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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

THE RELATIONSHIP OF SELECTED CONDITIONS TO OCCURRENCES OF VANDALISM IN THE HIGH SCHOOLS OF OKLAHOMA CITY

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

BY

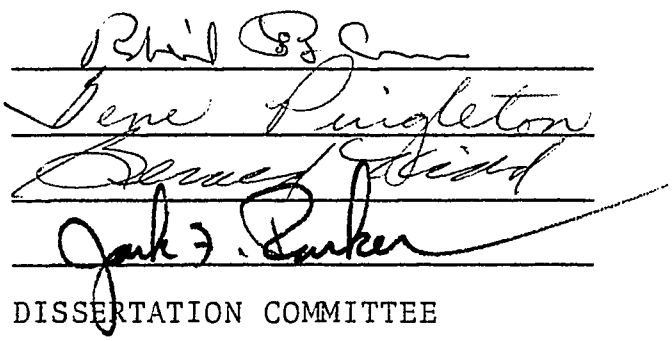
OLIVER W. STRIPLING

Norman, Oklahoma

1978

THE RELATIONSHIP OF SELECTED CONDITIONS TO
OCCURRENCES OF VANDALISM IN THE
HIGH SCHOOLS OF OKLAHOMA CITY

APPROVED BY



DISSERTATION COMMITTEE

This thesis is dedicated to my wife, Sue Nita Stripling, whose encouragement, understanding, and assistance offered inspiration throughout the completion of this investigation.

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THE RELATIONSHIP OF SELECTED CONDITIONS TO OCCURRENCES OF VANDALISM IN THE HIGH SCHOOLS OF OKLAHOMA CITY

CHAPTER I

BACKGROUND OF THE STUDY

Introduction

One of the problems of growing concern for urban school administrators is that of vandalism. In recent years smaller cities and rural areas also have experienced this problem. It was noted that over a four-year period during the late 1960's vandalism in schools increased by 38 percent.[1] Recent statistics showed that school vandalism continues to be a major and increasing problem of schools, rich and poor, city and suburban.[2]

In recent years, vandalism, arson, and malicious mischief directed toward schools have increased so rapidly that these problems are now the major source of loss to school properties. While administrators are aware of the

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[1] NASSP Bulletin, Volume 60, Number 397 (February, 1976), p. 48.

[2] Teacher (April, 1977), p. 57.

spray graffiti, they may not recognize that the large percentage of all school fires now originate as arson or during an act of vandalism.[3]

Gordon Irwin[4] stated, "the annual (1976) nationwide loss ascribed to theft and vandalism is now $500 million."

Reports indicated that vandalism losses to schools continue to increase annually. It has been estimated that more than 60 percent of school fire losses in recent years originated from acts of vandalism.[5]

The National Fire Protection Association estimated the number of fires occurring in schools (through the twelfth grade) and their costs as follows:[6]

Year	No.	Lost Total
1966	6,900	34,500,000
1967	7,900	39,500,000
1968	10,600	45,700,000
1969	10,800	53,100,000
1970	13,000	64,800,000

Annually, as the number of acts of vandalism has increased, the number of serious school losses has increased. Fire loss records indicated that small school districts are

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[3]Intrusion Detection Report to Aid in Controlling School Vandalism, Anticipation, p. 1.

[4]Gordon Irwin, "How to Reduce School Theft and Vandalism," The Education Digest, Volume XLI, No. 9 (May, 1976), p. 9.

[5]Anticipation, op. cit.

[6]Ibid., p. 3.

as susceptible to major fire losses as large school districts.[7]

The Federal Bureau of Investigation stated, "the vandal is likely to be in the twelve to fourteen year-of-age bracket."[8] According to their study of 100,000 vandalism arrests, it was indicated that about 77 percent were children under eighteen years of age.[9]

In searching the literature, there seemed to be a concern among administrators regarding the causes of vandalism and what can be done to prevent acts of vandalism. There also appeared to be a great concern as to what related school conditions might contribute to vandalism. School districts are experiencing financial difficulties due to the continuous rise in vandalism costs.

School administrators will need to seek solutions to the problems and evaluate their findings in terms of causation and prevention. The dimension of vandalism cost has risen so high that the problem has affected the educational programs in many school districts.[10]

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[7] Ibid.

[8] Ibid.

[9] Ibid.

[10] Millard T. Meers, "School District Installs Electronic Security Devices," Institutional Management (November, 1977), p. 1.

Purpose of the Study

This study attempted to examine the relationship between vandalism and selected school conditions in the nine comprehensive high schools of the Oklahoma City Public School District. The assumption is established that certain school conditions are related to school vandalism.

To accomplish this goal, the study examined the following selected school conditions: Attendance records, long-term suspensions, location of high schools in the district, and the composition of Black/White enrollment. This investigation included all students from grades 9 through 12. It was anticipated that these findings might serve as indicators of related causes of school vandalism.

