with some of Greenstein's statements on this subject. Grieder stated:

Deep seated changes in concepts of family life and parental responsibility have occurred. Exploitation of violence by all kinds of media, in news reporting and for entertainment, must certainly be held partly accountable. A breakdown of personal restraint and growing contempt for custom and law are noted in every country in the world. Those who do not want to abide by law and custom, or seek change by orderly custom, explain it away by claiming that they are "doing their own thing," a perverted interpretation that will probably lead us down the road to anarchy--every man his own law.<sup>10</sup>

Most of the research on school vandalism, according to Martin, "indicates that there is something wrong with the school that is damaged."<sup>11</sup> Grieder seemed to

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<sup>9</sup>Raymond Greenstein, "Can We Lessen Vandalism," Instructor 89 (January 1970):93.

<sup>10</sup>Calvin Grieder, "Vandalism Symptomatic of Our Societal Sickness," Nation's Schools 85 (April 1970):10.

<sup>11</sup>Martin, "Protecting the Library After Hours," p. 3610.

agree by stating some of the probable causes of vandalism as follows:

The curriculum is irrelevant, the teacher incompetent, the facilities no good, instructional methods outdated, rules and regulations too numerous, the schedule inflexible. Yet in schools of the best caliber, affording the finest opportunities, and staffed by creative, enlightened and sympathetic teachers, vandalism also occurs.<sup>12</sup>

The literature indicated that sociologists believed vandalism was not limited to any social or economic stratum, although incidence was higher in lower economic areas where educational service was generally below an acceptable standard. It is not always the oppressed and the dispossessed who vandalize schools.

Studies have dealt with the basic problems of school vandalism, but none could be located which specifically considered vandalism problems that confront school administrators in the State of Alabama. This study should provide new and useful information relating to school vandalism problems in Alabama.

#### Statement of the Problem

This study was conducted to provide school

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<sup>12</sup>Grieder, "Vandalism Symptomatic of Our Societal Sickness," p. 10.

administrators in the State of Alabama with (1) insight into the types of vandalism prevalent throughout selected secondary city schools in Alabama, and (2) formulate procedures which should help to alleviate some of their vandalism problems.

#### Purpose of the Study

The purpose of this study was (1) to determine the particular characteristics of schools having experienced vandalism; (2) to determine the prevalent acts of vandalism within the State of Alabama in secondary schools in city systems; (3) to conduct a survey of vandalism prevention or protection devices that are presently being utilized to combat vandalism in schools; (4) to determine what areas of the school received most of the damage; (5) to determine the hour of the day, the day of the week, and the season of the year when vandalism is most likely to occur; and (6) to compile a body of knowledge about school vandalism which, hopefully, will assist school administrators in lessening, or eliminating to a great degree, vandalism in their districts.

### Statement of Delimitations

The study was limited as follows:

1. The period of time included in this study was limited to the school year 1973-1974.
2. The study was limited to 102 secondary schools in city systems throughout Alabama.
3. The data in the study were supplied by principals, for it was assumed that they were best able to supply accurate information needed in this study.
4. Preventive measures found effective in one system may not necessarily apply to other systems.
5. It must be assumed that the respondents gave true information in their responses to this study.

### Statement of Procedures

The procedures followed are outlined below:

1. A search of literature concerning school vandalism was conducted.
2. A review of the related literature, personal interviews with selected secondary school principals and the studies by Kaiser and Davis<sup>13</sup> on school vandalism

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<sup>13</sup>Calvin John Kaiser, "Factors Relating to Vandalism in Detroit Public Elementary Schools" (Ph.D.

provided the bases for the items included in the questionnaire developed for this study.

3. The questionnaire was sent to the Doctoral Advisory Committee for evaluation and recommendations.
4. The revised questionnaire was mailed to 102 secondary school principals of the thirty-seven largest city systems throughout the State of Alabama.
5. The data from the questionnaire were presented in charts and tabulations with narrations which were analyzed. This analysis formed the basis of the implications and recommendations made from the collected data.

#### Definition of Terms Used

Adult: One who has attained the legal age of majority, generally 21 years.<sup>14</sup>

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dissertation, Wayne State University, 1972); James Edgar Davis, "A Survey of Major Incidents of Vandalism, Causes and Preventive Measures Employed in Texas Public Junior High Schools" (Ph.D. dissertation, East Texas State University, 1971).

<sup>14</sup>Henry Campbell Black, Black's Law Dictionary (St. Paul, Minn.: West Publishing Co., 1968), p. 71.

American Indian: A member of the aboriginal peoples of North America except Eskimo.<sup>15</sup>

Arson: A malicious burning of property.<sup>16</sup>

Breaking and Entering: Gaining an entrance and unlawfully making of one's way into a dwelling for the purpose of committing a crime.<sup>17</sup>

Broken Home: Occurs when the student is living at home with only one of his parents.

Caucasoid: A racial group centering around the Mediterranean Sea. Some typical characteristics are light skin, medium to tall height, narrow to medium broad face, straight or wavy hair of fine to medium texture, considerable body hair, eyes ranging from light blue to dark brown, with a nose likely to have a high bridge. This group includes the Dinaric, Nordic, Alpine, and Mediterranean subgroups.<sup>18</sup>

City School System: A public school system in

<sup>15</sup>Merriam-Webster Dictionary, rev. ed. (1970).

<sup>16</sup>Black, Black's Law Dictionary, p. 142.

<sup>17</sup>Ibid., p. 236.

<sup>18</sup>Charles Winick, Dictionary of Anthropology (Totowa, N.J.: Littlefield, Adams & Co., 1968), p. 102.

the State of Alabama which is not a county, parochial, or rural school system.

Juvenile: A minor under the age of 18 years.<sup>19</sup>

Larceny: The fraudulent taking and carrying away of a thing without claim of right, with intention of converting it to a use other than that of the owner, without his consent.<sup>20</sup>

Mongoloid: A racial group centering around the Pacific Ocean. Some of its characteristics include sparse body hair, straight head hair of coarse texture ranging in color from brown to brown-black, skin color ranging from saffron to yellow brown, height ranging from medium short to medium tall, medium broad to very broad face, brown eyes, and nose with a low to medium bridge. This group includes the Malayan, southern and northern Chinese, Mongolian, Siberian, Eskimo, and American Indian subraces.<sup>21</sup>

Negroid: One of the major racial groups of

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<sup>19</sup> Judicial Words and Phrases (St. Paul, Minn.: West Publishing Co., 1967), 23A:16.

<sup>20</sup> Black, Black's Law Dictionary, p. 123.

<sup>21</sup> Winick, Dictionary of Anthropology, p. 366.

mankind. Some of its characteristics are slight body hair, small ears, black head hair which may range from a light curl to wooly or frizzly, brown to brown-black eyes, nose likely to have a low bridge, brown to brown-black skin, height from very short to tall, narrow to medium broad face, and everted lips.<sup>22</sup>

Plexiglass: Any plastic-type window made from acrylic and/or polycarbonate material.

Predatory Vandalism: A type of vandalism in which the vandal expects to obtain some form of material gain from his actions.<sup>23</sup>

Preventive Acts: Deliberate actions by schools to prevent acts of vandalism.

Secondary School: Any school listed in the 1973-74 Alabama Public School Educational Directory that has any combination of grades 7 through 12.<sup>24</sup>

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<sup>22</sup>Ibid., p. 380.

<sup>23</sup>Willie Ellison, "School Vandalism: 300 Million Dollar Challenge," Community Education Journal 3 (January 1973):28.

<sup>24</sup>Alabama Educational Directory (Montgomery: State of Alabama Department of Education, October 1973), Bulletin 1974, No. 1.

Secondary School Principal: The chief, full-time administrator and supervisory officer assigned to the school by the local school board.

Vandal: One who perpetrates acts of vandalism.

Vandalism: Any willful act which results in destruction, damage, loss, waste, or defacement of public school property.

Vindictive Vandalism: A type of vandalism in which the vandal's motive is an expression of anger, frustration, and hostility toward a person, persons, or the institution itself.<sup>25</sup>

Wanton Vandalism: A type of vandalism in which the actions of a vandal are basically nondirective, except merely to destroy.<sup>26</sup>

#### Organization of the Study

The study was divided into five chapters. Chapter I includes (1) an introduction giving background information on school vandalism, (2) the statement of the problem, (3) the purpose of the study, (4) a statement of

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<sup>25</sup>Ellison, "School Vandalism," p. 28.

<sup>26</sup>Ibid.

delimitations, (5) a statement of procedures, (6) definition of special terms, and (7) organization of the study.

Chapter II includes a comprehensive review of related literature in the field of school vandalism.

Chapter III provides a detailed description of the procedures utilized, the instrument developed, the population surveyed, and the procedure utilized for collecting data.

In Chapter IV the findings of the study are analyzed and presented, and the measures related to prediction, prevention, and correction of school vandalism are identified.

In Chapter V the study is summarized, findings and implications drawn, and recommendations for further research are presented.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

The literature concerning crimes committed by youth generally fails to mention vandalism prior to 1965. Since 1965, however, it has been relatively easy to find articles in professional periodicals concerning vandalism problems, including insurance costs. Vandalism affects all aspects of a society (churches, municipal buildings, and vehicles, etc.), but since this study is limited to school vandalism, the largest portion of the literature reviewed in this chapter deals with education. The increasing amount of literature concerned with vandalism parallels the increasing dollar costs and the growing intensity of the problem.

The purpose of this chapter was to review a substantial body of literature concerning the subject of school vandalism. The resources utilized in this study included (1) Educational Resources Information Center (ERIC); (2) University Microfilms, Ann Arbor, Michigan;

(3) North Carolina Science and Technology Research Center; (4) Education Index; (5) Reader's Guide to Periodical Literature; (6) Encyclopedia of Educational Research; and (7) Card catalogs in the libraries of the University of Alabama and Livingston University. The literature reviewed is comprised of major studies related to school vandalism and periodical literature since 1965. The literature review of periodicals that were completed from 1965 through 1973 was grouped into the following areas: (1) window breakage; (2) school design, lighting, and fencing; (3) vandal and burglar detection and prevention devices; (4) violence against students and school personnel; (5) educational programs to curb vandalism; (6) vandalism and school insurance; and (7) responsibility for vandalism damage.

#### Window Breakage

The enormous increase in acts of vandalism to public school property was described by a Kentucky newspaper as follows:

Once upon a time the height of juvenile disdain for the educational system was to toss a rock toward the school building, hoping it would miss a window, terrified that it wouldn't. Chronologically, those days are long gone with

vandalism damage exceeding [\$]300 million annually, but in contrast to what once was, the present is a brand new era.<sup>1</sup>

An opinion poll conducted by Nation's Schools revealed:

Schoolmen had no trouble singling out their number one trouble: glass breakage. Sixty-nine percent of the respondents answering this question listed it as a major difficulty. "In our school," said a suburban Ohio administrator, "\$15,000 worth of windows were broken during the summer alone."<sup>2</sup>

School Product News polled public school districts for the number of cases of vandalism in three enrollment ranges: from 6,000 to 11,999 students, from 12,000 to 25,000 students, and over 25,000 students. According to Slaybough:

The districts were asked for the total number of cases of vandalism. Glass breakage was by far the most common; windows were broken in slightly more than 94 percent of the districts that participated in the study. Glass breakage was reported to be more common than all other types of vandalism combined, in all sizes of districts polled.<sup>3</sup>

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<sup>1</sup>"Soaring Vandalism," Louisville Times, 11 June 1972.

<sup>2</sup>"Vandalism: A Dirty Word for Eight of Ten Schoolmen," Nation's Schools 81 (April 1968):66.

<sup>3</sup>David J. Slaybough, The High Cost of Vandalism (Cleveland: Industrial Publishing Co., 1970), p. 19.

According to Davis, in a survey of vandalism in schools throughout the nation, Louis L. DeGiacomo, Director of the Department of Safety for Boston Public Schools, found:

Most of the measures employed were initiated to handle the two major types of school vandalism--window glass breakage and breaking and entering. In fact, as the Boston study indicates, school districts all over the country with pupil enrollments over 10,000 consider window breakage their major problem.

The survey revealed that the following practices are used most often as deterrents to window glass breakage: screens and grills on windows; lighting some rooms and corridors (alternating lighted areas from night to night); replacing broken windows with resistive panes; increasing surveillance; floodlighting vulnerable exterior areas; utilizing community relations; using additional fences and school buildings, installing electric or sensitive detection devices; repairing broken windows immediately to reduce the psychological urge for further destruction; keeping areas adjacent to schools free of missile type debris; and establishing a policy of financial responsibility whereby children and parents are held liable for willful damage.<sup>4</sup>

A survey of vandalism in eighty-eight school districts in cities with populations from 100,000 to 300,000 revealed that glass breakage was the most common type of vandalism. Young reported:

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<sup>4</sup> Betty Davis, "High Cost of Vandalism," Safety Education 44 (March 1968):3-4.

Sixty-one percent of the districts reported that window breakage was their number one problem. The cost of this vandalism was higher in 1969-70 than in the previous year; a third reported their cost as being about the same; and six percent reported a decrease. Some districts indicated that the number of incidents of school destructions were about the same but the costs of repairs were greater. A broken window today takes a deeper bite into tax monies than it did before.<sup>5</sup>

The intensity of the school window breakage problem was clearly depicted during the year 1969:

The New York City School Board reported 202,712 windows broken--replacement cost \$1,013,560. All but 3,399 of the Chicago School System's 90,976 broken windows was the work of vandals--replacement cost \$800,000. The Philadelphia Board of Education established that it could have paid half the cost of building a modern elementary school building with the money spent on replacing glass broken by vandals.<sup>6</sup>

Baltimore, Maryland, illustrated the upward trend in school window breakage, also. O'Grince reported:

In one year alone window breakage accounts for the biggest overall cost of vandalism. For instance, in 1962, more than 40,000 windows were broken, costing \$111,395; in 1963, 43,500 windows were broken; in 1964, 44,000; in 1965,

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<sup>5</sup>George P. Young, "School Vandalism Can Be Stopped," American School and University 42 (July 1970): 22.

<sup>6</sup>"Five Sure Ways to Fight Window Breakage in Your Buildings," American School and University 41 (July 1969): 34.

46,214, costing \$128,900; in 1966, 57,031; in 1969, over 60,000, costing an estimated \$155,000.<sup>7</sup>

Many solutions to the window breakage problem have been advocated. Neilsen noted that,

In a large number of cities, glass windows are being, or have been, replaced by plastic ones. Notable among these are Washington, D.C., Los Angeles, Kansas City, New York City, Milwaukee, Phoenix, Pittsburgh, Dayton and Syracuse.<sup>8</sup>

As indicated in a 1969 article in an education journal, tempered glass has been lauded by New York City schools:

The New York City Public Schools have been conducting tests with tempered glass for several years. In a 3,000 window Manhattan school glazed with tempered glass, only six windows were broken in the first three months after installation. In another test program, a 75-year-old school in the Bronx, 555 panes of tempered glass were installed. Breakage at the school prior to the tempered glass installation averaged 500 panes a year; tempered glass cut the breakage rate by 90 percent.<sup>9</sup>

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<sup>7</sup>Sylvester O'Grince, "Public School Vandalism: How Baltimore Fights It," American School and University 41 (July 1969):30.

<sup>8</sup>Margaret Neilsen, Vandalism in Schools: A \$200 Million Dollar Problem (Bethesda: ERIC Document Reproduction Service, ED 067 646, 1971).

<sup>9</sup>"Five Sure Ways . . .," p. 34.

The problem of broken windows, a major cost of vandalism, is apparently on the decline. Numerous school districts are replacing "glass" window panes with the various new types of tempered glass, acrylic, and polycarbonate sheets now on the market. In spite of the cost of such materials, most school administrators said it was less expensive than constantly replacing broken windows. According to Wells, the six new types of window "glass" most often used are:

1. Thermally tempered glass--four or five times the strength of ordinary glass. Good for second-story or higher. It has cut breakage by an estimated 90 percent in some schools.
2. Corrulux fiberglass panels--tremendous strength. They are reinforced with millions of high strength glass fibers and acrylic to assure the utmost in durability, are fire resistant and translucent.
3. Plexiglass acrylic plastic--sheets of various thickness that can be cut to desired dimensions. Reduces breakage up to 90 percent.
4. Acrylite cast acrylic sheet--17 times the impact resistance of glass of the same thickness.
5. Pressure-sensitive solar control window film--a film that can be applied to windows to help with shatter resistance.
6. A clear polycarbonate product (Lexan)--

reported to have great resistance, about 250 times the strength of glass.<sup>10</sup>

The need for windows--how many and what kind--if indeed they are needed at all, is a subject of debate among schoolmen. While the debate rages, "safety glazing legislation passed in 22 states during 1971 requires all hazardous locations in new, public buildings to have safety glass installed."<sup>11</sup> For schools this means that potentially dangerous glass areas must be constructed with the new type of plexiglass.

The problem of broken windows, a major cost of vandalism, appears solved. Numerous school districts are replacing glass window panes with the new plexiglass panes now on the market. But history's last broken window will not be recorded in 1974, even if vandal-resistant glazing suddenly replaces ordinary glass in all of America's school windows. However, the recorded number of broken

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<sup>10</sup>Elmer Wells, Vandalism and Violence--Innovative Strategies Reduce Costs to Schools, Education USA, National Public Relations Association, Washington, D.C. (Bethesda, Md.: ERIC Document Reproduction Services, ED 067 646, 1971), pp. 24-25.

<sup>11</sup>"Upgraded Glazings Present a Stronger Image," Nation's Schools 90 (April 1972):48.

windows can be made considerably lower through the use of the vandal-resistant glazing.

School Design, Lighting, and Fencing

In communities where vandalism has not yet become a major concern, schoolmen must be acutely aware of the potential threat and must not assume future immunity.

As Neilsen warned in Nation's Schools:

Many a peaceful community has experienced the arrival of serious vandalism almost overnight. Farsighted planning and preventive measures in the days of general societal unrest simply make good sense.<sup>12</sup>

In an effort to stress prevention rather than cure, many school administrators are now considering the use of nondestructible materials, as well as different architectural designs in their school buildings to prevent window breakage. An article in American School and University suggested:

There is general agreement among architects and schoolmen that much can be done to deter vandals when designing the buildings and grounds of a new school. Windows invite breakage, the major cost of vandalism, and in most schools, they can be placed so they face an enclosed courtyard or are above temptation level. Where fire codes permit,

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<sup>12</sup>Neilsen, Vandalism in Schools, p. 5.

plastics can replace or protect glass, or protective grills or screens may cover vulnerable windows. Such features as glass doors, ornamental brick and glass, and climbable appendages can be eliminated.<sup>13</sup>

Some of the same preventive strategies incorporated in new buildings will work for older constructions as well:

Even with an existing building, much can be done to make it less inviting to intruders. Gates and fences (often topped by barbed wire), the floodlighting of vulnerable areas, and the removal of shrubbery and trees from around windows and doors may help to deter vandals. Providing ample and easily protected storage areas for special equipment and valuables can also aid in property protection.<sup>14</sup>

To some architects and school officials, the only way to curb the dramatic rise in vandalism during the past several years was thought to be to design school buildings with maximum security as a priority feature. Any structure which incorporates all the features now being tried would probably be as staunch as the Maginot Line, but much more effective. Some of these design developments for a safe, secure building were suggested in the article cited above:

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<sup>13</sup>"Lowering the Toll of Vandalism," American School and University 38 (August 1966):26.

<sup>14</sup>Ibid., 27.

Solid metal exterior doors, with little or no glass; floodlighting around the school all night; wire screens and grills over windows; tamperproof locks on exterior doors and equipment storage rooms; minimizing exposed glass area; fences--metallic and electronic; and tamperproof lockers.<sup>15</sup>

Contrary to the philosophy of a school as an impregnable building is that typified by Robert Lloyd, Director of Special Projects and Programs in Baltimore. Lloyd highly recommended:

. . . bright-colored, porcelain enamel finish and attractive steel paneling in educational facilities as preventives to school vandalism. Beautiful new buildings in the district have scarcely been damaged while the conventional brick and mortar schools have been heavily vandalized.<sup>16</sup>

Sharp agreed with Lloyd that all schools did not need to be fortresses; however, the architect should design the building with specific features which fit the locality where the school was to be constructed. Sharp stated:

In the suburbs, the problem of protecting the top of a school from vandals is different from that in the cities. Many of the schools are one-story, tending to make the roof area more

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<sup>15</sup>Ibid., p. 29.

<sup>16</sup>Neilsen, Vandalism in Schools, p. 6.

accessible from the ground. Greater care must be taken to guard against foreign objects being thrown down ventilators and other openings such as plumbing vents. Although there are devices which help prevent such occurrences, no one has developed a completely foolproof method to prevent these actions. The best insurance is to avoid designing any feature which makes access to the roof inviting and easy to obtain.<sup>17</sup>

School districts throughout the nation are utilizing fencing to curb vandalism. Furno and Wallace found:

The Los Angeles City Public Schools district has been very successful in its security program. The district has one of the lowest per pupil vandalism costs and the highest recovery rate of any of the districts in our survey. Schoolmen attribute this to an expanded security patrol system and enclosing school sites with eight to ten foot high fences.<sup>18</sup>

Neilsen, in her article on school vandalism, quoted Harry Saunders of Los Angeles, who drew some conclusions similar to those drawn by Furno and Wallace:

Our experience has proven that fencing of school sites is a deterrent to vandalism as

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<sup>17</sup>J. Stanley Sharp, "Proper Design Limits Vandalism," American School Board Journal 145 (December 1965):23.

<sup>18</sup>O. Furno and L. B. Wallace, "Vandalism! Recovery and Prevention," American School and University 49 (July 1972):21.

well as a safety device to prevent children from running into streets after balls. Chain link fencing also provides some security in terms of theft and major vandalism but in no way prevents it.<sup>19</sup>

Neilsen further substantiated evidence of the use of fencing as a protective deterrent by quoting Hudson:

New York City uses chain link fencing for several purposes: protection of landscaping, protection of school buildings from play-yard areas, and protection of neighborhood homes from baseballs and handballs.<sup>20</sup>

On the other hand, Olsen and Carpenter minimized the effectiveness of fencing as follows:

There seems to be no relationship between fencing and the severity of vandalism. Nor is there any relationship with vandalism and the real or symbolic nature of the fence, if there is a fence; only about 40 percent of the schools that had fences said they were real barriers.<sup>21</sup>

The spotlight as a deterrent to vandalism has been utilized by many school districts. Clifford May, Acting Superintendent at Oak Park, Michigan, commented:

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<sup>19</sup> Neilsen, Vandalism in Schools, p. 11.

<sup>20</sup> Ibid., p. 9.

<sup>21</sup> Howard C. Olsen and Jan B. Carpenter, A Survey of Techniques Used to Reduce Vandalism and Delinquency in Schools (McLean, Va.: Research Analysis Corp., 1971), p. 41.

Our biggest vandalism problem is breakage of windows. When we installed outside lights, the incidence of vandalism to windows was reduced sharply.<sup>22</sup>

In the New York City School System, Hudson, as cited by Neilsen, reported:

Lighting in most areas is reasonably effective in reducing vandalism. There is a program here to floodlight the buildings from adjacent street light stands. Where they are not adaptable, floodlights have been installed on the roof.<sup>23</sup>

One San Francisco administrator stated, "A high wattage, well-placed light is worth five employed custodians or guards."<sup>24</sup>

An article in American School and University reported: "Improved lighting has been the direct cause of a sharp drop in vandalism in Syracuse, San Francisco, New York City, Baltimore, Detroit, Portland, and other school systems."<sup>25</sup>

Just as police officers advise homeowners that

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<sup>22</sup>"Can Your District Use Some of These Ideas for Curbing Vandalism?" Nation's Schools 86 (July 1965):31.

<sup>23</sup>Neilsen, Vandalism in Schools, p. 11.

<sup>24</sup>Ibid., p. 10.

<sup>25</sup>"Vandals Don't Like the Spotlight," American School and University 43 (January 1971):26.

one of the most effective weapons against burglary is light, similar advice was given in an answer to an open poll conducted by Nation's Schools, on an open-ended category for suggestions. The consensus was as follows:

Some schoolmen try techniques other than those spelled out in the poll question. The most common approach in this category was, as one Indiana superintendent put it, "Lights. Lots of lights." More than 19 percent of all respondents cited adequate internal and external lighting as their major weapon against vandalism.<sup>26</sup>

In a January, 1971, report of the Research Analysis Corporation, however, the following opinion was given:

Over half of the schools in our study had fairly complex exterior lighting, yet there was no relationship between high vandalism and whether or not a school had exterior lighting.<sup>27</sup>

In regard to random interior lighting, the Research Analysis Corporation study concluded:

Random interior lighting is an arrangement whereby either manually or automatically lights are turned on in various parts of the building to suggest someone's being present in the building; it has been reported to be

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<sup>26</sup>"Vandalism: A Dirty Word," p. 66.

<sup>27</sup>Olsen and Carpenter, A Survey of Techniques, p. 44.

a successful way of deterring vandals. While two-thirds of the schools stated they follow this practice, the results indicate no relationship between whether or not a school has a random interior lighting arrangement and the degree of vandalism.<sup>28</sup>

There does not, then, seem to be total agreement on the effectiveness of either lighting or fencing as a deterrent to vandalism. Nor is there agreement on the desirability of designing buildings with prevention of vandalism in mind. Lotin suggested:

Buildings designed to withstand the onslaught of vandals tend to become unattractive. Buildings should continue to be designed with beauty in mind and that solutions to the problem of vandalism be found in other, more ingenious methods.<sup>29</sup>

Vandal and Burglar Detection and  
Prevention Devices

The constant increase in vandalism in many school systems throughout the nation has elicited a number of suggestions from school officials for controlling it. Wells, for example, suggested that "electronic alarm

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<sup>28</sup> Ibid.

<sup>29</sup> John Lotin, "Vandalism: An Overview," Proceedings, Addresses, and Research Papers, 52nd Annual Meeting of the Association of School Business Officials of the United States and Canada, Chicago, Illinois, 1967, p. 237.

systems are the most popular first line of defense against burglary and vandalism."<sup>30</sup>

Adaptations of existing burglary systems are being completed and new systems are being invented to meet the challenge. Some are relatively simple, and some quite complex. Some are sold to customers as special services; others are owned outright by school systems. There seems to be an ever-increasing supply of electronic protection devices available for purchase on the market. Tonigan reported: "The Thomas Register (59th Edition, 1969) lists some 170 manufacturers and distributors of fire and burglar alarm systems."<sup>31</sup>

The Building Security staff of Honeywell, Incorporated, classified security systems for schools into three categories: perimeter, area, and interior.

The perimeter system guards the buildings before physical entry of the intruder. Examples of perimeter devices are fences, padlocks, door locks, and floodlights.

Area security systems protect specific objects such as desks, safes, and cabinets. Electronic fences and vibration detectors are classified as area security systems.

The interior system includes devices set

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<sup>30</sup>Wells, Vandalism and Violence, p. 21.

<sup>31</sup>Richard Tonigan, "New Ways to Trip Up Vandals," School Management 14 (May 1970):20.

to signal when the intruder is inside the building. This would include electronic security systems using sound, motion, radar, light, or television to detect unauthorized entries into the school.<sup>32</sup>

Until recently school officials were hesitant about acquiring a security system, primarily for two reasons: (1) the confusion over the reliability and effectiveness of the systems, and (2) the exorbitant price of the systems. This situation has completely changed, according to Strumpf in School Management. He stated:

There is little doubt about the value of alarm systems as deterrents to vandals and burglars. Law enforcement officials as well as school administrators are almost unanimous in their praise of the systems. . . . School officials are more and more turning to these alarm systems, not only because of the job they do and the dollars they save but because of the now low cost with which they can be installed.<sup>33</sup>

Based on the premise that a burglar or vandal is rendered ineffectual if he is not allowed to move once he is inside a building, the Colorado Springs, Colorado, school administration installed a microwave motion

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<sup>32</sup>Building Security, Honeywell Planning Guide (Bethesda, Md.: ERIC Document Reproduction Service, ED 035 186, 1969).

<sup>33</sup>Manny Strumpf, "Maximum Security at Minimum Cost," School Management 16 (February 1972):28.

detection system in one of its junior high schools. In one year the system had cut the number of break-ins from an average of four to none. Walter Kuenning, building consultant for the district, stated:

Since the installation of the microwave units in the junior high school, we have not had one break-in. We are extremely pleased with the results to date.

While we have not caught anybody, more important is the fact that the microwave system has deterred anyone from breaking in. Just cutting the cost of broken glass has been a big savings.<sup>34</sup>

Similar to the microwave detection system is the radar system. American School and University reported:

Radar systems operate much the same as sonic devices, except that high frequency radio waves are transmitted instead of sound waves. The wave lengths are reflected back up to an antenna and trigger the alarm when they hit a moving object.<sup>35</sup>

Another type of detection device is the photo-electronic system. It consists of a light source emitting a visible or invisible light, a light-sensitive cell, and an alarm at a central console. An interruption

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<sup>34</sup>"To Catch a Thief, Try Microwaves," American School and University 43 (July 1971):48.

<sup>35</sup>"Security Systems for Maximum Protection," American School and University 27 (July 1965):29.

in the light beam, which can be aimed down corridors, staircases, or across rooms, sets off the alarm. The installation cost is approximately \$350.<sup>36</sup>

Working like a camera, another type of photo-electric system triggers an alarm with any change in available light. Careful selection of installation locations must be maintained, since automobile headlights, neon signs, and, at times, the moonlight can turn on the alarm.<sup>37</sup>

The motion detection system saturates an area with invisible frequency waves. Although too highly pitched for a human ear to hear, the system can pick up even silent intruders.

Moreover, according to a survey by Nation's

Schools:

This system's sensitivity can be adjusted to fit a specific area. Too fine a setting can mean false alarms from drapes, curtains, even air currents from ventilating systems. One motion detection system uses an electronic "adding machine" that ignores slight movements unless they are repeated within a certain time period, thus forestalling false alarms. Costs

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<sup>36</sup>"Security Systems for Schools and Colleges," American School and University 27 (July 1965):33.

<sup>37</sup>Ibid.

for bugging a school with a motion detection system start at around \$1,000, larger schools cost more.<sup>38</sup>

A similar motion system consists of a small unit about the size of a pocket watch. This vibration detector can be glued, screwed, taped, or nailed to furniture, cabinets, or other valuable objects. Any slight movement of the detector unbalances it and sets off an alarm. The detectors can be used night and day, since surrounding noise will not trigger them. Another advantage is that the sensitivity can be adjusted as needed. Ten detectors, a monitor, and alarm annunciator cost approximately \$300.<sup>39</sup>

A system consisting of a long-range electronic hearing aid, the audio-detection system, can detect any unauthorized person who hides inside a school during normal hours and "breaks out" after the building has been locked for the evening. The system is equally effective against the would-be vandal who attempts to break in after hours. This device sets off an alarm when the noise

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<sup>38</sup>"Electronics: New Hope for Vandalism Control," Nation's Schools 82 (April 1968):64.

<sup>39</sup>"Security Systems for Schools and Colleges," p. 30.

level surpasses a predetermined level. Some systems are over-sensitive and are activated by thunder, airplanes, and passing trucks. Audio-detection systems manufactured by certain companies ignore noises unless they are repeated within a certain time.<sup>40</sup>

Portable audio-detection devices are known as "suitcase sentries." They are approximately the size of an attache case and can be plugged into any electrical outlet. Their advantage is portability. Commenting on the units, Assistant Superintendent Howard Sullerfield of Baldwin Park, California, reported:

From our experience, the portable units are hard to beat. They have given us good protection at minimum cost. They have tipped off the criminals that our schools are protected. This is probably the most important result of all. No intruder is dumb enough to break in if he is likely to get caught.<sup>41</sup>

Portable audio-detection units cost approximately \$500 each. Some devices use the existing public address systems to listen at night. According to Nation's

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<sup>40</sup> "Ten Basic Electronic Security Devices," American School and University 42 (July 1970):25.

<sup>41</sup> "How to Keep Vandals Off Guard," School Management 9 (August 1965):71.

Schools, "It was felt among school administrators that had used this system, that it provided good low-cost protection."<sup>42</sup>

The District of Columbia School System installed an audio-detection system which, in three months, led directly to the apprehension and arrest of twenty-two persons. The system was believed to be the main reason vandalism losses dropped to \$13,000 for December, 1970-- down from \$19,720 for December, 1969.<sup>43</sup>

Vincent Reed, School Security Director for the District of Columbia Schools, stated the system worked as follows:

The schools are electronically linked to a console located in the city's municipal center. When a door or window in one of the schools is opened after hours, an electronic circuit is completed, and a light and buzzer are activated next to the school's name on the console, which is watched around the clock. An operator then switches the school's public address system, which becomes a sensitive electronic "ear" that enables the operator to listen in at the school. If something sounds suspicious, the operator calls the police.<sup>44</sup>

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<sup>42</sup>"Electronics: New Hope," p. 64.

<sup>43</sup>L. F. Edwards, "How to Just About Vandal Proof Every School in Your District," American School Board Journal 159 (January 1972):31.

<sup>44</sup>Ibid.

School Management reported the successful use of an audio-detection system by the Hackensack, New Jersey, schools. The system connected each school building to a panel at police headquarters and picked up sounds of anyone trying a door. The schoolmen boasted a perfect success record with the new alarm system. They related apprehension of all twenty vandals who have attempted to enter the schools during the past nine years.<sup>45</sup>

Another system, closed circuit television, was not used extensively because of the high cost involved in installation. Even though the system can watch over an entire building or a complex of buildings, it has no alarm and, therefore, must have a person assigned to monitor the reception continually.

A School Management survey stated, "Many school officials throughout the nation seem to feel that electronic systems provide an answer to the vandalism problem plaguing schools today."<sup>46</sup> Although none would

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<sup>45</sup>"Workshop: Preventing School Vandalism," School Management 10 (July 1966):19.

<sup>46</sup>"How One District Licked Vandalism," School Management 8 (April 1965):94.

agree that one type of electronic alarm system was more useful or reliable than the other, it is believed that there are always situations in which one system would be superior to another. As Greenberg stated:

I believe that further heavy investments in sophisticated alarm systems or security personnel in themselves may not prove the best solution. With respect to alarm systems, unless every possible point of entry is covered, a determined vandal will gain entry.

An important fact thus becomes evident. An alarm system, if it does not bring a response by either law enforcement or other security personnel in time, is useless. Intruders bent on burglary will learn that such delays in response will permit them sufficient time to complete their missions.<sup>47</sup>

#### Violence Against Students and School Personnel

According to William N. McGowan's article on crime control in schools, Jonathan B. Bingham, speaking before the United States House of Representatives in February, 1971, quoted statistics which illustrate that a dramatic rise in crime in public schools has occurred. Figures quoted showed an increase in certain categories of

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<sup>47</sup> Bernard Greenberg, School Vandalism: A National Dilemma, Stanford Research Institute, Menlo Park, California (Bethesda, Md.: ERIC Document Reproduction Service, ED 035 231, 1969), p. 31.

crime in elementary and secondary schools for 1968 and 1970.<sup>48</sup>

Table 3 depicts the increase in crimes in the elementary and secondary schools for 1968 and 1970. Of the thirteen categories listed, the incidences of vandalism totaled more than all other crimes combined.

Using these statistics, Representative Jonathan Bingham commented:

Crime in most categories at least doubled between 1968 and 1970, and increases as high as several thousand percent occurred in some important categories in that short time. If anything, these statistics are conservative. Many students and teachers are afraid to report crimes committed against them. Like it or not, schools are in the crime control business and, by necessity, they are in it in a big way.<sup>49</sup>

In 1971, Congress, responding to the pleas from school systems to help control violence, passed two important bills. They are:

One, H.R. 3101, is a bill to assist school districts reduce crime against children, employees, and facilities in elementary and

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<sup>48</sup>William N. McGowan, "Crime Control in Public Schools: Space Age Solutions," National Association of Secondary School Principals 57 (April 1973):43.

<sup>49</sup>Wells, Vandalism and Violence, p. 10.

TABLE 3  
 INCREASE IN CRIME IN ELEMENTARY AND SECONDARY  
 SCHOOLS FROM 1968 TO 1970

Category	1968	1970	Percent Increase
Homicides	15	26	73
Forcible Rapes	51	81	61
Robberies	396	1,508	306
Aggravated Assaults	475	680	43
Burglaries, Larcenies	7,604	14,102	86
Weapons Offense	419	1,059	136
Narcotics	73	854	1,069
Drunkenness	370	1,035	179
Crimes by Non-students	142	3,894	2,600
Vandalism Incidents	186,184	250,549	35
Assaults on Teachers	25	1,801	7,100
Assaults on Students	1,601	4,267	167
Other	4,796	8,824	84

SOURCE: William N. McGowan, "Crime Control in Public Schools: Space Age Solutions," National Association of Secondary School Principals 57 (April 1973):44.

secondary schools by providing financial assistance for the development and implementation of locally approved school security plans.

The second, H.R. 10641, is a bill to amend the Elementary and Secondary Education Act of 1965 to assist school districts to carry out locally approved school security plans to reduce crime against children, employees, and facilities of their schools.<sup>50</sup>

A Time Magazine report on school violence stated:

A new wave of violence is sweeping the United States' classrooms. Much of it is centered in junior high schools, which have long coped with the most combustible years of adolescence. Yet the incidence of burglary, larceny, assault, and even murder is rising in all public schools, reports the Senate Subcommittee on Juvenile Delinquency. Statistics suggest that more and more teachers are quitting their jobs out of sheer fear of their students.<sup>51</sup>

U.S. News and World Report stated that in

San Francisco:

. . . the board of education, on November 13, voted unanimously to hire ten "security agents" to police the city's schools. Earlier, one high school principal was stabbed while trying to break up a fight at a school dance, and three bullets were fired into his office a week later. . . . School Chancellor Harvey B. Scribner

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<sup>50</sup> Hearings Before the General Subcommittee on Education of the Committee on Education and Labor, House of Representatives, 92d Cong., 1st sess. on H.R. 3101 and H.R. 10641--The Safe Schools Act, Hearing held in New York, New York, 17 September 1971 (Bethesda, Md.: ERIC Document Reproduction Service, ED 067 646, 1971).