Statement of the Problem

The problem of this investigation was: What is the relationship of certain selected school conditions to occurrences of vandalism in the nine high schools of Oklahoma City?

More explicitly, the study attempted to discover answers to the following questions:

1. What is the relationship between student absenteeism and the cost of school vandalism?

2. What is the relationship between long-term student suspensions and the cost of school vandalism?

3. What is the relationship between the composition of Black/White enrollment and the cost of school vandalism?

4. What is the relationship between the number of cases of school vandalism and the cost of school vandalism?

In addition to testing these hypotheses, an examination of trends in the number of cases of vandalism by schools and regions for the years 1972-73 through 1975-76 was made.

Significance of the Study

In considering the problem of this study and related questions, the following null hypotheses were proposed:

Hypothesis 1: There is no statistical significant correlation between the cost of school vandalism reported and student attendance as measured by attendance reports of the nine comprehensive high schools in the Oklahoma City Public School District.

Hypothesis 2: There is no statistical significant correlation between the cost of school vandalism and student long-term suspensions as measured by discipline reports for the nine comprehensive high schools in the Oklahoma City Public School District.

Hypothesis 3: There is no statistical significant correlation between the cost of school vandalism reported and the composition of Black/White enrollment.

Hypothesis 4: There is no statistical significant correlation between the number of cases of school vandalism and the cost of school vandalism.

Definition of Terms

Vandalism: The act of a student who willfully or maliciously destroys or defaces school property is referred to as vandalism.[11]

Cost: The labor expense of repairs reported by the Maintenance Department that are attributable to vandalism cases in the schools is referred to as cost.

Black/White composition: This term is used to differentiate between the number of Black and White students enrolled in the high schools.

Long-term suspension: Any suspension in excess of five school days is referred to as long-term suspension.[12]

Regions: This term is used to identify the four geographical areas where high schools are located in the Oklahoma City School District. The Southwest Region is bounded on the north by N.W. 23rd Street, on the west by Pennsylvania, on the east by Broadway, and on the south by S.W. 44th Street. The Southeast Region is bounded on the

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[11]A Merriam-Webster, Webster's New Collegiate Dictionary (G. and C. Merriam Co., 1973, 1974), p. 1293.

[12]"Parents and Students Handbook for Middle Schools and High Schools of The Oklahoma City School System" (Adopted: August 2, 1976; Amended: August 9, 1976), p. 4.

north by S.W. 44th Street, on the west by May Avenue, on the east by Eastern, and on the south by S.W. 74th Street. The Northeast Region is bounded on the north by N.W. 36th Street, on the west by High, on the east by Post Road, and on the north by Reno. The Northwest Region is bounded on the north by N.W. 108th Street, on the east by Kelley, on the west by Portland, and on the south by N.W. 23rd Street.

Limitations

The following were considered as limitations of this study:

1. This study was limited to the nine comprehensive high schools in the Oklahoma City Public School District.

2. This study was limited to high school students in grades 9 through 12.

3. This study was limited to selected school conditions that may contribute to vandalism.

4. The information obtained for this study was limited to the following school years:

   a. 1972-73 School Year
   b. 1973-74 School Year
   c. 1974-75 School Year
   d. 1975-76 School Year

5. This study was limited to the accuracy of the data accumulated.

6. The cost of vandalism referred to in this study was limited to maintenance labor.

CHAPTER II

REVIEW OF SELECTED AND RELATED LITERATURE

The problem of this study was involved fundamentally with selected school conditions that might contribute to school vandalism. Educators throughout the nation have agreed that vandalism has become one of the major sources of loss to school properties.[1]

The review of selected and related literature was organized from a perusal of writings by educational authorities obtained from surveys, studies and reports investigating vandalism. A Gipsy Eric Search was conducted in an attempt to obtain information regarding related studies on vandalism costs.

J. Norbert Weiss[2] noted that since colonial times, American schools have been plagued by vandalism. As the size and number of school buildings increased, the value of property exposed to vandals likewise increased.

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[1]R. E. Grimditch, "How to Cut Down School Vandalism," The Education Digest, XXXVIII, No. 6 (February, 1973), p. 31.

[2]J. Norbert Weiss, "Vandalism: An Environmental Concern," excerpt from NASSP Bulletin (February, 1974), pp. 1-3.

He insisted:

> Whereas our forefathers became disgruntled at the cost of replacing one criminally destroyed window pane per building, we have in some areas become conditioned to spending great sums for replacing dozens of frames per individual classroom. When the financial implications of this waste are examined nationally, they assume astronomical proportions.[3]

Weirs noted that it appeared ironic that the great differences in the public costs of vandalism from early times to the present have not changed the methods for combatting this wantonness. He added:

> Locking the school, leaving lights brightly burning, or permitting the community after school use of the buildings are still the primary protective measures. Unfortunately, they do not suffice, and school vandalism continues to increase. Efficient and accountable means of reducing and even eliminating vandalism are needed by schools across the nation.[4]

Included in this report were the opinions of Young and Soldatis.[5] They suggested that the attitudes of the people in the community toward the school and its personnel were related to the school's vandalism potential. Relieving tensions, fulfilling needs, and solving community problems will cause neighborhoods to regard their schools with pride, and communities that take pride in their schools generally enjoy lower rates of property destruction.

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[3] Ibid.

[4] Ibid.

[5] George Young and Stephen Soldatis, "School Vandalism Can Be Stopped," American School and University, XLII (June, 1970), p. 23.

The authors noted, "at present, school vandalism costs the American public over $200 million annually."[6] This does not include the time and energy lost through disruption of service or the soaring insurance rates. Despite the yearly financial waste, it was noted that building administrators continue the use of stop-gap methods against an almost insurmountable force which is continually fueled by the societal ills of present-day America.[7]

James Wilson, in U.S. News and World Report,[8] suggested that violence and vandalism in the nation's public schools are approaching epidemic proportions and nobody seems to know what to do about it.

The author contended that some school systems are filling their buildings with alarms and guards, and getting tough with expulsions and arrests. Others, seeking longer-term solutions, call for basic social changes to remove the root causes of rebelliousness among the young.[9]

Paul Salmon[10] related some statistical evidence that suggested the extent of the problem. He reported

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[6] Ibid.

[7] Ibid.

[8] James Q. Wilson, "Terror in Schools," excerpt from U.S. News and World Report (January 26, 1976).

[9] Ibid.

[10] Paul Salmon, "Violence in the Schools: Everybody has Solutions," excerpt from The American School Board Journal (January, 1975), p. 2.

that one-half of all serious crime in this country is being committed by children under eighteen and they account for 26 percent of the estimated nine million arrests made in one year. Salmon added:

> A giant jump by youngsters is occurring at the junior high school age level, and in some areas of the country, many seven and eight year olds are committing robberies and other crimes. School vandalism alone (more acts of vandalism are committed against schools than any other institution or in any other place in society) costs taxpayers approximately $100 million.[11]

Vandalism Cases and Costs Reported by School Districts

School districts across the country reported that vandalism incidents occurred many times each day. With growing frequency, statistical figures showed a considerable increase of vandalism in schools all over the country.

A vandalism study published by the School Public Relations Association estimated that 55 percent of the major incidents occurred in cities larger than one million people and 26 percent occurred in cities of less than one hundred thousand people.[12]

The study emphasized that this was not a problem found exclusively in large cities or solely involving older students. The report concluded that vandals are likely to

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[11] Ibid.

[12] "Growing Problems of Assault and Vandalism," excerpt from Report of the Senate Sub-Committee to Investigate Juvenile Delinquency, Current, No. 177 (November, 1970), p. 38.

be in the twelve to sixteen year age bracket. They represent all levels of scholastic achievement and aspiration.[13]

The review of literature of various vandalism cases and costs experienced by school districts throughout the nation indicated a correlation between school size and school problems. Problems appeared to prevail regardless of whether the school was located in urban, suburban or rural settings.

Grealy[14] suggested that arson was on the increase. In comparing arson to other forms of vandalism, he contended that arson was the most damaging, expensive and disheartening crime occurring in our schools today. He also indicated that in 1969, 13,200 school fires resulted in damages of $52 million, and in 1971, 20,500 fires resulted in $87 million of damage.

Phillips[15] suggested that most vandalism is directed at public property and the biggest victim of them all is the school. In his editorial he made the following comments regarding vandalism costs:

> Very little light passes through the window of the Chicago school building. Behind the

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[13] Ibid.

[14] Joseph I. Grealy, "School Violence - What Can Be Done About It?" American School and University, (June, 1975), p. 25.

[15] Basil O. Phillips, "One Way Toward Better Schools, Community Cooperation," Editorial, Ebony, No. 30, (February, 1975), pp. 134-135.

> shattered panes, huge sheets of plywood keep light and air from the interior. Located just blocks away from the Robert Taylor Homes, the school is a good example of why the Chicago school system spent some $2.2 million to replace broken windows last year. Theft and additional vandalism ran the city's total bill for senseless destruction in the school (including damage from deliberately-set fires) to some $3.2 million. This is just a small part of the half-billion dollar school damage in just one year throughout the nation. It is estimated that the cost of combatting vandalism and repairing damage, comes to an average per person cost of $10.87, about the same amount as was spent on each child's textbook in a year. It follows that if vandalism could be eliminated, there could be money enough to double the amount spent on textbooks each year.[16]

Deputy Superintendent of Schools for Chicago, Dr. Manford Byrd[17] revealed at a subcommittee hearing some startling statistics regarding vandalism cases and costs. The subcommittee learned from him that our schools are experiencing significant and sometimes staggering levels of vandalism. "The combination of rising vandalism costs and reduced budget resources cannot help but have an effect on our overall educational system," added Byrd.[18]

William Rehrer reported to the committee that in New Jersey the combined prevention cost and repair cost of vandalism for the state in the 1974-75 school year amounted to $17,720,558. Over 45 percent of that state's school

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[16] Ibid.