<sup>51</sup> "New Violence Against Teachers," Time 94 (14 November 1969):49.

ordered recently that additional security measures be taken in New York City schools. He noted there were 287 reported attacks on school employees last year. Scribner said his action was hastened by two rape attacks on teachers in their classrooms.<sup>52</sup>

Meanwhile, in Missouri, "A St. Louis elementary school teacher was stabbed by a 14-year-old girl, causing other teachers to flee from the building in terror."<sup>53</sup>

Moreover, "teachers in East St. Louis, Illinois' school system have become so terrified, says School Board President Charles Merritts, that three or four are carrying guns to class."<sup>54</sup>

Various theories have been advanced in an attempt to resolve the problems of physical violence against students and staff members. Metzner proposed that teachers "take the lead in demanding curricular adjustments relevant to the particular environment of the student body."<sup>55</sup> He believed this should be done before

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<sup>52</sup>"More Breakdowns in Public Schools," U.S. News and World Report 65 (2 December 1968):33.

<sup>53</sup>Seymour Metzner, "School Terrorism," Changing Education 4 (Spring 1969):31.

<sup>54</sup>"New Violence Against Teachers," p. 49.

<sup>55</sup>Metzner, "School Terrorism," p. 31.

the demand arose rather than in response to a confrontation. Metzner further stated that he believed that "a peaceful learning environment will return to the schools when teachers stop being reactors to revolt and become initiators of action."<sup>56</sup>

#### Educational Programs to Curb Vandalism

The following seven methods, reported to be used in the majority of sixty-one school districts surveyed by Furno and Karas, are characteristic of the preventive action techniques for vandalism reduction employed by school districts throughout the nation:

1. More intensive floodlighting in and around buildings to make school property less vulnerable.
2. Increased guards and security personnel.
3. Stepped-up community pressure for the recovery of costs.
4. Increased security personnel around the schools most often victimized.
5. Installation of electronic alarm systems.
6. Installation of window screening to prevent illegal entries and reduce window breakage.
7. Encouraging residents in school neighborhoods to report suspects on school property to the police.<sup>57</sup>

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<sup>56</sup> Ibid.

<sup>57</sup> Orlando F. Furno and Michael Karas, "Can You Reduce Your District's Vandalism Costs?" School Management 9 (May 1965):118.

Recently, however, a few school officials have begun to question the effectiveness of the type of approach outlined above. School Management reported:

The New York City school system recently announced new measures to combat vandalism, which is costing the district millions of dollars every year. Prominent in its anti-vandal campaign: new burglar alarms, more yard lights, and high, high fences.

All of which brings up one persistent, nagging question: Can anything be done to choke off vandalism before it gets to the "burglar alarm--lights--fences and locks" stage?<sup>58</sup>

Vance Emory, the Director of Maintenance and Operations for the Albuquerque, New Mexico, schools, stated:

We have one basic tool at our disposal which is often overlooked, and yet if we truly believe in this "business" in which we are engaged, it is undoubtedly the most powerful instrument of all. Let us believe in the Power of Teaching. Let us call upon the instructional divisions of our various districts to supply us both curriculum and co-curriculum support in changing student attitudes toward all public and private property.<sup>59</sup>

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<sup>58</sup>"Workshop: Putting an End to Vandalism, Turn Schools into Neighborhood Centers," School Management 11 (February 1967):25.

<sup>59</sup>Vance Emory, "Vandalism and Protection Devices," 52nd Annual Meeting of the Association of School Business Officials of the United States and Canada, Chicago, 1969, pp. 236-73. (Mimeographed.)

Whamoto saw educational programs as a humane approach to student violence prevention. He stated:

Where the school itself contributes to the cause of disorder, teachers urged self-examination and correction. Troublemakers, they found, were usually themselves deeply troubled by personal problems. Where teachers and administrators seek to help a student get to the root of his personal problems, they may be helping him to stay out of trouble in school.<sup>60</sup>

Numerous incidents of violence and vandalism were indicated in literature following the death of Martin Luther King. The research and service division of the Lemberg Center for the Study of Violence at Brandeis University said that many of the violent episodes were "attributable to a certain insensitivity on the part of school officials."<sup>61</sup>

Foreman maintained, "It was shown that certain situations arouse strain or insecurity in any social group."<sup>62</sup> He further suggested to educators: "Techniques

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<sup>60</sup>David Whamoto, "Student Violence and Rebellion-- How Big a Problem?" National Education Association Journal 54 (December 1965):13.

<sup>61</sup>"All That Violence Didn't Have to Happen," School Management 12 (November 1968):68.

<sup>62</sup>Enid Foreman, "Vandalism: Maintaining and Protecting the School Plant," Catholic School Journal 67 (September 1967):70.

designed to relieve these strains will aid in minimizing destructive behavior by students."<sup>63</sup>

Grieder, Professor of School Administration at the University of Colorado, stated:

Two things seem to be sure. There is no way to police schools or any other kind of property so effectively as to eliminate vandalism and other sorts of violence. Nor will more rules do the job.<sup>64</sup>

In light of his assertion that more rules and more policing will not eliminate vandalism, Grieder suggested a solution:

The clues boil down to the improvement of morale among students, teachers, and parents, and basically this rests on involvement. For example, at one large city high school the students organized and conducted a "speak out." Where genuine concern was expressed about the deterioration of morale and discipline at the school, the students offered excellent suggestions for solving or alleviating problems. It remains to be seen how much can be accomplished, for some remedies call for funds which are not within the school's power to raise. The crucial thing is to listen to what students are saying, and what we do, do with them, not only for them or to them.<sup>65</sup>

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<sup>63</sup> Ibid.

<sup>64</sup> Calvin Grieder, "Vandalism Symptomatic of Our Societal Sickness," Nation's Schools 85 (April 1970):10.

<sup>65</sup> Ibid.

Vandalism and School Insurance

Faced with an obvious increase in the level of vandalism, the insurance industry has applied increasing pressure on school districts to institute preventive measures or have their fire and/or extended coverage policies cancelled. Shannahan, in an Arkansas study of the feasibility of a self-insurance plan, stated:

Many insurance companies are beginning to take a look at the amount of coverage they are writing and placing limitations on the amount of school coverage they write.

Several (Arkansas) districts have been told by agents that they could write it this time, but indicated they might not be able to write it again.<sup>66</sup>

School district officials themselves have recognized the problem of severe property losses and total destruction of classrooms and buildings and have attempted to cope with this problem. Many school districts become panicky when informed that their insurance policies will be cancelled if better security measures are not initiated. William C. Freeze reported to the Arkansas school districts:

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<sup>66</sup>James N. Shannahan, "Feasibility of Self-Insurance Plan for Public School Buildings," State of Arkansas, Department of Education Bulletin, p. 1.

One large insurance company has recently communicated with each insured and informed them that 24-hour, seven-days-a-week custodial or night watchman services must be provided in all buildings. Non-compliance with these specifications will result in the cancellation of policies.<sup>67</sup>

Freeze's dilemma is becoming more and more typical. To maintain insurance coverage, most of the school districts must follow insurance company guidelines. However, according to Greenberg:

The disturbing discovery is that the available information indicates that the effects of vandalism are being treated symptomatically, i.e., insurance companies are raising insurance premiums and loss deductible exclusions and the school districts are instituting elaborate security procedures.<sup>68</sup>

The problem of acquiring and keeping school insurance is becoming a nationwide one. Walter Kuenning, of the Colorado Springs School system, implied that when faced with an immediate threat of being labeled uninsurable, or paying exorbitant premiums, his school administrators had to move fast.<sup>69</sup> They were compelled

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<sup>67</sup> William C. Freeze, Building and Contents Insurance (Bethesda, Md.: ERIC Document Reproduction Service, ED 056 383, 1971).

<sup>68</sup> Greenberg, School Vandalism, p. 2.

<sup>69</sup> "To Catch a Thief, Try Microwaves," p. 47.

to cut down drastically on their vandalism losses or find themselves without insurance.

A recent study of schools in the five major cities in California--Los Angeles, San Francisco, Oakland, San Diego, and Long Beach--analyzed their vandalism losses, insurance premiums, and loss ratio. This study revealed that vandalism cost these cities approximately \$503,875 in uninsured losses.<sup>70</sup> Table 4 illustrates that from 1950 to 1972, the Florida Public Schools consistently paid more in insurance premiums than they received in payments for insured losses. Insurance payments paid during the period totaled \$22,125,637 while payments received for insurance losses equaled \$6,529,414.

The data from the Kentucky Public Schools reiterate the gravity of the problem. In the twelve years from 1960-1972, Kentucky Public Schools paid \$14 million and recovered \$5,080,000--nearly a \$9 million loss.<sup>71</sup>

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<sup>70</sup>L. B. Wallace, "California Vandalism Study," Journal of School Business Management, June 1970, p. 11.

<sup>71</sup>"Buildings and Contents Insurance for Kentucky Public Schools," State of Kentucky, Department of Education, Lexington, Kentucky, 1972, p. 1. (Mimeographed.)

TABLE 4

PREMIUMS PAID AND PAYMENTS RECEIVED FOR INSURED LOSSES  
IN THE FLORIDA PUBLIC SCHOOLS, 1950-1972

Fiscal Year	Insurance Premiums Paid	Payment Received for Insured Losses
1950-51	\$ 788,973.26	\$291,116.80
1951-52	836,195.24	42,324.07
1952-53	888,175.76	203,643.30
1953-54	880,961.82	216,539.91
1954-55	875,376.48	39,461.77
1955-56	998,003.99	418,414.03
1956-57	875,919.59	103,938.50
1957-58	713,437.17	98,200.07
1958-59	1,371,501.19	133,897.23
1959-60	958,192.10	130,969.99
1960-61	806,909.95	254,098.22
1961-62	713,313.87	75,951.63
1962-63	773,797.88	447,989.81
1963-64	764,952.90	393,705.11
1964-65	846,713.49	504,870.87
1965-66	856,673.85	327,680.67
1966-67	993,459.73	982,289.11
1967-68	905,655.14	774,050.44
1968-69	705,414.37	71,368.93
1969-70	1,549,414.95	705,491.41
1970-71	1,944,503.80	112,032.64
1971-72	2,078,098.70	201,380.19

SOURCE: "Buildings and Contents Insurance for Florida Public Schools," State of Florida, Department of Education, Tallahassee, Florida, 28 November 1972, p. 1. (Mimeographed.)

A number of solutions to the dilemma of obtaining and maintaining insurance at a reasonable cost has been suggested. Freeze, for example, suggested the inclusion of a deductible amount as one means of reducing the premium:

Many school districts are experiencing substantial savings in their fire insurance costs through use of a deductible which provides that the amount selected as the deductible is covered, in effect, by the district, and the insurance carrier does not participate in the loss until the deductible has been satisfied. The amount of the deductible may vary from as little as \$100 to any amount the district feels it can assume. The amount of the deductible must be determined by each district, with consideration given to the amount of rate reduction, past insurance claims, and the ability of the district to assume the deductible portion of a loss or series of losses. Rates will differ considerably in various areas, but a reasonable guide is that a deductible of \$1,000 will result in a rate reduction of 15 to 18 per cent.<sup>72</sup>

A variation on this plan is the option of including in the coverage a "disappearing deductible." Freeze indicated that by using this method, "the amount of the deductible is gradually reduced after the initial amount is satisfied until, with a sufficiently large loss, there is no deductible charged."<sup>73</sup>

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<sup>72</sup>Freeze, Building and Contents Insurance, p. 2.

<sup>73</sup>Ibid.

Another suggested method for getting complete coverage at reduced costs is cooperative purchasing.

Edwards noted:

Some districts are exploring this method of buying insurance, but it can be a very difficult task. Take the case where ten school districts combined their insurance purchasing. Normally, this is done by combining their incurred losses and annual premium to arrive at the cost for each individual district. However, the trouble is that some of the districts will have had a more adverse loss experience, and this means that the districts with a good loss record must contribute for the poor experiences of the others. This hardly makes the arrangement profitable for them.

Another problem with cooperative insurance is that it is not permitted in some states. In Illinois, for example, school districts do not have the authority to create cooperative purchasing arrangements.<sup>74</sup>

Edwards described another method, "bidding," as "one of the most effective ways to explore the insurance market from the standpoint of the coverage as well as the cost."<sup>75</sup> To substantiate this assertion, Edwards added:

To show the financial advantages that bidding accomplished for one district, when the Indianapolis, Ind., schools put their insurance out to bid in 1967, the winning bid was

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<sup>74</sup>L. F. Edwards, "Insurance Costs: Up and Almost Away," Nation's Schools 85 (February 1970):111.

<sup>75</sup>Ibid.

\$126,314, compared to \$206,500 for the approximately identical coverage which had not been bid the previous year.<sup>76</sup>

However, Edwards offered this warning:

The insurance program purchased will be only as good as the bid specifications. . . . Each district must have bid specifications that accurately and completely reflect the insurance exposures and the insurance program they wish to purchase. The bid specifications should outline, in an orderly fashion, the insurance program the companies should quote.<sup>77</sup>

Two types of coverage, Public and Institutional Property Plan (PIP) and the Special Multi-Peril Policy (SMP) are generally offered to school districts. Freeze described PIP:

This form of coverage was established for optional use in insuring public properties such as schools, churches, colleges, municipal, county and state installations. Coverage includes fire and extended coverage which is applied to all coverages. An amount-of-insurance clause (agreed amount) is used in lieu of co-insurance clause, and calls for an annual sworn statement of values with insurance required in an amount of at least 90 percent of the values.<sup>78</sup>

The SMP policy, a more recent offering by the insurance

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<sup>76</sup> Ibid.

<sup>77</sup> Ibid.

<sup>78</sup> Freeze, Building and Contents Insurance, pp. 4-5.

companies, offers, according to Freeze, protection in five areas:

1. Physical Damage to Real, Personal, and Scheduled Property
2. Comprehensive Bodily Injury and Property Damage Liability
3. Loss from Burglary and Robbery
4. Fidelity Loss
5. Boiler and Machinery Damage<sup>79</sup>

However, not all reports on the SMP policy are good.

Adams related the experience of the Asbury Park, N.J. school system that had almost no theft or vandalism yet lost its insurance:

The SMP package . . . had cost \$28,000 in premiums over a five-year period, and they had losses of \$13,000. The policy had about one year to run. Suddenly the carrier asked for the surrender of the policy. He would give no reason, so the school system refused. Then he told the system's agents it was because of theft and vandalism. The system showed the agent their records. Nevertheless, the company cancelled the package policy.<sup>80</sup>

In light of the increasing difficulty of attaining insurance, the steady rise in rates, and the low percentage of payments by the insurance companies, a number of school districts are beginning to insure themselves.

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<sup>79</sup>Ibid., p. 5.

<sup>80</sup>Velma A. Adams, "What's Behind Rising Insurance Costs?" School Management 14 (June 1970):29.

According to Shannahan seven states (Wisconsin, Indiana, North Carolina, South Carolina, Georgia, Alabama, and North Dakota) have self-insurance programs of some sort.<sup>81</sup>

Shannahan enumerated the advantages of self-insurance for public schools:

The prime reason for allowing the state and school districts to insure their own property is that it could save the state and local governments millions of dollars.

The plan for school districts to insure their own property would effect savings which would increase monies for other needs of the school districts. This would be a great benefit since the most important principle in expending money for education is to obtain optimum benefits for the child.

A plan for the schools of the state to be self-insured could afford the necessary security from financial loss of a schools' physical properties. At the same time, such a plan could lessen the overall premiums cost to a school district since the operation of the plan would not be on a profit basis such as a regular stock insurance company employs.<sup>82</sup>

Devising a Public School Self-Insurance Policy requires a great deal of planning. A number of factors such as enactment of state legislation, appointment of a

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<sup>81</sup>James Neal Shannahan, "The Feasibility and the Desirability of a State Property Insurance Fund for the Arkansas Public Schools" (Ed.D. dissertation, University of Arkansas, 1969), p. 53.

<sup>82</sup>Ibid., pp. 2-3.

governing board, assumption of the administrative costs, rules on the collection of premiums, payments of claims, amount of coverage, etc. must be taken into account.<sup>83</sup>

#### Responsibility for Vandalism Damage

State and local municipalities have been encouraged to enact parental responsibility laws in an effort to lower the cost of vandalism. Under such laws, parents are directly responsible for the actions of their children, and suit can be brought against parents to recover damages. Juellerat stated:

Like the weather, everybody talks about school vandalism--who does it, and why--just as, sooner or later, every school district experiences it and wrestles with the problem of what to do about it.<sup>84</sup>

But the big question confronting courts, legislatures, and school boards is what to do with the person who commits vandalism. Who is liable for the damage--the vandal, his parents, the school district, or the insurance company?

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<sup>83</sup>Ibid., pp. 3-4.

<sup>84</sup>Ernest E. Juellerat, "Fires and Vandals: How to Make Them Both Unwelcome in Your Schools," American School Board Journal 158 (January 1971):27.

For the past twenty years, sharp differences of opinion have existed as to laws that place liability upon parents for the behavior of their children.

A survey of school administrators conducted by Nation's Schools revealed that administrators believed that the law should make parents financially responsible for damages to school property committed by their children. In response to these demands, half of the states had, by 1965, enacted some type of legislation concerning parental responsibility for acts of vandalism.<sup>85</sup>

A number of officials, particularly on gubernatorial and administrative levels, have seriously questioned the value of parental liability statutes as a means of curbing juvenile delinquency. New York's Governor Harriman commented in 1965:

The opponents of the bill seriously question whether it will have the desired effect. They point out that its burden will fall particularly on low income families and that it could conceivably limit the liability of parents who are financially able to pay considerably more than \$250 for damages caused by their children. They also stress the fact that the bill may lead to added strain in families where

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<sup>85</sup>"Vandalism: A Dirty Word," p. 61.

relationships are already tense and might even give to troublesome delinquents a weapon against their parents which they would not hesitate to use.<sup>86</sup>

Eda LeShon, author and psychologist, in an interview with James Dygert, indicated that she felt that parent liability laws are ineffectual. She stated:

The law is obscene. It's a grab for a simple solution to a complex problem. If a child is constantly in trouble, it probably means that the parents themselves are in trouble and need help--therapy and advice.<sup>87</sup>

Michael Severino, Assistant Superintendent in the Colorado Springs public school system, stated:

English common law, from whence comes our American system of jurisprudence, has long hesitated to impose penalties on others for acts not committed by them and, quite rightly, leans toward the proposition that every citizen, no matter what his age, should stand trial for his own wrongdoings.<sup>88</sup>

State legislatures have been reluctant to enact strong legislation that puts the guilt of the child on

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<sup>86</sup> Alice B. Frear, "Parent Liability for Torts of Children," Kentucky Law Review 53 (Winter 1965):255-56.

<sup>87</sup> James H. Dygert, "Should Parents Be Jailed for Teen Crimes?" Parade Magazine (Sunday Supplement of the Rocky Mountain News), 17 January 1971, p. 8.

<sup>88</sup> Michael Severino, "Who Pays or Should Pay When Young Vandals Smash Things Up in Your Schools?" American School Board Journal 159 (June 1972):33.

the shoulders of his parents, even though the parent may be legally responsible for the actions of the child.