[17] Hearing, "Committee to Investigate Juvenile Delinquency of the Committee on the Judiciary, U.S. Senate Annual Report 1975," U.S. Government Printing Office (1977), p. 13.

[18] Ibid.

districts reported an increase in vandalism from the previous year, while 33 percent indicated no change, and 22 percent found a somewhat reduced level of vandalism.[19]

Brenton mentioned incidents that occurred in several school districts: (1) He noted that a burglar broke into an Alexandria, Virginia, high school and started a diversionary fire which exploded a large supply of duplication fluid. This resulted in more than $100,000 worth of damage. (2) Another incident involved four San Pedro, California, boys who sneaked into a high school at night and turned on a fire hose that flooded several classrooms; they dumped all the books in the library on the floor and smashed a number of musical instruments.[20]

Brenton indicated that the "typical" school vandal does not exist. In his opinion, many vandals happen to be students (though not necessarily enrolled in the schools they vandalize), some are dropouts, a relatively few are graduates or outsiders. He also observed that types of vandalism cases differ with respect to grade levels. Vandalism cases reported in elementary, junior and senior high schools were of a different nature. Rough inside vandalism, ripping acoustical tile from classroom ceilings,

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[19] Ibid.

[20] Myron Brenton, "School Vandalism," Today's Education (March-April, 1975), p. 82.

damaging lavatories, window breakage, or arson occurs for the most part in junior and senior high schools.[21]

In contrast to other reports, Elmer Wells presented a somewhat different look at the problem.

I. Total Cost of Vandalism: An Uncertainty[22]

Wells noted that although it has been estimated that national losses from school vandalism, window breakage, theft and arson amounted to $200 million annually, there was no accurate tally sheet. According to him, there is no national repository where such losses are recorded. Also, most states do not keep any kind of definitive records.

However, according to Wells, surveys have been made by various school districts in an attempt to pinpoint the magnitude of the losses. The best of these was a much quoted survey, conducted by the Baltimore, Maryland, Public School in 1964. It is called the Vandalism Study of Selected Great Cities and Maryland Counties.

The Baltimore report showed that total losses for "miscellaneous vandalism, arson, larceny, and window breakage" for thirty-nine cities and fourteen Maryland County school districts for 1968-69 were $13,646,170.

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[21] Ibid., p. 84.

[22] Elmer Wells, "Vandalism and Violence: Innovative Strategies Reduce Costs to Schools," National School Public Relations Association (1971), p. 3.

The city districts accounted for $12,724,928 of that amount. In the 1967-68 Baltimore report, the city districts had reported losses of $11,918,603. The county districts were not included in that report.

Wells commented that the thirty-nine city districts included in the Baltimore study read like a roll call of the nation's urban school districts, but they still represented only a fraction of the total school enrollment. Chicago, for example, was not included. Chicago's losses for burglary, theft, fires, and window breakage in 1969 were reported at over $2 million. This was an increase of 7 percent from the previous year, which was an increase of 60 percent from 1967.

II. A Different Look at Loss Totals[23]

In this report, Wells indicated that the big city districts, such as New York, Los Angeles, Chicago, and Philadelphia, make nationwide headlines when reporting vandalism losses. The gross totals often amount to several million dollars annually. But, on a per-pupil basis, these cities are usually down on the list.

Wells stressed that per-pupil losses rise and fall. They often depend on a school fire, perhaps caused by arson or a riot. Tampa, Florida, for instance, which led the 1967-68 Baltimore report with a net per-pupil

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[23] Ibid., p. 4.

loss of $6.72, reported a net per-pupil loss of only 30 cents the year before. The jump was due to a massive increase in fire losses. Wells reported that "the unenviable position of being high on the list of cost per-pupil may depend on luck as much as on security measures."[24]

Greenberg[25] noted that figures from studies and reports on school vandalism have often been found to be overly conservative since the reported amounts often excluded cost items that were directly attributed to vandalism incidents. His extensive study of vandalism in a West Coast school district discovered that the true costs of vandalism in that location were about three times what was officially reported. Greenberg[26] further noted that expenses arising from security measures and repairs conducted by school maintenance personnel, as opposed to those assigned to outside contractors, were often not included in overall cost estimates.

R. E. Grimditch[27] reported that a recent independent study, conducted for the Insurance Company of North America to determine the extent of uninsured losses and

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[24] Ibid.

[25] Bernard Greenberg, "Program for the Prevention and Control of School Vandalism and Related Burglaries," Stanford Research Institute, Menlo Park, California (1975), p. 6.

[26] Ibid.

[27] R. E. Grimditch, op. cit.

vandalism in schools, indicated that glass and other breakage and defacement were virtually unrecoverable losses and that vandalism and arson occur in all neighborhoods.

The National School Public Relations Association[28] pointed out that Senator Alan Cranston of California introduced what is known as "The Safe School Act" into legislation. It was later signed into law by President Ford as an amendment to the Elementary and Secondary School Act. The Senator stated that close to a half billion dollars annually was the estimated loss to school systems as a result of vandalism. At a special meeting held in September of 1975, the board of managers of the 7 million member National Congress of Parents and Teachers voted to make vandalism one of the priority items for their attention in 1976.

Dr. O. Kiernan[29] reported that each year the NASSP conducts a nationwide poll of its 35,000 members to determine the educational issues of greatest concern to them. They found that one of the primary concerns was the growing problems of school violence and vandalism. He reported to the committee that the past few years have seen violence and vandalism become almost a daily occurrence on school

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[28]The Subcommittee to Investigate Juvenile Delinquency, op. cit.

[29]Ibid., p. 8.

grounds. Students and school personnel have become numbed to these acts; a subdued anger, frustration, and acquiescence seemed to pervade the system.

A 1970 survey conducted by the School Product News[30] found that damages from vandalism cost an average of $55,000 for every school district in the country. The survey revealed that by the end of the 1973 school year, the average cost per district had risen to $63,031. Although these figures indicated that the incidents of vandalism were certainly widespread, larger urban districts with upwards of 25,000 students reported the most costly destruction. Almost 60 percent of all vandalism took place in larger districts with an average cost per district in 1973 at $135,297. The survey revealed that the source of this destruction ranged from broken windows found in over 90 percent of our districts to fires reported by 35 percent of the districts. Significant incidents of theft and malicious destruction of educational equipment occurred in 80 percent of the school districts in this country.

Greenberg also suggested that spiraling insurance rates are a significant, but often overlooked, factor in the overall cost of vandalism. He reported that a West

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[30]Current, op. cit., p. 40.

Coast state experienced a 40 percent rise in fire insurance costs within one year.[31]

According to a survey involving insurance, Kelly reported that many school administrators pointed out that only a few years ago schools were considered by the insurance industry as good risks. This has changed, and school districts all over the country are reporting difficulty in obtaining insurance. Half the districts answering the Education U.S.A. survey said rates had increased. Many were either paying higher premiums, higher deductibles, or, in many instances, having policies cancelled or flatly rejected, reported Kelly.[32]

Neill reported that a nationwide poll was taken in 1976 to sample teachers' opinions concerning the intensity of the problem of vandalism. The poll was taken to determine if vandalism was on the incline or decline. This survey revealed that twenty-four percent of all teachers polled said vandalism was "widespread," forty-eight percent said it was "present" but not widespread. Fourteen percent said theft of a serious nature (e.g.,

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[31]Bernard Greenberg, "School Vandalism: A National Dilemma," Menlo Park, California, Stanford Research Institute (1969), p. 43.

[32]Ralph L. Kelly, "Vandalism, Safety and Security," School Business Affairs, XXXIX, No. 7 (1973), p. 164.

involving money) was widespread, and forty-seven percent said it was present.[33]

In another study on vandalism incidents, School Product News reported that the most prevalent form of vandalism was window breakage. This was reported by over 90 percent of the 2,000 districts surveyed in the study. The study found that while breaking windows might not appear to be a particularly serious offense, it should be remembered that the funds a large district annually spent on replacing broken windows were enormous. Theft of school equipment and destruction of school property were found in over three-fourths of the reporting districts.[34]

Neill[35] reported that the first official scientifically conducted survey by the federal government involving actual cost of school crime attributed to vandalism was done by the National Center for Education Statistics (NCES). According to her, the survey showed that the cost of repairing and replacing school property during a five-month period from September, 1974, to February, 1975, was estimated at $89.7 million. The NCES based its findings on information from 4,200 public school districts

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[33]Shirley B. Neill, "Violence and Vandalism: Dimensions and Correctives," Phi Delta Kappan, LIX, No. 5 (January, 1978), p. 306.

[34]Subcommittee to Investigate Juvenile Delinquency, op. cit.

[35]Shirley B. Neill, op. cit.

of varying sizes. The survey revealed that 280,703 offenses were reported to the police during the five-month period. Seventy-two percent of the offenses were reported by secondary schools, and twenty-eight percent by elementary schools. For every 1,000 pupils in membership, 5.99 offenses were reported to the police. At the secondary level, the offense rate was 10.5 offenses per 1,000 pupils. The highest rate of reported incidents were attributed to schools in central cities.