Nevertheless, public pressure has been exerted on legislatures to pass laws aimed at putting the responsibility of damage caused by a child on his parents. By 1972, forty-six states had enacted some type of parent liability statute aimed at dealing with general destruction of property. In 1972, fifteen states had laws which specified that a minor who destroyed property would be held liable with his parents. However, "the maximum amount of recovery is limited by law from \$100 to \$5,000 for each offense."<sup>89</sup> Severino further noted:

Only in ten states have relatively tough statutes been drawn which flatly impose parental liability for acts of youthful vandalism to public school property. Nine states place no limitation on the maximum amount recoverable from parents for Sonny's destructive tendencies--they name parents as responsible for the full amount of damage done.<sup>90</sup>

In some school districts with a number of low-income families, collecting for damages from parents is difficult or impossible. Adams cited a solution for this

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<sup>89</sup> Ibid., p. 34.

<sup>90</sup> Ibid.

situation devised by the Rowland Elementary School District in Rowland Heights, California. This district instituted a program that requires the child who has been found guilty of vandalism to work off his debt at a per-hour rate. Adams, however, noted further:

An equitable solution to the exact dollar amount has not been resolved with the insurance carrier, reports Joseph Surra, director of building services. "The company demands that only the actual credit given to the child be deducted from any claims filed," Surra says, "rather than a prorated amount that takes into consideration the time the district spends in counseling, setting up the program, arranging for transportation and completing some of the work which may not be of the best quality. The company's view is that this program will reduce our premiums because of fewer claims. But we are put in the position of using work as a vandalism deterrent only when the damage does not exceed our deductible."<sup>91</sup>

#### Major Studies on School Vandalism

One of the earliest major studies dealing with school vandalism was conducted by Nathan Goldman in the Syracuse, New York, schools in 1959. In this study, Goldman attempted to determine the elements within a school which might be associated with the problem of

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<sup>91</sup>Adams, "What's Behind Rising Insurance Costs?" pp. 22-23.

vandalism. The schools within the city were categorized as either high vandalism-damaged schools or low vandalism-damaged schools, and certain variables were then compared between the two school types.

Variables which appeared to be related to high vandalism-damaged schools were a low socioeconomic status coupled with high instability or transiency in the school's community, as well as a low level of personal identification with the school and its goals by the students, teachers, and parents. Other variables identified were inadequate administration and leadership, with poor communication among the various members of the school; poor interpersonal relations between principal and teacher and teacher and teacher; and the feeling that the school administration was not sufficiently concerned with the welfare of the staff and the students.

Goldman recommended that:

1. The school curriculum be kept abreast of the changes in the student population and be attuned to the needs of the students.
2. Rapid or frequent change in program, administrative procedures or routines be avoided.
3. Principals, teachers, and students should have proper orientation to the policies and routines of the school and there should

- be easy two-way communication between all levels of school personnel.
4. School activities should involve the principal, teachers, students, and parents.
  5. The principal's position should be filled with care.
  6. Identification with the school on the part of teachers, parents and students should be increased through properly structured interpersonal relations.
  7. The welfare of the teachers and students must be considered along with the task of education.<sup>92</sup>

Edward L. Landt, in 1961, reported on the practices of New Jersey school boards in combating the problem of vandalism. In this study, he sought to determine the nature and extent of losses to school property resulting from vandalism, and to determine the ways in which the New Jersey school boards protected themselves against such losses. In addition, Landt examined the methods of protection employed and developed suggestions concerning protection practices.

From 1955 through 1960 vandalism damage resulted in a loss of \$1,454,240. Three major fire losses resulting from vandalism totaled \$772,000. Glass damage was reported at \$87,289. The absence of written records was

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<sup>92</sup>Nathan Goldman, A Sociopsychological Study of School Vandalism (Bethesda, Md.: ERIC Document Reproduction Service, ED 002 807, 1959).

noted, but the estimated annual cost of maintenance of "day-to-day" damage was \$110,804. Rural schools experienced the lowest percentage of losses.

Window breakage outranked all other types of reported incidents in frequency of occurrence, Landt reported that 42 percent of the New Jersey districts carried insurance to protect against loss by vandalism; that vandalism insurance may be carried only if extended coverage is carried; and that losses resulting from glass breakage were excluded. Other findings reported by Landt were that half of the schools that carried no insurance did so because they had little or no vandalism problems. The loss recovery in the years 1955 to 1960 was about half the reported loss for that period of time.

The most widely-used vandalism-preventive measures reported by Landt were locking of all interior rooms each night, the use of floodlights for exterior areas, and regularly-scheduled police patrols during evenings, weekends, and holidays. Measures rated most effective by reporting school officials were the use of an alarm system; the scheduling of custodians for night, weekend, and holiday hours; and the installation of screens and window guards. The least effective measure was the use

of exterior floodlights. An untried practice was that of using patrol dogs inside buildings. Other practices recommended for the prevention of, or protection against, vandalism losses were the use of plastic glazing materials, cooperative police service, teaching of good citizenship and pride and respect for school property, and the purchase of formica-top tables and desks.

Landt developed a list of recommendations for actions at the state level. These included:

A call for legislative measures to define the liability of parents of children who commit acts of vandalism; the creation of an advisory committee to develop suggestions and recommendations for building, equipment, and furniture; the initiation of a state-level insurance consultant service for school officials.

An additional recommendation was the development of a handbook by the State Board of Education concerning vandalism; collection of accurate data concerning losses; a statewide self-insurance program; and development of experimental programs relating to new construction.<sup>93</sup>

In 1966, Smith concluded an in-depth study of vandalism in California. By the use of interviews with

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<sup>93</sup> Edward L. Landt, "A Study of the Practices of New Jersey Boards of Education in Protecting School Property Against Losses Due to Vandalism and Malicious Mischief" (Ed.D. dissertation, Rutgers University, New Brunswick, New Jersey, 1961).

chief school business officials, vandalism in forty-four school districts was examined under six budget categories: maintenance, operations, transportation, instructional supplies, library and supplementary books, and textbooks.

Smith reported some twenty types of vandalism which affected plant maintenance. Glass breakage proved to be a major type and its proportion ranged from 15 percent to 50 percent of all vandalism. Theft, breaking and entering, equipment damage, and defacement of building surfaces were other major types of vandalism. Most maintenance vandalism occurred on weekends, with Sunday the most critical day, and security failure was blamed for a good proportion of the maintenance losses.

Operation of plant included six types of vandalism with lavatory mischief, marking walls and doors, and campus littering the most often reported. Most districts reported the weekends as the time most acts of vandalism occurred. Library and supplementary book vandalism constituted an average of 10 percent of the total losses.

In terms of money, total vandalism costs averaged \$6.41 per pupil. When projected to include all the pupils

in the districts surveyed, the total cost for the forty-four districts was \$7,528,406.<sup>94</sup>

Smith concluded:

That assessment of public school vandalism is dependent on how it is defined; that money losses were substantial; that vandalism was related to the time of day, week, and year; and that acts of carelessness or ignorance exceeded those of willful destruction. Highly congested areas experience a higher rate of loss; that staff security failure was a major factor; that vandalism losses are reducible; that apprehension of the vandals, as a basis for vandalism prevention, is not effective, and that a varied approach is apparently a better practice.<sup>95</sup>

Additional recommendations from the study were that school districts should adopt a broader definition of acts of vandalism and should keep better records. For the larger districts, the position of security supervisor should be created, and staff responsibility for security should be emphasized. Districts should exclude all persons from school buildings' areas during nonschool hours and should enlist nonschool agencies to supervise playground use on weekends. (This suggestion would,

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<sup>94</sup> Donald C. Smith, "Vandalism in Selected Southern California School Districts: Nature, Extent, and Prevention Measures" (Ed.D. dissertation, University of Southern California, 1966).

<sup>95</sup> Ibid., p. 142.

however, preclude implementation of a community school concept.) As repairs are made, vandal-proof designs should be considered. The staff should be evaluated in their capacity to elicit non-vandal behavior from students.

In 1966, Rodney E. Nowakowski sought to determine the annual cost and scope of school vandalism in large school systems of the United States, the nature of the acts of school vandalism, and the characteristics of vandals indicated by school records. He reported that school vandalism losses for one year for twenty-two school systems amounted to \$2,457,000. Window breakage was the largest single category, accounting for \$1,789,000, or 73 percent of the total. Nonuniform methods of record-keeping hampered synthesis and comparison of data.

Preventive techniques reported were use of night watchmen, cooperation with courts and police, and enforcement of parent-responsibility laws. In addition, the large school districts were adding the position of security coordinator to their staffs.

In his research, Nowakowski studied the school records of ninety-three vandals who were identified by school personnel. He concluded:

Vandalism is almost exclusively a male activity; that the mean age was 12.4 years; and that most vandals were attending junior high school at the time of their identification. The school records indicated that the vandals did not differ much from other students in that they were in generally good health, although school personnel had noted symptoms of nervousness. School attendance was similar to that of other students, and intelligence test scores were normally distributed. The teachers described the vandals as impulsive and lacking in self-control. The home background of the Dade County (Miami, Florida) vandals appeared to be normal in that most of the vandals lived with both parents; the principal wage earner was usually in a skilled or white-collar job; and the parents' educational level was about that of the general population.<sup>96</sup>

Nowakowski went on to say:

A relationship appeared to exist between school achievement and vandalism. Achievement tests scores indicated that the vandals were at least one year below grade level while the other students scored at above-average reading levels. Half of the vandals had failed one or more grades and had done so within one year of their apprehension.<sup>97</sup>

This study found that vandalism was usually a group activity; it usually occurred when the schools were

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<sup>96</sup>Rodney E. Nowakowski, "Vandals and Vandalism in the Schools: An Analysis of Vandalism in Large School Systems and a Description of Ninety-Three Vandals in Dade County Schools" (Ed.D. dissertation, University of Miami, 1966), p. 103.

<sup>97</sup>Ibid., p. 105.

unguarded; and March was the most likely month for school vandalism to occur, while August was lowest in frequency of occurrence. Glass breakage was the most frequent kind of damage.

Additional suggestions in the study were that techniques which prevented or reduced losses due to vandalism be determined and used more widely; and that plastic glazing be used because of the high losses from window breakage. Another suggestion was that schools should be protected on weekends, possibly by security personnel or supervised weekend programs.

In the spring of 1970, the Policy Institute of the Syracuse University Research Corporation was asked by the United States Department of Health, Education, and Welfare to investigate the causes of violent unrest and educational disruption in a fair sample of the nation's urban high schools and to identify strategies that appeared to be successful in mitigating the worst of the troubles. The data collected involved approximately 60,000 students from twenty-seven public secondary schools selected in nineteen large cities. Interviews were also conducted with administrators, teachers, parents, community people, police, and district officials. A

questionnaire that consisted of 106 questions was sent to all principals of high schools that had a student enrollment of more than 750.

Of the principals who responded to the survey, 56 percent indicated that property damage other than arson occurred in their schools, while 43 percent reported no incidence of property damage. Twenty-one percent reported acts of arson occurred at the schools and 78 percent indicated no incidence of this type.

An analysis of property damage by regions indicated that 70 percent of the responding schools in the New England states were damaged by arson. However, only 42 percent of the southwestern states reported acts of property damage.

The research team found that students made demands to participate meaningfully in policy formation on matters such as student government, social affairs, school rules on clothing and hair styles, school political organizations and activity, attendance, smoking, and movement through buildings. More and more they picked up the cry of the lack of curricular relevance, and they wished to be included on bodies which decided their course of study.

Furthermore, the research team pointed out that when people being regulated had a "say" in regulations, they were much more likely to adhere to them. But even more important values were recognized. Students learned that the management of a public institution such as a school was a complicated affair, largely due to the variety of legitimate pressures leaning on such institutions.

Significant conclusions from the Syracuse survey were:

1. The size of the student body was a more important variable than the size of the city in which a school was located. Larger schools had more problems.
2. Integrated schools with higher percentages of black students were less likely to be disrupted if such schools had a high percentage of black staff. Conversely, schools with high percentages of blacks but with predominantly white staff were more likely to be disrupted.
3. Disruption and average daily attendance were directly related. Where average daily attendance was lower, disruption was higher and vice versa.
4. Principals with the least experience in their office:
  - a. Reported greater black enrollments.
  - b. Endorsed a more active response to disruption (in contrast to "riding it out").
  - c. Reported a greater concern for positive preventive training programs.

- d. Were more hesitant to project the blame for disruption on to external, non-school factors.<sup>98</sup>

In 1972, twenty-three California school districts responded to a burglary and vandalism survey conducted by Fresno Unified School District Burglary and Vandalism Prevention Project. This represented the first phase of a developing program to reduce vandalism occurrence and improve recovery of losses. This report compiled data on 18,000 occurrences of damage or loss to buildings, glass, equipment, busses, and nonspecified areas amounting to \$4,500,000. Reported also were on-site anti-vandalism techniques, including the use of fencing, floodlighting, plexiglass windows, protective screening, burglar alarm systems, security patrols, and guard dogs.

Conclusions and recommendations of the Fresno study were:

One of the more perplexing facets of this problem is the recovery of losses. Insurance is almost beyond the financial reach of many districts, so much so that only protection from catastrophe occurrence is maintained by some districts. With less than ten percent of

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<sup>98</sup> Stephen K. Bailey, Disruption in Urban Public Secondary Schools, United States Department of Health, Education, and Welfare (Syracuse, N.Y.: Syracuse University Research Corporation, 1970), p.

loss recovery for all categories, the need for a new perspective is evident.

From the evidence reported it appears that no truly effective means of preventing burglary and vandalism occurrence has been developed. Physical means of prevention, such as fencing, lighting, electronic detection devices and security patrols are deterrents but ineffective in prevention. A change of focus seems to be now appropriate.

Research has found that the major offenders in burglary and vandalism of schools are youngsters less than eighteen years of age.

It is suggested that programs developing awareness of the problem in the public and in students, its effects upon school programs and student opportunities, and the dollar losses that are present as well as future responsibilities be coordinated with all law enforcement agencies.

It is further suggested that school administrators, architects, and suppliers of major pieces of school business, audio-visual, and vocational equipment concern themselves with preventive measures through designation of need, designed storage and availability, and production of vandal-proof, visually identifiable equipment.

Lastly, it is suggested that a uniform method be devised to identify, report, and follow-up on burglary and vandalism occurrences. Individual school officials, administrators, law enforcement members and parents could then be equally informed of the progression a case may be making toward solution and recovery.<sup>99</sup>

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<sup>99</sup> Survey of Burglary and Vandalism Occurrence and Prevention Measures in Twenty-Five Large California School Districts, Fresno City Unified School District, California Office of Planning and Research Services (Bethesda, Md.: ERIC Document Reproduction Service, ED 077 104, January 1973).

### Chapter Summary

In this chapter the review of periodical literature since 1965 was presented. Selected major studies on school vandalism were also reported from 1959 through 1972.

Although many concrete suggestions can be given, no recommendation will completely alleviate the school vandalism problem. Unfortunately, there are also no standard answers available to effectively combat vandalism.

Chapter II was an overview of the pertinent literature pertaining to school vandalism.

The spiraling problem of vandalism against the nation's schools demands immediate and concerted action. It would appear, however, that such action, if it is to be effective, should not stem from a symptomatic approach. Rather, the approach must be diagnostic. It must be directed toward determining the causes and manifestations of school vandalism.

A prescription cannot be written for the solution to the vandalism problem. However, understanding can be fostered by citizens, school personnel, and students

through exercising leadership in improving educational services. One of the most crucial steps is to listen to what students are saying and consider what we do with them, not to them. Only when this work has been accomplished can school district officials and communities turn to developing more permanent solutions.

## CHAPTER III

### PROCEDURES AND TECHNIQUES

The procedures and techniques involved in the study of school vandalism in Alabama are presented in this chapter under the following headings: (1) description of the population, (2) development of the questionnaire, (3) content validity for the questionnaire of evaluation, (4) description of the questionnaire, (5) administration of the questionnaire, and (6) analysis of the data.

#### Description of the Population

The schools for this study were drawn from thirty-seven city school systems throughout the State of Alabama. Each of these city systems had an enrollment of at least 1,000 students at the secondary level. The combined total enrollment for these schools was 124,141 students in 1973. To obtain a sample from throughout the state, only schools which were comparable in size were selected. Further, the school systems selected were distributed

selected were distributed throughout the state in order for the widest geographical area to be represented.

A map of the State of Alabama on which the thirty-seven chosen school systems are depicted is found in Appendix A.

#### Development of the Questionnaire

The survey method of research was selected for use in this study since the population involved was distributed over a large area. Therefore, the questionnaire was believed to be the most effective instrument for gathering the data. Since 102 high school principals were asked to respond to the questionnaire, the response time was a factor. Good, Barr, and Scates pointed out:

The essentially cooperative nature of the questionnaire must not be overlooked. The researchers are so close to their own study that they lose perspective concerning what is reasonable to ask of another person. One can be reasonably certain that his questionnaire goes to people who are already busy. When preparing his questionnaire, one will therefore bear in mind the demands which he is making upon another person's time.<sup>1</sup>

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<sup>1</sup>Canter V. Good, A. S. Barr, and Douglas E. Scates, The Methodology of Educational Research (New York: Appleton-Century, 1938), pp. 333-34.

Rummel noted that the questionnaire should be so prepared as not to make any more demands on the time of the respondent than absolutely necessary.<sup>2</sup>

In another publication, Good advised the investigator how to insure a response:

Better motivation for respondents is likely to prevail if they can see the investigators' side of the problem and procedure, and if they can see the end results in the form of a concise summary and possibly the implementation of the findings.<sup>3</sup>

A tentative form of the questionnaire with fifty-six questions was submitted to an advisory panel composed of four secondary school principals and one superintendent, for suggestions and recommendations of form and content. Following this evaluation, revisions were made to improve the clarity of instructions and wording of items included in the questionnaire.

#### Content Validity for the Questionnaire of Evaluation

In the selection or construction of a test or

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<sup>2</sup>G. Frances Rummel, An Introduction to Research Procedures in Education (New York: Harper & Row, 1964), p. 127.

<sup>3</sup>Canter V. Good, Essentials of Educational Research Methodology and Design (New York: Appleton-Century-Crofts, 1966), p. 214.

other evaluation devices, the establishment of validity is an essential factor. An instrument of evaluation is considered to possess validity if it measures what it sets out to measure. Various procedures are used in determining test validity. According to Loree:

. . . one classification that is gaining wide acceptance designates four types of validity. These are content validity, predictive validity, concurrent validity, and construct validity.<sup>4</sup>

To illustrate the establishment of content validity, Van Dalen stated the following procedures:

To establish content validity, the test constructor analyzes the content of the factor that he intends to appraise and structures a representative instrument to measure the various aspects of that content. To design a standardized algebra test, for example, he may examine many textbooks in the field and the course of study and objective prepared by the State Department of Education and professional bodies.

From these materials, he determines what content of the test should be devoted to various aspects of algebra. He may ask qualified experts to rate test items as to their importance and devise some method of pooling their judgments. When checking content validity, the test constructor alone and with the aid of others judges the extent to which the test items present a representative sample of the universe of content that the test is designed to measure.<sup>5</sup>

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<sup>4</sup>N. R. Loree, Psychology of Education (New York: Ronald Press, 1965), p. 463.

<sup>5</sup>D. B. Van Dalen, Understanding Educational Research (New York: McGraw-Hill, 1962), p. 314.

To establish content validity for the instrument of evaluation for the research, a list of questions was classified into the eight content areas and presented to the members of the doctoral committee supervising this study.