Suggested Causes and Solutions

Kimmel[36] indicated that parents contributed considerably to causes of student vandalism. In this article the author mentioned several complex causes that may contribute to vandalism. She reported that many students do not want to be in school, but laws make it difficult to leave school before the age of sixteen or eighteen, or to find work. Kimmel added[37] "Feeling trapped and resentful, such students often take out their frustrations in disruptive behavior."

Brickman viewed vandalism and violence as problems that have hindered administrators in giving adequate attention to their educational duties. He stated that in the words of Owen Kierman, Executive Secretary, National

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[36]Carol Kimmel, "Violence and Vandalism in Schools: Parents Can Make a Difference," Parents Magazine (September, 1976), p. 27.

[37]Ibid.

Association of Secondary Principals, to a Congressional Subcommittee on delinquency, "violence and vandalism have moved in just one decade from being an ancillary and occasional problem in the life of the secondary school principal to a position of oppressive and ever-present dominance."[38]

Brickman explained that the blame for this situation frequently has been laid at the door of the current status and mood of society. Among the contributing factors cited were the deplorable economy, racial tensions, the availability of weapons, the widespread accessibility of drugs and liquor, the daily depiction of violence and vandalism on television programs, the inconsistent and light punishment meted out by the courts, and parental and pedagogical permissiveness.[39]

Harold Goldmeier's article concerning vandalism provided a number of useful insights into the general nature of all types of vandalism. Goldmeier added:

> Most vandals are white males in their early teens. Acts of vandalism are wanton, predatory, or vindictive. In wanton vandalism, property was destroyed purely for excitement, usually without an ulterior motive, predatory vandalism is done for gain, while vindictive vandalism is

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[38]William W. Brickman, "Vandalism and Violence in School and Society," Intellect, CIV, No. 2374 (April, 1976), p. 503.

[39]Ibid.

in response to some real or imagined wrong done to the vandal.[40]

Albert Shanker, of the American Federation of Teachers, indicated that a long-range solution for the destructive and disruptive student was not expulsion, but rather a different educational setting, one that caters to his or her special needs, distinct from the usual setting.[41]

Oswald Giulii[42] reported to the committee that several optional programs have been successful in providing educational diversity and as strategies for confronting rising problems of violence and vandalism. Some of the common optional schools included Schools Without Walls, Continuation Centers, Learning Centers, and Schools Within Schools. The school system expanded its efforts in the area to include 120 alternative schools serving almost 10,000 students.

Charla Rose[43] reported that possible solutions are complex, teachers can be at the forefront of one important kind of attack on vandalism - instilling school

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[40]Harold Goldmeier, "Vandalism: The Effects of Unmanageable Confrontations," Adolescence, IX, No. 33 (Spring, 1974), pp. 49-50.

[41]The Subcommittee to Investigate Juvenile Delinquency, op. cit., p. 51.

[42]Ibid., p. 56.

[43]Charla Rose, "Fight School Vandalism With School Pride," Teacher (April, 1977), p. 57.

pride. The author outlined several strategies she considered helpful in establishing class and school atmosphere that combines improved self-image with improved school image. Such a climate should begin with a classroom where students feel comfortable and at ease. Her suggestions were to:

1. Involve students in the responsibility for keeping their classroom clean and orderly and maintain a close relationship with the school custodians.
2. Set aside a conference time when students can discuss whatever is on their minds.
3. Provide a suggestion box in which students can put ideas for classroom improvements and class discussion.
4. Contact parents "before" problems develop.
5. Interview individual students and student groups to find out how they feel about school, what problems they may be having, etc.
6. Develop a school beautification program.[44]

Rose concluded, "The high cost of vandalism against schools was considered a drain of community funds and effective teaching. Preventing it must involve cooperation among all concerned."[45]

According to Irwin,[46] a study based on information collected from members of the National Association of School

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[44] Ibid.

[45] Ibid., p. 58.

[46] Gordon Irwin, "How to Reduce School Theft and Vandalism," The Education Digest, XLI, No. 9 (May, 1976), pp. 9-10.

Security Directors suggested several procedures that might be adopted to control vandalism and theft. They included:

1. Develop student and community pride in the school and classroom. (Vandalism decreases when students and community take pride in their school.)

2. Foster good citizenship. (Activities of this nature can provide opportunity for developing the sense of ownership and participation vital to controlling hostile acts.)

3. Increase use of facilities. (Most vandalism occurs during evening hours, weekends, or school holidays.)[47]

Stan Haney[48] noted that one common factor about vandalism was that a truly effective prevention program must enlist the active support of a school's students in the antivandalism effort. The following brief described the success of such a program implemented by schools in the South San Francisco school district:

> The program itself was quite simple. One dollar for each student at a school was placed in a fund used to finance student projects if not needed to cover the cost of vandalism at the school. As a result, students would get both a tangible sense of vandalism's actual costs and a strong interest in reducing costs. "Twenty broken windows may not be too meaningful." As a result, the primary impulse to control vandalism came from the desire of students themselves, rather than from any authoritarian security measures.[49]

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[47] Ibid.

[48] Stan Haney, "School District Reduces Vandalism 65 Percent," American School and University, XLVI, No. 4 (December, 1973), p. 29.

[49] Ibid.

The author added, "in its first semester of operation, the program helped reduce vandalism costs by 65 percent."[50]

Leonard Jackson[51] noted that a parental responsibility law in Deerfield, Illinois, has helped curb vandalism. In its first year the ordinance cut incidents of vandalism by 35 percent. Second offenses, formerly common, were eliminated completely. The editorial pointed out that the Deerfield law provided that parents, after one warning, could be fined up to $500 for each offense for an act of vandalism committed by their offspring.

Jackson commented, "Deerfield's success has now been emulated in neighboring communities, and similar laws have since sprung up all over the country."[52] According to the editor, inquiries have come from communities as far away as Canada, the Virgin Islands, and Australia.[53]

The investigator noted that Oklahoma also has a parental responsibility law that makes parents liable for crimes or acts of vandalism committed by their children. The effectiveness of this law is not known. In many cases children are either released to their parents or

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[50] Ibid.

[51] Leonard Jackson, Editorial: "A Way to Cut Vandalism," Oklahoma City Times (April 18, 1977), p. 26.

[52] Ibid.

[53] Ibid.

made to pay for damage. Many of these same children continue to break the law.

Leonard Thalmueller[54] indicated that improved police activities also are credited with decreased vandalism in some areas. He added that in Dade County, Florida, 33 secondary schools were covered by a team of five security officers with full police status and training. In addition, the city of Miami supplied 13 police officers to schools within the city limits.

Miller and Beer[55] described security systems used in the Fort Wayne, Indiana, School System. Each building was equipped with preamps to deter and transmit noises, magnetic door switches, and smoke detectors. The alarms were transmitted, via leased phone lines, to a control station monitored by a security force. After a lengthy trial period, it was concluded that the vandalism losses dropped dramatically. The system was then installed in several problem schools in the district.

Bard[56] reported that the Baltimore, Maryland, Public School System surveyed practices from around the nation before devising its own measures to protect schools

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[54]Leonard Thalmueller, "The School Strikes Back Against Vandals," U.S. News and World Report (August 8, 1977), p. 66.

[55]Lavon E. Miller and David Beer, "Security System Pays Off," American School and University, XLVI, No. 8 (April, 1974), pp. 39-40.

[56]Banard Bard, "School Protection: A Report on the State of the Art," School Security, I, No. 9 (May, 1977), p. 3.

from vandals and burglars. The findings revealed a wide variety of measures from which Baltimore chose those applicable to its needs. Several of the school systems and practices identified in the study were as follows:

1. Atlanta, Georgia: Silent, automatic dial burglar equipment in all schools has been very effective and vandalism costs are declining.

2. Las Vegas, Nevada: Use electronic alarm systems; restitution by parents; security department presentation at P.T.A. and community meetings; canine unit on night patrol.

3. Minneapolis, Minnesota: Installed detection systems; active windows guard program; exterior security lighting; 8 foot chain link fences. Employed off-duty patrolmen on night and weekend patrols. Changed design in new constructions to eliminate low roof design with easy access to roof and eliminate open court areas that are not visible from street.

4. Newark, New Jersey: Automatic intrusion detection system. Security mobile patrol. Assignment of night staffing to certain high priority school facilities during prime hours.

5. New Orleans, Louisiana: Coverage of 100 percent of schools with Sonitrol Audio detection devices. Meetings with parents of schools having heavy vandalism to form community-based action groups. Security patrols of schools having greatest amount of vandalism.

6. Norfolk, Virginia: Silent Alarm Systems.[57]

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[57] Ibid., pp. 4-5.

Closer to home, he reported that the Baltimore city schools found these in Maryland counties:

1. Baltimore: Emphasis on installation of intrusion alarm systems in key school areas. All secondary schools and select elementary schools were provided 24 hour-a-day custodial coverage, seven days a week.

2. Charles: Custodians on night shift; exterior lighting; police patrol at night.

3. Dorchester: Use of vapor lights, regular visits by city and county police.

4. Howard: Installation of plastic windows when broken panes have to be replaced.[58]

According to Hanrahan[59] HEW is presently conducting a study that in his opinion when completed promises to alleviate crime and vandalism. He stated that the "Safe School Study" was mandated to HEW to determine the following:

1. The frequency, seriousness, and incidence of crime in elementary and secondary schools;

2. The number and location of schools affected by crime;

3. The per-pupil average incidence of crime in urban, suburban, and rural elementary and secondary schools throughout the U.S.;

4. The cost of replacement and repair of facilities, books, supplies, equipment

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[58]Ibid., p. 6.