The committee was asked to rate the fifty-six questions as to their relevance, clarity, and objectivity. The committee was also requested to comment on any questions relative to the areas of content not covered in the sample questions presented to them. As a result of these discussions, certain questions were deleted or revised, and others were added, leaving a total of sixty-two questions on the questionnaire (Appendix C).

#### Description of the Questionnaire

The questionnaire, as finally revised and used in the study, consisted of eight sections. The first section was designed to obtain general information about the principal. The second and third sections sought general information about the teachers and pupils in the school. The fourth section inquired into the relations between the community and the school. The fifth section dealt with information about the physical characteristics

of the school. Questions in the sixth and seventh sections sought to determine the various types of vandalism occurring in the school and to find out what types of vandalism prevention or protection measures were being utilized. The eighth section was designed to obtain general vandalism information about the school as well as the school system.

#### Administration of the Questionnaire

On January 29, 1973, letters were sent to the superintendents in the thirty-seven city school systems to obtain their permission to conduct the vandalism study. (The replies to these letters were 100 percent affirmative.) A copy of this letter is found in Appendix B.

On February 14, 1973, the questionnaire, a cover letter, and an addressed, stamped envelope were mailed to each of the 102 principals selected as participants. Copies of the cover letter and questionnaire appear in Appendix C. A total of sixty-four or 62.7 percent of the 102 selected principals responded to the initial mailing. Two weeks after the first mailing, a follow-up letter and a second copy of the questionnaire were mailed. A copy of the follow-up letter may be found in Appendix D.

The total number of responses to the questionnaire was seventy-one, which represented a 69.6 percent return. One questionnaire was received completely blank and was not included in the number of returns.

#### Analysis of Data

The data collected from this investigation were processed to obtain frequencies and percentages of the totals in each item. All percentages were based upon the number of responses made for each item.

Chapter IV includes totals showing the number of respondents for each item on the questionnaire and the percentage of responses within each item, based upon the total number of responses. Narrative explanations accompany each table. Chapter IV also includes an outline identifying measures for the prediction, prevention, and correction of school vandalism.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

The purpose of this chapter was to present and analyze data relating to school vandalism in the State of Alabama, and an outline identifying measures for the prediction, prevention, and correction of school vandalism is presented. The data collected from this investigation were processed to obtain frequencies and percentages to the totals of each item. All percentages were based upon the number of responses made for each item. The data obtained from the questionnaire are reported with narrative explanations accompanying each table. Since not all of the data obtained from the questionnaire had a direct bearing on the outcome of the study, Tables 29-65 along with narrations are placed in Appendix E. However, the data from Tables 5 through 28 and Figures 1 and 2 more significantly affected the findings of this study and are presented in this chapter.

This chapter presents the data concerning the

(1) principals, (2) teachers, (3) pupils, (4) community, (5) physical characteristics of the school, (6) school vandalism, (7) vandalism preventive measures, and (8) general information.

### Principal Data

#### Age of Principals

The age of the principals in the study ranged from 25 to 59 years as seen in Table 5. Seven of the principals, or 9.85 percent, were from 25 to 29 years of age; 36.61 percent of the principals were between the ages of 30 and 39; 38.02 percent of the principals were between the ages of 40 to 49; 15.49 percent of the principals were between the ages of 50 to 59; none of the principals was over 60 years of age.

TABLE 5

#### AGE OF PRINCIPALS

Age Range	Number	Percentage
25 to 29 years of age	7	9.85
30 to 39 years of age	26	36.61
40 to 49 years of age	27	38.02
50 to 59 years of age	11	15.49
60 and over	0	--
Total	71	100.00

Years of Experience as Principal

The years of experience as a principal ranged from one to over twenty-one years as shown in Table 6. Years of experience as principal were recorded as follows: one to five years, 22.53 percent; six to ten years, 33.80 percent; eleven to fifteen years, 21.12 percent; sixteen to twenty years, 16.90 percent; and twenty-one years and over, 5.63 percent.

TABLE 6

## YEARS OF EXPERIENCE AS PRINCIPAL

Years of Experience	Number	Percentage
1 to 5	16	22.53
6 to 10	24	33.80
11 to 15	15	21.12
16 to 20	12	16.90
21 and over	4	5.75
Total	71	100.00

Teacher DataAverage Years of Teaching Experience

As revealed in Table 7, 61.97 percent of the

schools had teachers with an average of eight to eleven years of teaching experience. No school reported a staff with an average of zero to three years teaching experience. Four to seven years' average teaching experience was reported by 15.49 percent of the schools. Schools which had twelve to fifteen years' average teaching experience were reported by 19.73 percent of the schools. Only two schools, which represented 2.81 percent of the schools reporting, had teachers with teaching experience averaging over sixteen years.

TABLE 7  
AVERAGE YEARS OF TEACHING EXPERIENCE

Average Teaching Experience	Number	Percentage
1 to 3 years	0	--
4 to 7 years	11	15.49
8 to 11 years	44	61.97
12 to 15 years	14	19.73
16 and over years	2	2.81
Total	71	100.00

Personnel Assigned to School

As indicated in Figure 1, 12 percent of the schools had part-time remedial reading personnel; full-time remedial reading personnel were found in 41 percent of the schools; 47 percent of the schools reported no part-time nor full-time remedial reading personnel.

In 11 percent of the schools, there were part-time speech correction personnel; in 4 percent of the schools, there were full-time speech correction personnel; 85 percent of the schools reported neither part-time nor full-time speech personnel.

Part-time nurses were found in 15 percent of the schools; full-time nurses were found in 4 percent of the schools; and 81 percent of the schools had no part-time nor full-time nurse.

Part-time social workers were found in 11 percent of the schools; full-time social workers were found in none of the schools; 89 percent of the schools reported no part-time nor full-time social workers.

Full-time guidance counselors were found in 88 percent of the schools; 9 percent of the guidance counselors in schools were part-time; 3 percent of the schools reported no guidance counselors.

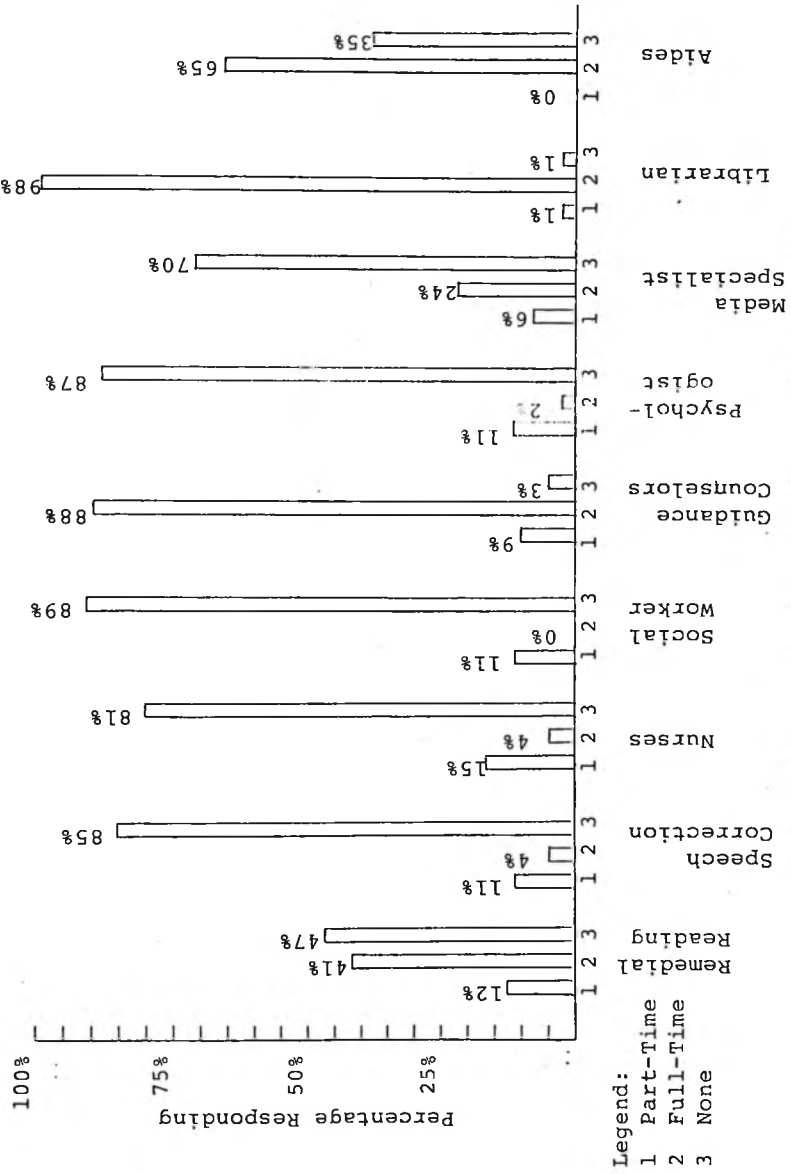


Fig. 1. Personnel Categories: School Year 1973

Legend:  
 1 Part-Time  
 2 Full-Time  
 3 None

No school indicated that it employed a full-time psychologist; 11 percent of the schools had a part-time psychologist, while 89 percent of the schools indicated they had no part-time nor full-time psychologists.

As seen in Figure 1, part-time media specialists were found in 6 percent of the schools; 24 percent of the media specialists were full-time personnel in schools; 70 percent of the schools had no full-time nor part-time media specialists.

Full-time librarians were found in 98 percent of the schools; 1 percent of the schools had part-time librarians; 1 percent of the schools had neither full-time nor part-time librarians.

No schools reported using part-time teacher aides. In 65 percent of the schools full-time aides were reported, and 35 percent of the schools had no full-time nor part-time aides.

#### Pupil Data

##### School Enrollment 1973-74

The number of students enrolled in schools at the time of the study is depicted in Table 8. Schools with enrollments of 1,001 to 1,250 comprised 28.20 percent of

the total; 21.12 percent of the schools had enrollments of 751 to 1,000; 19.71 percent of the schools had enrollments of 501 to 750; 8.45 percent of the schools had enrollments of zero to 500; 9.85 percent of the schools had enrollments from 1,251 to 1,500; and 12.67 percent of the schools had enrollments of over 1,501 students.

TABLE 8  
STUDENT ENROLLMENT, 1973-74

Number of Students	Number	Percentage
0 - 500	6	8.45
501 - 750	14	19.71
751 - 1,000	15	21.12
1,001 - 1,250	20	28.20
1,251 - 1,500	7	9.85
1,501 and over	9	12.67
Total	71	100.00

Transfer Rate of Students Leaving  
and Entering School

In Table 9, the transfer (turnover) rate of students was from 0 to 7 percent in 70.44 percent of the schools; 8 to 15 percent transfer rate was reported in

28.16 percent of the schools; 16 to 22 percent transfer rate was reported in 1.40 percent of the schools; and 23 to 30 and 31 and over percent was reported by none of the schools.

TABLE 9  
TRANSFER RATE OF STUDENTS ENTERING  
AND LEAVING SCHOOL

Rate of Transfer	Number	Percentage
0 to 7 percent	50	70.44
8 to 15 percent	20	28.16
16 to 22 percent	1	1.40
23 to 30 percent	0	--
31 percent and over	0	--
Total	71	100.00

Students' Part in Planning  
Academic School Program

Table 10 reveals that 5.63 percent of the students were never given a part in planning their academic school program. In other schools, 30.83 percent of the students were occasionally given a part in planning programs; 32.36 percent of the students were frequently given a part in

planning programs; and 30.83 percent of the students were regularly given a part in planning their academic school program.

TABLE 10  
STUDENTS' PART IN PLANNING ACADEMIC SCHOOL PROGRAM

Amount of Student Planning	Number	Percentage
None	4	5.63
Occasionally	22	30.83
Frequently	23	32.36
Regularly	22	30.83
Total	71	100.00

Percentage of Students from  
Broken Homes

As indicated in Table 11, 29.60 percent of the schools had from 0 to 8 percent of their students who come from broken homes; 25.35 percent of the schools had from 9 to 17 percent of their students coming from broken homes; 22.53 percent of the schools had from 18 to 26 percent of their students coming from broken homes; 12.67 percent of the schools had from 27 to 35 percent of their students from broken homes; while 9.85 percent of the

schools reported they had over 36 percent of their students coming from broken homes.

TABLE 11  
PERCENTAGE OF STUDENTS FROM BROKEN HOMES

Students from Broken Homes	Number	Percentage
0 to 8 percent	21	29.60
9 to 17 percent	18	25.35
18 to 26 percent	16	22.53
27 to 35 percent	9	12.67
36 percent and over	7	9.85
Total	71	100.00

Community Data

Effectiveness or Influence  
of the P.T.A.

Table 12 shows that 56.33 percent of the principals believed the effectiveness or influence of the P.T.A. in their schools was weak. Only 7.04 percent of the principals felt their P.T.A. was very strong; 18.30 percent felt the P.T.A. was strong; and 18.30 percent of the principals reported the P.T.A. was no longer in existence in their school.

TABLE 12  
EFFECTIVENESS OR INFLUENCE OF THE P.T.A.

P.T.A. Effectiveness or Influence	Number	Percentage
Very Strong	5	7.04
Strong	13	18.30
Weak	40	56.36
No Longer in Existence	13	18.30
Total	71	100.00

Use of the School Building After  
Hours for Community Functions

Figure 2 reveals that 49 percent of the schools use the school buildings for Adult Education after school hours and 51 percent of the schools did not have Adult Education in their buildings.

School clubs used the school buildings after school hours in 55 percent of the schools, while 45 percent of the schools did not use the buildings after hours for school clubs.

Athletic events utilize the school buildings after hours in 96 percent of the schools. Only 4 percent of

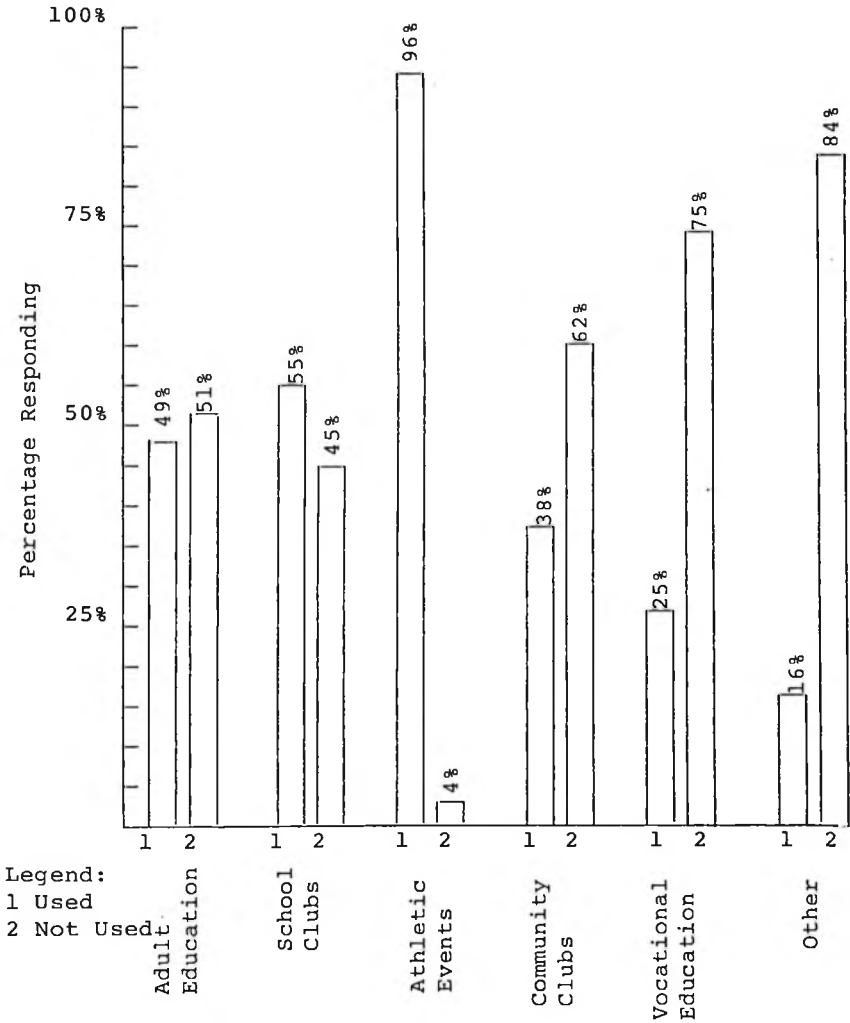


Fig. 2. Use of the School Building After Hours for Community Functions

the schools did not use the buildings after school hours for athletic events.

Community clubs used the school buildings in 38 percent of the schools after school hours, but 62 percent of the schools did not have community clubs in the buildings after school hours.

Vocational education was offered in the school buildings after school hours in 25 percent of the schools, and 75 percent of the schools did not utilize the buildings after school hours for vocational education.

Other functions in the community were found in 16 percent of the schools; however, these functions were not identified. In 84 percent of the schools, there were no after-school other functions in the community.

### Physical Characteristics of the School

#### Age of School Buildings

As depicted in Table 13, 29.60 percent of the respondents reported their school buildings were from eleven to twenty-one years old; 28.16 of the respondents reported their school buildings were from zero to ten years old; 15.49 percent of the respondents reported their school buildings were from twenty-two to

thirty-three years old; 14.08 percent of the respondents reported their school buildings were from thirty-four to forty-five years old; and 12.67 percent of the respondents reported their school buildings were over forty-six years old.

TABLE 13  
AGE OF SCHOOL BUILDINGS

Age of School Buildings	Number	Percentage
0 to 10 years	20	28.16
11 to 21 years	21	29.60
22 to 33 years	11	15.49
34 to 45 years	10	14.08
46 years plus	9	12.67
Total	71	100.00

Availability of Recreational  
Area to Public

As indicated in Table 14, 56.33 percent of the respondents reported that the recreational area next to the schools was open to the public; however, 43.67 percent of the respondents reported that the recreational area next to their schools was not open to the public.

TABLE 14  
 AVAILABILITY OF RECREATIONAL AREA TO PUBLIC

Response	Number	Percentage
Yes	40	56.33
No	31	43.67
Total	71	100.00

Outside Appearance of the  
 School Buildings

The respondents in Table 15 reported that 56.33 percent of their school buildings had a good outside appearance; 29.57 percent of the respondents reported that the outside appearance of their school buildings was excellent; 12.70 percent of the respondents reported that the outside appearance of their school buildings was fair; and only 1.40 percent of the respondents reported that the outside appearance of their school buildings was poor.

TABLE 15  
OUTSIDE APPEARANCE OF THE SCHOOL BUILDINGS

Appearance of Buildings	Number	Percentage
Excellent	21	29.57
Good	40	56.33
Fair	9	12.70
Poor	1	1.40
Total	71	100.00

Inside Appearance of the  
School Buildings

As shown in Table 16, 45.51 percent of the principals reported the inside appearance of their school buildings was good; 33.80 percent of the principals reported the inside appearance of their school buildings was excellent; 19.17 percent of the principals reported the inside appearance of their school buildings was fair. Only 1.40 percent of the principals reported the inside appearance of their school buildings was poor.

TABLE 16  
INSIDE APPEARANCE OF THE SCHOOL BUILDINGS

Response	Number	Percentage
Excellent	24	33.80
Good	32	45.51
Fair	14	19.17
Poor	1	1.40
Total	71	100.00

School Vandalism Data

Type of Vandalism that Occurred  
Most Frequently

Table 17 reveals that in 83.12 percent of the schools, window breakage was by far the most common type of vandalism; 5.63 percent of the schools reported arson as their most common type of vandalism; 5.63 percent of the schools reported their most common type of vandalism was theft; 4.22 percent of the schools reported defacement of property as their most common vandalism problem; and 1.40 percent of the schools reported that destruction of plumbing was their most commonly-occurring vandalism problem.

TABLE 17  
TYPE OF VANDALISM THAT OCCURRED MOST FREQUENTLY

Most Frequent Vandalism	Number	Percentage
Broken Windows	59	83.12
Arson	4	5.63
Theft	4	5.63
Defacement of Property	3	4.22
Other--Plumbing	1	1.40
Total	71	100.00

Season of the Year Most  
Vandalism Occurred

Table 18 indicates that 30.98 percent of the vandalism that occurred in schools happened during the fall; 30.98 percent of the schools reported that most of their vandalism occurred during the winter; 22.55 percent of the schools reported most of their vandalism occurred during the spring; and only 15.49 percent of the schools reported that most of their vandalism occurred during the summer.

TABLE 18  
SEASON OF THE YEAR MOST VANDALISM OCCURRED

Season	Number	Percentage
Fall	22	30.98
Winter	22	30.98
Spring	16	22.55
Summer	11	15.49
Total	71	100.00

Day of the Week Most Vandalism  
Occurred

The days of the week in which most of the school vandalism occurred are reported in Table 19. Monday was reported by 2.81 percent of the schools as the most likely day for vandalism to occur; Tuesday was reported by none of the schools as the most likely day for vandalism to occur; Wednesday was reported by 1.40 percent of the schools as the most likely day for vandalism to occur; Thursday was reported by 1.40 percent of the schools as the most likely day for vandalism to occur; Friday was reported by 12.67 percent of the schools as the most

likely day for vandalism to occur; Saturday was the day of the week that the largest percentage of vandalism occurred, 69.05 percent; and Sunday was reported by 12.67 percent of the schools as the most likely day for vandalism to occur.

TABLE 19  
DAY OF THE WEEK MOST VANDALISM OCCURRED

Day of the Week	Number	Percentage
Monday	2	2.81
Tuesday	0	--
Wednesday	1	1.40
Thursday	1	1.40
Friday	9	12.67
Saturday	49	69.05
Sunday	9	12.67
Total	71	100.00

Time of Day Vandalism Most Often Occurred

The time when most of the vandalism occurred is shown in Table 20; 64.78 percent of the schools reported that from 8 p.m. to 12 midnight was the time when most

vandalism occurred; 14.08 percent of the schools reported that vandalism most often occurred between 12:01 a.m. to 8 a.m.; 9.85 percent of the schools reported that vandalism most often occurred between 5 p.m. to 7 p.m.; 7.04 percent of the schools reported that vandalism most often occurred between 8 a.m. to 12 noon; and 4.25 percent of the schools reported that vandalism most often occurred between 12 noon to 4 p.m.

TABLE 20

## TIME OF DAY VANDALISM MOST OFTEN OCCURRED

Time of Vandalism Occurrence	Number	Percentage
12 a.m. to 8 a.m.	10	14.08
8 a.m. to 12 noon	5	7.04
12 noon to 4 p.m.	3	4.25
5 p.m. to 7 p.m.	7	9.85
8 p.m. to 12 midnight	46	64.78
Total	71	100.00

Age Category Into Which  
Most Vandals Fall

Table 21 shows that 56.33 percent of the vandals fall into the 14- to 16-year-old category. The 11- to 13-year-old category comprises 23.94 percent of the vandals in schools; 12.67 percent of the vandals fall into the 17- to 20-year-old age category; 1.40 percent of the vandals fall into the 8- to 10-year-old age category; while 5.63 percent of the vandals fall into other age categories; however, their ages were not specified by the respondents.

TABLE 21

## AGE CATEGORY INTO WHICH MOST VANDALS FALL

Age of Vandals	Number	Percentage
8 to 10 years old	1	1.40
11 to 13 years old	17	23.94
14 to 16 years old	40	56.36
17 to 20 years old	9	12.67
Other (specify) <sup>a</sup>	4	5.63
Total	71	100.00

<sup>a</sup> Respondents did not specify ages.

Vandalism Preventive Measures

Use of Night Lighting

As described in Table 22, 94.36 percent of the schools reported they presently utilize some type of night lighting. Only 5.64 percent of the schools reported they do not use night lighting.

TABLE 22  
USE OF NIGHT LIGHTING

Response	Number	Percentage
Yes	67	94.36
No	4	5.64
Total	71	100.00

School Ground Fencing

The respondents in Table 23 reported that 85.92 percent of the school grounds were enclosed with a fence, while 14.08 percent of the respondents reported that their school grounds were not enclosed with a fence.

TABLE 23  
SCHOOL GROUND FENCING

Response	Number	Percentage
Yes	61	85.92
No	10	14.08
Total	71	100.00

Utilization of Watchman or  
Security Patrol

As presented in Table 24, 84.50 percent of the schools presently did not employ a watchman or security patrol; however, 15.50 percent of the schools employed a watchman or a security patrol.

TABLE 24  
UTILIZATION OF WATCHMAN OR SECURITY PATROL

Response	Number	Percentage
Yes	11	15.50
No	60	84.50
Total	71	100.00

Utilization of a Mechanical  
Anti-Vandalism Device

As seen in Table 25, 83.10 percent of the schools reported they did not employ any type of mechanical anti-vandalism device; however, 16.90 percent of the schools reported they did employ some type of anti-vandalism device.

TABLE 25

UTILIZATION OF A MECHANICAL ANTI-VANDALISM DEVICE

Response	Number	Percentage
Yes	12	16.90
No	59	83.10
Total	71	100.00

Replacement of Broken Windows  
with Plexiglass

Table 26 illustrates that 42.24 percent of the schools used plexiglass to replace broken windows, while 57.75 percent of the schools did not replace broken windows with plexiglass.

TABLE 26  
REPLACEMENT OF BROKEN WINDOWS WITH PLEXIGLASS

Response	Number	Percentage
Yes	30	42.25
No	41	57.75
Total	71	100.00

General Information

The Area Where Most of the  
Vandalism Damage Occurred

Table 27 shows that 36.65 percent of the schools reported most of their vandalism damage occurred in the restrooms; 23.94 percent of the schools reported most of their vandalism damage occurred on the outside of the school building; 21.12 percent of the schools reported most of their vandalism damage occurred in the classroom; 8.45 percent of the schools reported most of their vandalism damage occurred in the office area; 4.22 percent of the schools reported most of their vandalism damage occurred in the halls; 2.81 percent of the schools reported most of their vandalism damage occurred in the

library; and in a category designated other, 2.81 percent of the schools reported most of their vandalism damage occurred in the lunchroom.

TABLE 27  
AREA WHERE MOST OF THE VANDALISM DAMAGE OCCURRED

Area of Vandalism Damage	Number	Percentage
Classroom	15	21.12
Library	2	2.81
Restroom	26	36.65
Halls	3	4.22
Office Area	6	8.45
Outside of Building	17	23.94
Other--Lunchroom	2	2.81
Total	71	100.00

Reasons Why People Vandalized  
Schools

Table 28 shows that the reasons people vandalized schools were as follows: 22.57 percent stated status among peers; 21.12 percent stated revenge; 21.12 percent stated money-profit motive; 9.85 percent stated pleasure; 9.85 percent stated excitement; 8.45 percent stated

boredom; 7.04 percent stated restlessness; and 0 percent stated other as the reason people vandalized schools.

TABLE 28  
REASONS PEOPLE VANDALIZED SCHOOLS

Reason for Vandalism	Number	Percentage
Boredom	6	8.45
Restlessness	5	7.04
Excitement	7	9.85
Status Among Peers	16	22.57
Revenge	15	21.12
Money-Profit Motive	15	21.12
Pleasure	7	9.85
Other	0	--
Total	71	100.00

Identified Measures for the Prediction,  
Prevention, and Correction of  
School Vandalism

Data from the questionnaire and literature search supported a three-step approach--Prediction, Prevention, and Correction--that may be utilized by school administrators in dealing with school vandalism problems.

## I. Prediction

### A. Characteristics of Vandalism

1. Vandalism is most likely to occur on Saturday night between the hours of 8 p.m. and 12 midnight in the fall and winter seasons of the year.
2. The majority of the acts of school vandalism are committed by individuals who are fourteen to sixteen years old.
3. The most frequent type of vandalism is window breakage followed by theft, arson, defacement of property and plumbing.
4. Most of the vandalism damage in schools occurs in restrooms, outside of buildings, classrooms, office areas, halls, libraries, and lunchrooms.
5. Schools that have poor inside and outside appearances are more likely to be vandalized than are schools which have well maintained inside and outside appearances.

## B. Personnel Factors Influencing Vandalism

1. The older the teachers in a school the more likely it is that vandalism will occur.
2. The larger the size of the student enrollment the more likely it is that vandalism will occur.
3. The larger the enrollment of Negroid students the more likely it is that vandalism will occur.
4. The older the principals the more likely it is that vandalism will occur.
5. The fewer the support personnel, such as reading teachers, aides, librarians, etc., the more likely it is that a school will experience vandalism.
6. Schools where students are given little voice in helping to form their academic program can expect a higher rate of vandalism than the schools who give their students an active part in planning their academic programs.

7. High transfer or turnover rate of students and/or teachers in a school increases vandalism rates.
8. Schools with a high percentage of students who come from broken homes experience high rates of vandalism.
9. If predominantly Caucasoid teachers are employed in a predominantly Negroid school, vandalism tends to rise drastically.
10. The more effective the P.T.A. or P.T.O. is in a school, the lower the rate of vandalism.

## II. Prevention

### A. Buildings and Grounds

1. Proper utilization of fencing aids in the prevention of vandalism.
2. Planned use of security guards during the time most vandalism occurs is an effective preventive measure.
3. Utilization of plexiglass windows instead of plate glass helps in the prevention of window breakage.

4. Planned use and location of electronic alarm systems is a positive prevention device.
5. Recreational areas next to the school buildings should be closed to the public to aid in the prevention of vandalism.

B. Personnel and Programs

1. Community programs should be conducted in schools after school hours. These programs may be educational, enriching, and recreational in nature.
2. Student as well as community involvement should be solicited by the school in helping to establish a vandalism prevention program.

III. Correction

A. Buildings and Grounds

1. Adequate security should be available during the hours vandalism is most likely to occur.
2. Broken windows should be replaced with plexiglass.

3. The areas where vandalism damage is most likely to occur should be properly patrolled.
4. School buildings should be utilized for as many after school functions as feasible.

B. Personnel and Programs

1. Younger principals should be placed in schools where vandalism problems have become a common occurrence.
2. Younger teachers should be employed in schools where the vandalism rate has increased.
3. Students should be allowed to take an active part in planning their academic school programs.
4. If at all possible, the student enrollment in a given school should be kept below one thousand.
5. A concentrated effort should be made to secure additional supportive personnel to provide a balanced educational experience for students.

6. Community support should be initiated or revived in the school through the parents who have children in the school.
7. A concentrated effort should be made to maintain an equal Caucasoid and Negroid student enrollment.
8. The Caucasoid and Negroid teacher-pupil ratio should be kept in direct proportion to the number of students in the school.

## CHAPTER V

### SUMMARY, PRINCIPAL FINDINGS, IMPLICATIONS, AND RECOMMENDATIONS

#### Summary

The presentation and analysis of the data secured from the questionnaire returned by seventy-one principals of selected secondary city schools in Alabama provided the basis for the implications and recommendations for this study.

The purpose of this study was to enable school administrators in the State of Alabama to gain insight into the problem of vandalism throughout selected secondary city schools in Alabama by determining the acts of vandalism in city systems in Alabama, particular characteristics of schools that experienced vandalism, the vandalism protection devices used, the areas of the schools receiving the most damage, and the time of day vandalism occurred.

The related literature revealed factors relating

to buildings and grounds, personnel and students, and how the instructional program influenced vandalism. This information formed the basis for the questionnaire developed in the study.

The questionnaire provided data on vandalism that could be grouped under the areas of information related to principals, teachers, students, the buildings, vandalism data, preventive measures, and general information. This study provided data that could assist school administrators in alleviating vandalism to some degree within their school systems.

#### Principal Findings

The data secured from the questionnaire used in this study provided the bases for the findings.

Schools with older principals experienced more vandalism than the schools with younger principals.

The incidences of vandalism increased with the number of years of teaching experience acquired by each faculty member.

Schools with supportive personnel such as counselors, librarians, or aides experienced less vandalism than schools without this type of personnel.

Incidences of vandalism increased as the number of students enrolled in the school increased.

The more alternatives the student had with his program of study, the fewer were the incidences of vandalism.

Schools with active, viable parent organizations reported fewer cases of vandalism.

Schools with an attractive appearance, regardless of the age of the building, reported fewer cases of vandalism.

Night lighting was used as a preventive measure in relation to vandalism by 95 percent of the schools in this study.

Mechanical anti-vandalism devices were used as a protection measure by 16 percent of the schools in this study.

Plexiglass was used as a protection and/or preventive device by 42 percent of the schools in this study.

#### Implications

Based on the data compiled from the questionnaire used in this study and the findings of this study the following implications were made:

1. The schools with older principals experienced more vandalism than the schools with younger principals. The implication is that the longer a person remains in an administrative position, the more vandalism will occur.
2. The more years of teaching experience the teachers had, the higher the incidence of vandalism. The implication is that the older the teaching staff, the more likely vandalism will occur.
3. Schools without supportive personnel such as counselors, librarians, or teacher aides experienced a high rate of vandalism, giving rise to the implication that the more supportive personnel available for the student, the less the degree of vandalism.
4. The incidence of vandalism increases with the number of students enrolled in a school, giving rise to the implication that there is a relationship between the size of the pupil enrollment and vandalism.
5. Schools where students are given little voice in helping to form their academic programs can expect a higher rate of vandalism than the schools who give their students an active part in planning their

academic programs. The implication is that seemingly the more active the student becomes in course selection, the less he becomes concerned with acts of vandalism.

6. Schools with active, viable parent organizations reported fewer cases of vandalism. The implication is that the greater the degree of parental involvement in the activities of the school, the less the degree of vandalism.
7. New school buildings received approximately the same amount of vandalism damage as did old school buildings; however, schools with an attractive appearance, both inside and outside, received less vandalism damage. The implication is that the age of the school buildings seemingly had little relationship to the incidences of vandalism. This gives rise to a second implication that perhaps the activities in the instructional program are more important than the building in which these activities are housed. A third implication is that the appearance of the buildings is an influencing factor in curbing vandalism.

8. Although night lighting was utilized by 95 percent of the schools, over 90 percent of the principals responding to the questionnaire reported that they experienced some type of vandalism. Window breakage placed first with arson placing second and theft third as the types of vandalism acts committed most often by individuals fourteen to sixteen years of age. It is implied that night lighting as a preventive measure is not as effective as some other preventive techniques.
9. Night lighting, fencing, and security guards were preventive measures used by the schools in this study. Schools that utilized a security guard experienced the least amount of vandalism. Therefore, it is implied that schools experiencing a high degree of vandalism should consider employing a security guard.
10. Mechanical anti-vandalism devices were used in only 16 percent of the schools in this study. The burglar alarm was the most common type of device. The alarms were placed in office areas; however, this was not the area in which most of the vandalism damage occurred. It is implied that the anti-vandalism

devices should be placed in the areas where most vandalism occurs.

11. Plexiglass was used by only 42 percent of the schools in this study. This study revealed that plexiglass is extremely effective in curbing window breakage. It is implied that those schools experiencing extreme window breakage should replace broken windows with plexiglass.

#### Recommendations

Based on insights gained from this study, the following recommendations for further study are presented:

1. A follow-up study should be undertaken that would include more of the city school systems as well as county and private school systems throughout the state.
2. The study might be replicated in states bordering Alabama to determine if there are any similarities or differences in vandalism problems throughout the southeast.
3. A follow-up study might be implemented that deals with the perceptions of teachers, students, and parents rather than those of school principals.

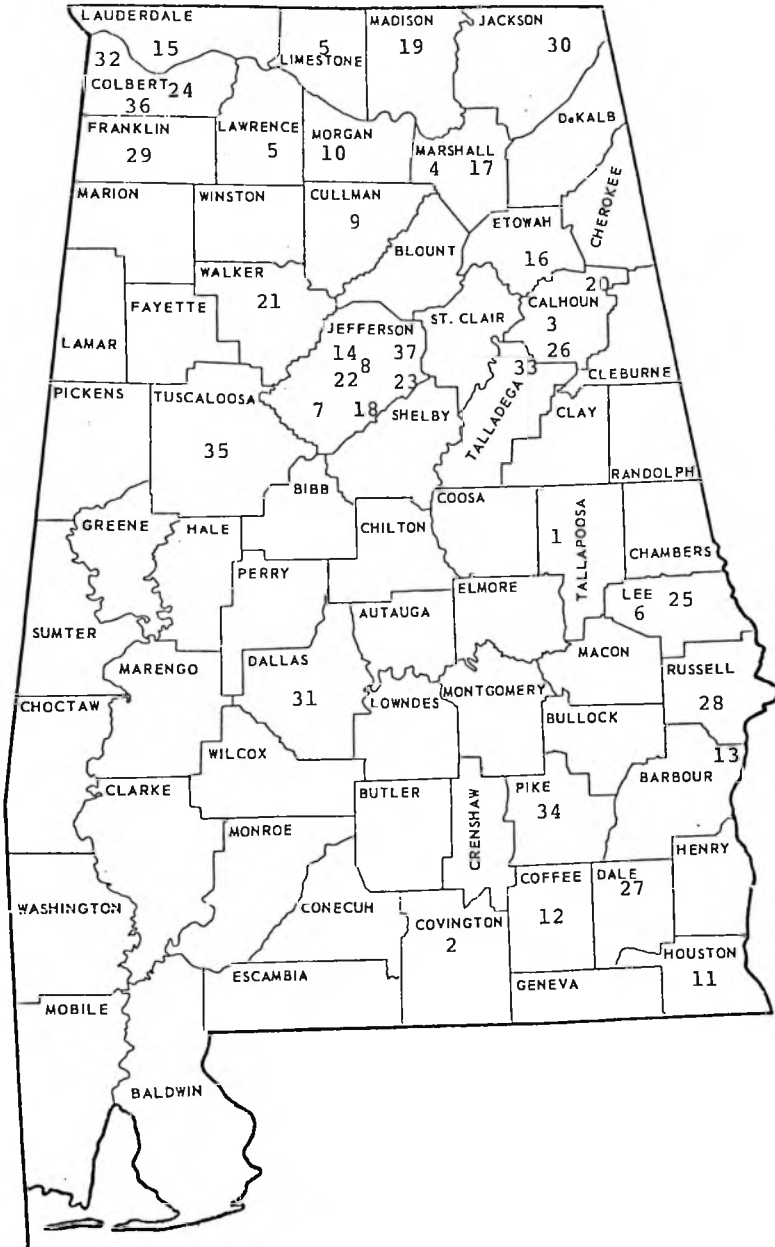
4. A replication of the study using different measuring instruments should be made to investigate the consistency of the results.
5. The Alabama State Department of Education should conduct its own study, giving consideration to the findings of this research, and exploring alternative means of establishing more effective ways to combat vandalism.

APPENDIX A

MAP OF ALABAMA AND SELECTED SCHOOL SYSTEMS

## City School Systems

1. Alexander City
2. Andalusia
3. Anniston
4. Arab
5. Athens
6. Auburn
7. Bessemer
8. Birmingham
9. Cullman
10. Decatur
11. Dothan
12. Enterprise
13. Eufaula
14. Fairfield
15. Florence
16. Gadsden
17. Guntersville
18. Homewood
19. Huntsville
20. Jacksonville
21. Jasper
22. Midfield
23. Mountain Brook
24. Muscle Shoals
25. Opelika
26. Oxford
27. Ozark
28. Phenix City
29. Russellville
30. Scottsboro
31. Selma
32. Sheffield
33. Sylacauga
34. Troy
35. Tuscaloosa
36. Tuscumbia
37. Vestavia Hills



APPENDIX B

LETTER TO SUPERINTENDENTS

THE UNIVERSITY OF ALABAMA  
University, Alabama 35486

College of Education

P.O. Box AH

Bureau of  
Educational Services  
and Research

January 31, 1974

Dear Sir,

Presently I am engaged in a research project designed to study school vandalism in city school systems throughout Alabama. This study is being completed for the Bureau of Educational Services and Research at the University of Alabama, under the directorship of Dr. Vaughn A. La Combe. Dr. Thomas R. Quinn, Executive Director, Alabama Association of School Boards, has given his full endorsement of the project. This study will also be used as my doctoral dissertation at the University of Alabama.

With your permission, I will be sending a questionnaire to each secondary principal in your school system. I want to assure you of complete anonymity of the data collected. Basically the report will be made for the state as a whole. Only when similarities are found in geographic areas will there be a reference to a region smaller than the state. Under no circumstances will individual schools be mentioned by name. This will allow your principals to be completely free and unbiased when completing the questionnaire.

I realize that superintendents, as well as principals, are confronted with a tremendously heavy work load involving many complex educational issues. However, your cooperation by allowing your principals to help in this project

Letter to Superintendents, January 31, 1974, page two

will be greatly appreciated. Hopefully this study will be beneficial to all those interested in educational improvement in the State of Alabama.

I will assume your cooperation with the project if I don't receive a reply. May I thank you prematurely for your cooperation.

Yours truly,

s/Christopher de Buzna  
Christopher de Buzna

APPENDIX C

COVER LETTER AND QUESTIONNAIRE

THE UNIVERSITY OF ALABAMA  
University, Alabama 35486

College of Education

P.O. Box AH

Bureau of  
Educational Services  
and Research

February 13, 1974

Dear Sir:

I am conducting a research project on school vandalism in Alabama for the Bureau of Educational Services and Research at the University of Alabama, under the directorship of Dr. Vaughn A. La Combe. Dr. Thomas R. Quinn, Executive Director, Alabama Association of School Boards, has given his full endorsement to this project. This project will also be used for my doctoral dissertation at the University of Alabama. Dr. Robert K. Leigh, professor of education, will be working closely with me on this project to assure complete validity of this undertaking. Your superintendent has been contacted, and has given his consent to this study.

May I ask you to please fill out the enclosed questionnaire and return it in the enclosed envelope. I realize your time is extremely limited. However, the time you spend should prove to be beneficial to all concerned educators in Alabama. I want to personally assure you that there will be complete anonymity of all persons and schools in this project.

Sincerely,

s/Christopher de Buzna  
Christopher de Buzna

CdB/gj

enclosure

## QUESTIONNAIRE

Please circle the number preceding the appropriate answer or complete the following questions.

PRINCIPAL DATA

1. Sex of principal
  1. male
  2. female
  
2. Age of principal
  1. 25-29
  2. 30-39
  3. 40-49
  4. 50-59
  5. 60 over
  
3. Race
  1. Caucasian
  2. Negroid
  3. Other
  
4. Years of experience as principal
  1. 1-5
  2. 6-10
  3. 11-15
  4. 16-20
  5. 21 over
  
5. Total years of experience in education
  1. 1-5
  2. 6-10
  3. 11-15
  4. 16-20
  5. 21 over
  
6. Highest degree held
  1. Bachelor
  2. Master
  3. Master + 30
  4. Ed. Specialist
  5. Doctor
  
7. What type of Alabama educational certificate do you presently possess?
  1. B
  2. A
  3. AA
  4. Other
  
8. What type of Alabama administrative certificate do you presently possess?
  1. A
  2. AA
  3. none

TEACHER DATA

9. Number of teachers in your school (estimate)
  1. 0 to 25
  2. 26 to 40
  3. 41 to 60
  4. 61 to 80
  5. 81 to 99

10. Number of teachers who are new to your school this year
  1. 0 to 2
  2. 3 to 5
  3. 6 to 8
  4. 9 to 11
  5. 12 over
11. What is the major reason for teacher turnover?
  1. retirement
  2. maternity
  3. poor health
  4. marriage
  5. moved
  6. other (specify)\_\_\_\_\_
12. Number of male teachers
  1. Caucasian
  2. Negroid
  3. Other
13. Number of female teachers
  1. Caucasian
  2. Negroid
  3. Other
14. Average years of teaching experience of your teachers (estimate)
  1. 1-3
  2. 4-7
  3. 8-11
  4. 12-15
  5. 16 over
15. What is your pupil-teacher ratio?
  1. under 25 to 1
  2. 25 to 1
  3. 30 to 1
  4. 35 to 1
  5. 40 to 1
  6. over 40 to 1
16. What is the rate of teacher absences in your school?
  1. 0-5%
  2. 6-10%
  3. 11-15%
  4. 16-20%
  5. 21% over
17. How would you rate the overall teaching performance of your teachers?
  1. excellent
  2. good
  3. fair
  4. poor
18. How would you rate the attitude of your teachers toward their students?
  1. excellent
  2. good
  3. fair
  4. poor
19. What is the teacher's attitude toward vandalism damage in your school?
  1. unconcerned
  2. neutral
  3. concerned
  4. deeply concerned

20. Do you have any of the following personnel assigned to your school?

	<u>part time</u>	<u>full time</u>
1. remedial reading	_____	_____
2. speech correction	_____	_____
3. nurse	_____	_____
4. social worker	_____	_____
5. guidance counselor	_____	_____
6. psychologist	_____	_____
7. media specialist	_____	_____
8. librarian	_____	_____
9. aides	_____	_____

PUPIL DATA

21. Number of students presently enrolled in school

1. 0 to 500	2. 501 to 750	3. 751 to 1,000
4. 1,001 to 1,250	5. 1,251 to 1,500	
6. 1,501 over		

22. Number of Caucasian students

<u>male</u>	<u>female</u>
1. 0 to 100	1. 0 to 100
2. 101 to 200	2. 101 to 200
3. 201 to 300	3. 201 to 300
4. 301 to 400	4. 301 to 400
5. 401 to 500	5. 401 to 500
6. 501 over	6. 501 over

23. Number of Negroid students

<u>male</u>	<u>female</u>
1. 0 to 100	1. 0 to 100
2. 101 to 200	2. 101 to 200
3. 201 to 300	3. 201 to 300
4. 301 to 400	4. 301 to 400
5. 401 to 500	5. 401 to 500
6. 501 over	6. 501 over

24. Number of Asiatic students
- | <u>male</u> | <u>female</u> |
|-------------|---------------|
| 1. 0 to 5   | 1. 0 to 5     |
| 2. 6 to 10  | 2. 6 to 10    |
| 3. 11 over  | 3. 11 over    |
| 4. none     | 4. none       |
25. Number of American Indian students
- | <u>male</u> | <u>female</u> |
|-------------|---------------|
| 1. 0 to 5   | 1. 0 to 5     |
| 2. 6 to 10  | 2. 6 to 10    |
| 3. 11 over  | 3. 11 over    |
| 4. none     | 4. none       |
26. Number of other students
- | <u>male</u> | <u>female</u> |
|-------------|---------------|
| 1. 0 to 5   | 1. 0 to 5     |
| 2. 6 to 10  | 2. 6 to 10    |
| 3. 11 over  | 3. 11 over    |
| 4. none     | 4. none       |
27. What percent of your students are bused to school?  
(estimate)
28. What is the percent of pupil absences in your school?
- |              |             |              |
|--------------|-------------|--------------|
| 1. 0 to 7%   | 2. 8 to 15% | 3. 16 to 22% |
| 4. 23 to 30% | 5. 31% over |              |
29. What is the dropout rate in your school?
- |              |             |              |
|--------------|-------------|--------------|
| 1. 0 to 5%   | 2. 6 to 10% | 3. 11 to 15% |
| 4. 16 to 20% | 5. 21% over |              |
30. What is the transfer (turnover) rate of your students?
- |              |             |              |
|--------------|-------------|--------------|
| 1. 0 to 7%   | 2. 8 to 15% | 3. 16 to 22% |
| 4. 23 to 30% | 5. 31% over |              |
31. To what extent are students allowed a part in planning their academic school program?
- |              |                 |               |
|--------------|-----------------|---------------|
| 1. none      | 2. occasionally | 3. frequently |
| 4. regularly |                 |               |

32. What percent of your students come from broken homes?  
(estimate)
1. 0 to 8      2. 9 to 17      3. 18 to 26  
4. 27 to 35      5. 36 over

COMMUNITY DATA

33. Have you personally campaigned against vandalism with your teachers and students in the school community?  
1. yes      2. no
34. Rate the effectiveness and/or influence of the P.T.A. or P.T.O. in your school.  
1. very strong  
2. strong  
3. weak  
4. no longer in existence
35. Is your school building used after school hours for any of these community functions?  
1. adult education \_\_\_\_\_  
2. school clubs \_\_\_\_\_  
3. athletic events \_\_\_\_\_  
4. community clubs \_\_\_\_\_  
5. vocational education \_\_\_\_\_  
6. other \_\_\_\_\_
36. What is the mean income of your school community?  
(estimate)
1. 0 to \$5,000      2. \$5,001 to \$7,999  
3. \$8,000 to \$10,999      4. \$11,000 to \$14,999  
5. \$15,000 +
37. Do you consider crime to be a major problem in your community?  
1. yes      2. no

PHYSICAL CHARACTERISTICS OF THE SCHOOL

38. How many years old is your school building?  
1. 0 to 10      2. 11 to 21      3. 22 to 33  
4. 34 to 45      5. 46 over

39. Is there a recreational area next to your school building?  
1. yes      2. no
40. Is the recreational area open to the public?  
1. yes      2. no
41. In your opinion how well is the outside appearance of the school building maintained?  
1. excellent      2. good      3. fair      4. poor
42. In your opinion how well is the inside appearance of the school building maintained?  
1. excellent      2. good      3. fair      4. poor

SCHOOL VANDALISM DATA

Vandalism--Any willful act which results in destruction, damage, loss, waste, or defacement of public school property.

43. How many cases of vandalism occurred in your school during 1972-1973?  
1. 0 to 5      2. 6 to 10      3. 11 to 16  
4. 17 to 22      5. 22+
44. What was the amount of losses from vandalism in your school during 1972-1973?  
1. 0 to \$100      2. \$101 to \$499      3. \$500 to \$999  
4. \$1,000 to \$2,500      5. other\_\_\_\_\_
45. Which type of vandalism occurs most frequently in your school?  
1. broken windows\_\_\_\_\_
2. arson\_\_\_\_\_
3. theft\_\_\_\_\_
4. defacement of property\_\_\_\_\_
5. other\_\_\_\_\_
46. Season of the year when most of the vandalism occurs.  
1. fall      2. winter      3. spring      4. summer

47. Day of the week when most vandalism occurs.  
 1. Monday    2. Tuesday    3. Wednesday  
 4. Thursday    5. Friday    6. Saturday  
 7. Sunday
48. Time of day vandalism most often occurs.  
 1. 12 a.m. to 8 a.m.    2. 8 a.m. to 12 noon  
 2. 12 noon to 4 p.m.    4. 5 p.m. to 7 p.m.  
 5. 8 p.m. to 12 midnight
49. In your school the highest percent of vandals fall into which age category?  
 1. 8 to 10    2. 11 to 13    3. 14 to 16  
 4. 17 to 20    5. other \_\_\_\_\_
50. Were most cases of vandalism in your school committed by individuals?  
 1. yes    2. no
51. If your school has been vandalized, do you work closely with local law enforcement agencies to apprehend the vandals?  
 1. yes    2. no
52. Indicate who, in your opinion, causes most of the vandalism in your school.  
 1. students attending your school  
 2. students from other schools  
 3. out of school youths  
 4. adults  
 5. other \_\_\_\_\_

VANDALISM PREVENTIVE MEASURES

53. Does your school presently use any type of night lighting?  
 1. yes    2. no
54. Does a fence enclose the school grounds?  
 1. yes    2. no

55. Does your school presently employ any watchman or security patrol?  
1. yes    2. no
56. Does your school presently employ any type of mechanical anti-vandalism device?  
1. yes    2. no
57. If window breakage occurs do you replace it with a type of plexiglass?  
1. yes    2. no

GENERAL INFORMATION

58. Where is most of the vandalism damage located in your school?  
1. classroom    2. library    3. restrooms  
4. halls    5. office area  
6. outside of building    7. other (specify) \_\_\_\_\_
59. Has your school board enacted any provisions or policies concerning vandalism?  
1. yes    2. no
60. Does your school district presently have vandalism insurance?  
1. yes    2. no
61. In which of the following areas does your school keep money overnight?  
1. office \_\_\_\_\_  
2. cafeteria \_\_\_\_\_  
3. library \_\_\_\_\_  
4. classrooms \_\_\_\_\_  
5. none \_\_\_\_\_  
6. other \_\_\_\_\_

62. Check what you think is the most important reason why people vandalize schools.

1. boredom\_\_\_\_\_
2. restlessness\_\_\_\_\_
3. excitement\_\_\_\_\_
4. status among peers\_\_\_\_\_
5. revenge\_\_\_\_\_
6. money-profit motive\_\_\_\_\_
7. pleasure\_\_\_\_\_
8. other\_\_\_\_\_

APPENDIX D

FOLLOW-UP LETTER

P.O. Box AH  
University, Alabama 35486  
February 27, 1974

Dear Sir:

A study is being conducted at the University of Alabama pertaining to school vandalism. The vital phase of the study involves the completion of a questionnaire by school principals on issues and problems associated to school vandalism.

A few weeks ago I mailed you a questionnaire to secure your responses to selected school vandalism questions. If you have already completed and returned the questionnaire, please accept my thanks for your cooperation.

If you have not as yet completed and returned the questionnaire, I would appreciate your doing so at your earliest convenience. Your answers are essential to the ultimate worth of this study. For your convenience another copy of the questionnaire is enclosed. Thank you again for your help.

Sincerely,

s/Christopher de Buzna  
Christopher de Buzna

APPENDIX E

TABLES 28-65 WITH NARRATIONS

Principal DataSex of Principals

The sex of the principals is reported in Table 29. Of the principals, the largest percent, 98.60, were male, while only 1.40 were female.

TABLE 29

## SEX OF PRINCIPALS

Sex	Number	Percentage
Male	70	98.60
Female	1	1.40
Total	71	100.00

Race of Principals

The breakdown by race of the principals is depicted in Table 30. The Caucasoid principals comprised 95.78 percent of the principals. The Negroid principals comprised 4.22 percent of the principals.

TABLE 30  
RACE OF PRINCIPALS

Race	Number	Percentage
Caucasoid	68	95.78
Negroid	3	4.22
Total	71	100.00

Total Years Experience in Education

The range for the total years of experience of the principals in the field of education was from one year to over twenty-one years, as reported in Table 31. The principals with one to five years experience in education comprised 22.53 percent of the respondents; principals with six to ten years experience in education comprised 35.11 percent of the respondents; principals with eleven to fifteen years of experience in education comprised 8.45 percent of the respondents; principals with sixteen to twenty years of experience in education comprised 5.63 percent of the respondents; and principals with over twenty-one years of experience in education comprised 28.28 percent of the respondents.

TABLE 31  
TOTAL YEARS EXPERIENCE IN EDUCATION

Years Experience in Education	Number	Percentage
1 to 5	16	22.53
6 to 10	25	35.11
11 to 15	6	8.45
16 to 20	4	5.63
21 and over	20	28.28
Total	71	100.00

#### Highest Degree Held

The degrees held by principals ranged from the Master's degree to the doctoral degree, as indicated in Table 32. No principal possessed only a Bachelor's degree. In this group 59.17 percent of the principals possessed a Master's degree; 35.21 percent of the principals possessed a Master's plus thirty hours; 1.40 percent of the principals possessed an Educational Specialist degree; and 4.22 percent of the principals possessed a Doctor's degree.

TABLE 32  
HIGHEST DEGREE HELD

Level of Degrees	Number	Percentage
Bachelor	0	--
Master	42	59.17
Master plus 30 hours	25	35.21
Educational Specialist	1	1.40
Doctor	3	4.22
Total	71	100.00

Type of Alabama Educational  
Certificate Possessed

As reported in Table 33, none of the principals possessed only a B certificate in education. The A certificates were held by 60.56 percent of the principals. The AA certificates were held by 39.44 percent of the principals. Without exception, all principals in this study possessed the A or AA type educational certificates.

TABLE 33

## TYPE OF ALABAMA EDUCATIONAL CERTIFICATE POSSESSED

Type of Certificate	Number	Percentage
B Certificate	0	--
A Certificate	43	60.56
AA Certificate	28	39.44
Total	71	100.00

Type of Alabama Administrative  
Certificate Possessed

As indicated in Table 34, all principals currently possessed either an A or AA administrative certificate. The principals who possessed an A administrative certificate accounted for 65.78 percent of the group, while the principals who possessed an AA administrative certificate accounted for 35.22 percent of the group.

TABLE 34

## TYPE OF ALABAMA ADMINISTRATIVE CERTIFICATE POSSESSED

Type Certificate	Number	Percentage
A	46	64.78
AA	25	35.22
Total	71	100.00

Teacher DataNumber of Teachers Per School

In Table 35, the school with the least number of teachers had twenty-four while the largest school had ninety-seven teachers. The number of teachers per school is indicated as: zero to twenty-five teachers per school comprised 1.40 percent; twenty-six to forty teachers per school comprised 28.19 percent; forty-one to sixty teachers per school comprised 40.84 percent; sixty-one to eighty teachers per school comprised 23.94 percent; and eighty-one to ninety-nine teachers per school comprised 5.63 percent of the total teachers.

TABLE 35  
NUMBER OF TEACHERS PER SCHOOL

Number of Teachers	Number	Percentage
0 to 25	1	1.40
26 to 40	20	28.17
41 to 60	29	40.84
61 to 80	17	23.94
81 to 99	4	5.63
Total	71	100.00

Number of Teachers Who Are New  
to Your School, 1972-1973

As seen in Table 36, the new teacher turnover is small. Only 11.26 percent of the schools had between zero and two new teachers; 35.24 percent of the schools had between three and five new teachers; 30.98 percent of the schools had between six and eight new teachers; 12.67 percent of the schools had between nine and eleven new teachers; and 9.85 percent of the schools had over twelve new teachers.

TABLE 36

## NUMBER OF TEACHERS NEW TO YOUR SCHOOL, 1972-1973

Number of New Teachers	Number	Percentage
0 to 2	8	11.26
3 to 5	25	35.24
6 to 8	22	30.98
9 to 11	9	12.67
over 12	7	9.85
Total	71	100.00

Major Reason for Teacher Turnover

As shown in Table 37, the major reason for teacher turnover is moving, which accounted for 63.38 percent. Poor health accounted for 0 percent of teacher turnover. Retirement accounted for 19.72 percent of teacher turnover; maternity accounted for 11.26 percent of teacher turnover; marriage accounted for 4.22 percent teacher turnover; and death accounted for 1.40 percent teacher turnover.

TABLE 37  
MAJOR REASON FOR TEACHER TURNOVER

Reason for Turnover	Number	Percentage
Retirement	14	21.12
Maternity	8	11.26
Poor Health	0	--
Marriage	3	4.22
Moved	45	63.38
Death	1	1.40
Total	71	100.00

Number of Male Teachers

In Table 38 a vast majority, 78.55 percent, of the male teachers was found to be Caucasoid. The Negroid teachers comprised 21.45 percent of the male teachers.

TABLE 38  
NUMBER OF MALE TEACHERS

Race of Male Teachers	Number	Percentage
Caucasoid Teachers	923	78.55
Negroid Teachers	252	21.45
Total	1,175	100.00

Number of Female Teachers

In Table 39 a substantial majority, 86.30 percent, of the female teachers was Caucasoid. The Negroid teachers comprised 13.70 percent of the female teachers.

TABLE 39  
NUMBER OF FEMALE TEACHERS

Race of Teachers	Number	Percentage
Caucasoid Teachers	1,714	86.30
Negroid Teachers	272	13.70
Total	1,986	100.00

Pupil-Teacher Ratio

As indicated in Table 40, 63.38 percent of the schools had a pupil-teacher ratio of under twenty-five to one; none of the schools reported a pupil-teacher ratio of forty to one or over forty to one. A twenty-five to one pupil-teacher ratio was reported by 18.30 percent of the schools; thirty to one pupil-teacher ratio was reported by 16.90 percent of the schools; and a thirty-five to one

pupil-teacher ratio was reported by 1.40 percent of the schools.

TABLE 40  
PUPIL-TEACHER RATIO

Pupil-Teacher Ratio	Number	Percentage
Under 25 to 1	45	63.38
25 to 1	13	18.30
30 to 1	12	16.92
35 to 1	1	1.40
40 to 1	0	--
Over 40 to 1	0	--
Total	71	100.00

#### The Rate of Teacher Absences

As seen in Table 41, 54.94 percent of the schools reported from 0 to 5 percent teacher absences, while no schools reported absences in the 16 to 20 percent and 21 and over percent categories. The rate of teacher absences at the 6 to 10 percent level was 43.66, while the rate of

teacher absences at the 11 to 15 percent level was only 1.40 percent of the total.

TABLE 41  
THE RATE OF TEACHER ABSENCES

Teacher Absences	Number	Percentage
0 to 5 percent	39	54.94
6 to 10 percent	31	43.66
11 to 15 percent	1	1.40
16 to 20 percent	0	--
21 percent and over	0	--
Total	71	100.00

Teaching Performance of Teachers  
Based on Opinions of Principals

The teaching performance of teachers is reported in Table 42. Based on their opinions, the principals rated 39.45 percent of their teachers as excellent in their teaching performance; 54.92 percent of the teachers were rated as good, while 5.63 percent of the teachers were rated fair; none of the principals rated their teachers as poor.

TABLE 42  
TEACHING PERFORMANCE OF TEACHERS

Teacher Performance	Number	Percentage
Excellent	28	39.45
Good	39	54.92
Fair	4	5.63
Poor	0	--
Total	71	100.00

The Attitudes of Teachers Toward  
Their Students as Perceived  
by Principals

As seen in Table 43, 49.31 percent of the principals rated their teachers' attitudes toward their students as good; 46.47 percent rated their teachers' attitudes as excellent; only 4.22 percent rated their teachers' attitudes as fair; and none rated their teachers' attitudes as poor.

TABLE 43

## THE ATTITUDES OF TEACHERS TOWARD THEIR STUDENTS

Teacher Attitude	Number	Percentage
Excellent	33	46.47
Good	35	49.31
Fair	3	4.22
Poor	0	--
Total	71	100.00

Teachers' Attitudes Toward  
Vandalism Damage as Per-  
ceived by Principals

The teachers' attitudes toward vandalism damage are indicated in Table 44. It shows 70.44 percent of the principals felt teachers were concerned; 21.12 percent felt their teachers were deeply concerned; however, 4.22 percent felt their teachers were neutral and 4.22 percent felt their teachers were unconcerned.

TABLE 44

## TEACHERS' ATTITUDES TOWARD VANDALISM DAMAGE

Teacher Attitudes	Number	Percentage
Unconcerned	3	4.22
Neutral	3	4.22
Concerned	50	70.44
Deeply Concerned	15	15.12
Total	71	100.00

Number of Caucasoid Male  
and Female Students

Table 45 shows that schools with an enrollment of 201 to 300 Caucasoid males comprise 25.34 percent of Caucasoid male population of the schools; schools with 101-200 Caucasoid males comprise 21.12 percent; schools with 301 to 400 Caucasoid males comprise 19.71 percent; schools with 401 to 500 Caucasoid males comprise 12.67 percent; schools with 501 and over Caucasoid males comprise 19.71 percent; while a school with an enrollment of zero to one hundred Caucasoid males comprises 1.40 percent of the Caucasoid male population of the schools.

In schools with an enrollment of 201 to 300 Caucasoid females, they comprise 32.39 percent of Caucasoid female population of the schools; in schools with 301 to 400 Caucasoid, females comprise 18.33 percent; in schools with 501 and over Caucasoid, females comprise 16.90 percent; in schools with 401 to 500 Caucasoid, females comprise 15.49 percent; in schools with 100 to 200 Caucasoid, females comprise 12.67 percent; and in schools with an enrollment of zero to one hundred Caucasoid, females comprise 4.22 percent of the Caucasoid female population of the schools.

TABLE 45  
NUMBER OF CAUCASOID STUDENTS

Number of Students	Male		Female	
	Number Responses	Percentage	Number Responses	Percentage
0 to 100	1	1.40	3	4.22
101 to 200	15	21.12	9	12.67
201 to 300	18	25.39	23	32.39
301 to 400	14	19.71	13	18.33
401 to 500	9	12.67	11	15.49
501 and over	14	19.71	12	16.90
Total	71	100.00	71	100.00

Number of Negroid Male and  
Female Students

Table 46 reveals that in schools with an enrollment of zero to one hundred Negroid males comprise 53.32 percent of the Negroid male population of the schools; in schools with 201 to 300 Negroid males comprise 16.93 percent; in schools with 101 to 200 Negroid males comprise 12.67 percent; in schools with 301 to 400 Negroid males comprise 9.85 percent; in schools with 401 to 500 Negroid males comprise 4.22 percent; while in schools with an enrollment of 500 and over Negroid males comprise 2.81 percent of the Negroid male population of the schools.

In schools with an enrollment of zero to one hundred Negroid females comprise 40.88 percent of the Negroid female population of the schools; in schools with 101 to 200 Negroid females comprise 30.98 percent; schools with 201 to 300 Negroid females comprise 14.08 percent; in schools with 301 to 400 Negroid females comprise 11.26 percent; in schools with 401 to 500 Negroid females comprise 1.40 percent; and in schools with an enrollment of 500 and over Negroid females comprise 1.40 percent of the Negroid female population of the schools.

TABLE 46  
NUMBER OF NEGROID STUDENTS

Number of Students	Male		Female	
	Number Responses	Percentage	Number Responses	Percentage
0 to 100	38	53.52	29	40.88
101 to 200	9	12.67	22	30.98
201 to 300	12	16.93	10	14.08
301 to 400	7	9.85	8	11.26
401 to 500	3	4.22	1	1.40
501 and over	2	2.81	1	1.40
Total	71	100.00	71	100.00

Number of Oriental Male  
and Female Students

Table 47 indicates that in schools with an enrollment of zero to five Oriental male students comprise 2.81 percent of the Oriental male population of the schools; in schools with six to ten Oriental males comprise 1.40 percent; in schools with eleven and over Oriental, males comprise 0 percent; and 95.29 percent of the schools had no Oriental male students.

In schools with an enrollment of zero to five Oriental female students comprise 1.40 percent of the Oriental female population of the schools; in schools with six to ten and eleven and over Oriental female students comprise 0 percent; while 98.60 percent of the schools reported they had no Oriental female students.

TABLE 47  
NUMBER OF ORIENTAL STUDENTS

Number of Students	Male		Female	
	Number Responses	Percentage	Number Responses	Percentage
0 to 5	1	1.40	1	1.40
6 to 10	2	2.81	0	--
11 and over	0	--	0	--
None	68	95.99	70	98.60
Total	71	100.00	71	100.00

Number of American Indian  
Male and Female Students

Table 48 reports that 97.19 percent of the schools reported that they had no American Indian male students;

2.81 percent of the schools indicated that they had from zero to five American Indian male students.

From zero to five American Indian female students are found in 2.81 percent of the schools; 97.19 percent of the schools reported that they had no American Indian female students.

TABLE 48  
NUMBER OF AMERICAN INDIAN STUDENTS

Number of Students	Male		Female	
	Number	Percentage	Number	Percentage
0 to 5	2	2.81	2	2.81
6 to 10	0	--	0	--
11 and over	0	--	0	--
None	69	97.19	69	97.19
Total	71	100.00	71	100.00

Number of Other Students

Table 49 reveals that schools with an enrollment of zero to five students other than male Caucasoid, male Negroid, male American Indian, or male Oriental comprise

2.81 percent of the schools reporting; 1.40 of the schools reported six to ten other students; no school reported eleven or over other students. The schools reported that 95.79 percent had no other male students.

Of the schools reporting, 1.40 percent indicated that they had from zero to five students other than female Caucasoid, female Negroid, female American Indian, or female Oriental. No school reported six or over other female students, while 98.60 percent of the schools reported that they had no female other students.

TABLE 49  
NUMBER OF OTHER STUDENTS

Number of Students	Male		Female	
	Number	Percentage	Number	Percentage
0 to 5	2	2.81	1	1.40
6 to 10	1	1.40	0	--
11 and over	0	--	0	--
None	68	95.79	70	98.60
Total	71	100.00	71	100.00

Percentage of Students  
Bussed to School

As shown in Table 50, the greatest number of schools, 61.97 percent, bussed from 0 to 12 percent of their students; 12.67 percent of the schools bussed 13 to 25 percent of their students; 9.85 percent of the schools bussed 26 to 38 percent of their students; 8.45 percent of the schools bussed 39 to 51 percent of their students; and 7.16 percent of the schools bussed 52 or more percent of their students.

TABLE 50

## PERCENTAGE OF STUDENTS BUSSED TO SCHOOL

Percentage Bussed	Number of Schools	Percentage
0 to 12	44	61.97
13 to 25	9	12.67
26 to 38	7	9.85
39 to 51	6	8.45
52 and over	5	7.16
Total	71	100.00

Average Percentage of Pupil Absences

As indicated in Table 51, 50.70 percent of the schools have pupil absences from 0 to 7 percent; 46.49 percent of the schools have pupil absences from 8 to 15 percent; 2.81 percent of the schools have pupil absences from 16 to 22 percent, while none of the schools reported absences from 23 to 30 or 31 and over percent.

TABLE 51  
PERCENTAGE OF PUPIL ABSENCES

Pupil Absences	Number of Responses	Percentage of Schools
0 to 7 percent	36	50.70
8 to 15 percent	33	46.49
16 to 22 percent	2	2.81
23 to 30 percent	0	--
31 percent and over	0	--
Total	71	100.00

School Dropout Rate

As reported in Table 52, 78.88 percent of the schools had a dropout rate of 0 to 5 percent; 15.49 percent of the schools had a dropout rate of 6 to 10 percent; and 5.63 percent of the schools had a dropout rate of 11 to 15 percent. However, none of the schools reported a dropout rate of 16 to 20 or 21 percent and over.

TABLE 52  
SCHOOL DROPOUT RATE

Rate of Dropout	Number	Percentage
0 to 5 percent	56	78.88
6 to 10 percent	11	15.49
11 to 15 percent	4	5.63
16 to 20 percent	0	--
21 percent and over	0	--
Total	71	100.00

Community DataPersonal Campaign Against Vandalism

As seen in Table 53, 56.34 percent of the principals indicated they had personally campaigned against vandalism with their teachers and students in the school community, while 43.66 percent of the principals indicated they made no effort to campaign against vandalism.

TABLE 53

## PERSONAL CAMPAIGN AGAINST VANDALISM

Vandalism Campaign	Number	Percentage
Yes	40	56.34
No	31	43.66
Total	71	100.00

Mean Income of the School Community

As depicted in Table 54, 11.26 percent of the school communities had a mean income from zero to \$5,000; 39.43 percent of the school communities had a mean income of \$5,001 to \$7,999; 23.94 percent of the school communities had a mean income from \$8,000 to \$10,999; 15.08

percent of the school communities had a mean income from \$11,000 to \$14,999; and 10.29 percent of the school communities had a mean income of \$15,000 plus.

TABLE 54  
MEAN INCOME OF THE SCHOOL COMMUNITY

Mean Income	Number	Percentage
0 to \$5,000	9	11.26
\$5,001 to \$7,999	28	39.43
\$8,000 to \$10,999	17	23.94
\$11,000 to \$14,999	10	15.08
\$15,000 plus	7	10.29
Total	71	100.00

The Problem of Crime in the Community

The principals replied in Table 55 to the problem of crime as a major problem in the community. The results showed 76.50 percent of the principals believed crime was not a major problem in their community, while 23.50 percent of the principals believed crime was a major problem in their community.

TABLE 55  
THE PROBLEM OF CRIME IN THE COMMUNITY

Problem of Community Crime	Number	Percentage
Yes	17	23.50
No	54	76.50
Total	71	100.00

The Location of a Recreational Area  
Next to the School Building

In Table 56, 77.46 percent of the principals stated that there was a recreational area next to their school, while 22.54 percent of the principals stated that there was no recreational area next to their school.

TABLE 56  
THE LOCATION OF A RECREATIONAL AREA  
NEXT TO THE SCHOOL BUILDING

Response	Number	Percentage
Yes	55	77.46
No	16	22.54
Total	71	100.00

School Vandalism DataCases of Vandalism That  
Occurred in 1972-1973

As depicted in Table 57, 50.73 percent of the principals indicated they had between zero to five cases of vandalism in their schools during 1972-1973.

TABLE 57  
CASES OF VANDALISM, 1972-1973

Cases of Vandalism	Number	Percentage
0 to 5	36	50.73
6 to 10	11	15.49
11 to 16	7	9.85
17 to 22	13	18.30
22 plus <sup>a</sup>	4	5.63
Total	71	100.00

<sup>a</sup>Three schools indicated they had 35 cases of vandalism each, and one school indicated it had 55 cases of vandalism.

Six to ten cases of vandalism were indicated in 15.49 percent of the schools; eleven to sixteen cases of vandalism were indicated in 9.85 percent of the schools; seventeen

to twenty-two cases of vandalism were reported in 18.30 percent of the schools; and twenty-two or more cases of vandalism were reported in 5.63 percent of the schools. In three schools thirty-five cases of vandalism were reported, while in one school fifty-five cases of vandalism were reported for the 1972-1973 school year.

Amount of Losses from Vandalism  
During 1972-1973

Table 58 shows that 28.16 percent of the schools had losses from zero to \$100 due to vandalism during 1972-1973; 38.05 percent of the schools had losses from \$101 to \$499 due to vandalism; 28.16 percent of the schools had losses from \$500 to \$999 due to vandalism; 5.63 percent of the schools had losses from \$1,000 to \$2,500 due to vandalism; none of the schools reported any other losses due to vandalism during 1972-1973.

TABLE 58

## AMOUNT OF LOSSES FROM VANDALISM DURING 1972-1973

Amount of Loss	Number	Percentage
\$0 to \$100	20	28.16
\$101 to \$499	27	38.05
\$500 to \$999	20	28.16
\$1,000 to \$2,500	4	5.63
Other Losses	0	--
Total	71	100.00

Individuals Commit More Acts  
of Vandalism in Schools  
Than Do Groups

Table 59 shows that 84.50 percent of the schools reported vandalism is committed by individuals. Only 15.50 percent of the schools reported that vandalism was committed by more than one individual.

TABLE 59  
INDIVIDUALS COMMIT MORE ACTS OF VANDALISM  
IN SCHOOLS THAN DO GROUPS

Responses	Number	Percentage
Yes	60	84.50
No	11	15.50
Total	71	100.00

Working Closely with Local Law  
Enforcement Agencies to  
Apprehend Vandals

In Table 60, 100 percent of the school principals reported they would work closely with local law enforcement agencies to apprehend vandals if their school had been vandalized. Zero percent of the principals indicated that they would not work with law enforcement agencies to apprehend vandals.

TABLE 60  
 WORKING CLOSELY WITH LOCAL LAW ENFORCEMENT  
 AGENCIES TO APPREHEND VANDALS

Responses	Number	Percentage
Yes	71	100.00
No	0	--
Total	71	100.00

The Causes of Vandalism  
 in Your School

As shown in Table 61, 50.72 percent of the principals reported that students attending their own schools cause most of the vandalism damage. Principals in 22.53 percent of the schools reported students from other schools cause most of the vandalism damage; 25.35 percent of the principals reported out-of-school youth cause most of the vandalism damage; while 1.40 percent of the principals reported that adults cause most of the vandalism damage; and 0 percent of the principals reported that others cause vandalism damage.

TABLE 61

## THE CAUSES OF VANDALISM IN YOUR SCHOOL

Causes of Vandalism	Number	Percentage
Students attending your school	36	50.72
Students from other schools	16	22.53
Out-of-school youths	18	25.35
Adults	1	1.40
Other	0	--
Total	71	100.00

School Board Provisions or  
Policies Concerning  
Vandalism

As depicted in Table 62, 64.79 percent of the school boards had not enacted any provisions or policies concerning vandalism, while 35.21 percent of the school boards had enacted provisions or policies concerning vandalism.

TABLE 62

## SCHOOL BOARD PROVISIONS OR POLICIES CONCERNING VANDALISM

Response	Number	Percentage
Yes	25	35.21
No	46	64.79
Total	71	100.00

School District Vandalism Insurance

When queried whether or not school districts had vandalism insurance, only 25.35 percent of the school districts in Table 63 reported presently having vandalism insurance, and 74.35 percent of the school districts reported they do not presently have vandalism insurance.

TABLE 63

## SCHOOL DISTRICT VANDALISM INSURANCE

Response	Number	Percentage
Yes	18	25.35
No	53	74.65
Total	71	100.00

Areas Where School Money Is Kept Overnight

Table 64 shows that 72.25 percent of the schools do not keep money overnight; 25.35 percent of the schools do keep money overnight in the school office; 1.40 percent of the schools keep money overnight in the library; while 0 percent of the schools reported keeping money in the cafeteria, classrooms, and other areas.

TABLE 64

## AREAS WHERE SCHOOL MONEY IS KEPT OVERNIGHT

Areas Money Kept	Number	Percentage
Office	18	25.35
Cafeteria	0	--
Library	1	1.40
Classrooms	0	--
None	52	72.25
Other	0	--
Total	71	100.00

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