[59]Robert P. Hanrahan, "The Federal Role in Combatting Crime and Vandalism," Security, XIV, No. 1 (January, 1977), p. 77.

and other tangible objects seriously damaged or destroyed as the result of crime in such schools;

5. The means being used now to try to prevent incidents in such schools, and more effective means that can be used in the future.[60]

Hanrahan noted that the act also requires the Secretary of HEW to "prepare and submit" to Congress a report of the study, together with such recommendations as he deems appropriate.[61]

Summary

Despite the fact incidents and costs pertaining to vandalism were not made available to the general public until the early 1970's, the extent of the problem has had harmful effects on the educational system. The literature specified the need for a consistent reporting and record-keeping procedure.

Studies have revealed causes and solutions that were applicable to specific reporting schools and school districts. The review of literature established that there was a collective concern among educators, governmental agencies, and communities regarding high costs and the increasing number of vandalism incidents. In addition to their agreement about the problem, educators and authorities concurred that most school vandals are males

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[60] Ibid.

[61] Ibid., p. 78.

generally ranging from ages eight to eighteen. They were also of the opinion that there appeared to be a correlation between school atmosphere and the amount of vandalism.

Surveys and studies that dealt with cases and costs indicated that vandalism continues to be on the increase in urban and suburban areas. However, attempts are still being made to search for ways to combat vandalism.

Studies indicated that truancy, suspension, and expulsion contributed to vandalism. Several studies reported that a large number of incidents involving school vandalism were caused by school-age intruders who were not presently enrolled in school.

The review of literature revealed many recommended strategies and techniques as possible solutions. It was clearly emphasized that many factors determine the type of preventive method a particular school or school district may undertake. The administration, school staff, students, community, and other school personnel play a major role in this area.

It was also indicated that most school districts reported fewer vandalism incidents in schools where a fully integrated security system was employed.

Many studies emphasized deterring vandalism through educational programs, community liaison involvement, and security approaches. Educational strategies involved establishing alternative programs, Schools Without Walls,

Continuation Centers, and Schools Within Schools. These programs were recommended as alternatives to suspensions.

The most recent study involving combatting crime and vandalism is being developed by HEW's Education Division. This study is called the "Safe School Study." It promises to be the most objective study to date. It will help determine the national scope of the school crime and vandalism problem, using a carefully developed sample survey design.

In reviewing the literature, the investigator observed that some of the security measures reported by school districts over the nation are also being used by the Oklahoma City School District. They include the following:

1. Campus Police Patrolmen used at night, seven days a week.
2. Custodians working weekends. (Saturdays and Sundays)
3. Electronic Alarm Systems in schools having a large number of vandalism occurrences.
4. Stationary Campus Officers in the nine high schools daily, Monday through Friday.
5. Installation of protective fences.
6. School watchers.
7. Identification cards and badges.
8. Bars and screens on windows.
9. Plexiglass acrylic plastic window glass.

CHAPTER III

DESIGN AND METHODOLOGY

Design

This study was designed to determine if there were relationships between selected school conditions and levels of vandalism. It was also the intent of this study to assist school administrators in determining possible causes of vandalism and to recommend strategies for solutions.

Permission was requested, and granted, to conduct this investigation in the nine comprehensive high schools in the Oklahoma City Public School District.

The school conditions of major concern were the following: (1) student absenteeism as measured by attendance reports, (2) student long-term suspensions as reported by discipline reports, (3) the composition of Black/White enrollment as measured by enrollment reports, and (4) vandalism cases as reported by individual comprehensive high schools of the Oklahoma City Public School District.

The study referred to the following independent variables:

1. Regions of the city: I, II, III, IV

2. Year: 1972-73, 73-74, 74-75, 75-76

The following dependent variables were identified in the study: (1) long-term student suspensions, (2) composition of Black/White enrollment, (3) number of vandalism cases per school, (4) cost of vandalism per school, and (5) absenteeism.

Population

The population consisted of the nine comprehensive high schools in the Oklahoma City Public School District. The schools were: Capitol Hill, Classen, Douglass, Grant, Marshall, Northeast, Northwest, Southeast, and Star Spencer.

Sample testing was not necessary since the study involved all students enrolled in the nine comprehensive high schools.

Methodology

In order to assemble and analyze the data, eight tables were used. These tables are found and explained in Chapter IV. They were used to collect and analyze data concerning the following selected school conditions: (1) student absenteeism as measured by attendance reports, (2) student suspensions as measured by discipline reports, (3) the composition of Black/White enrollment, (4) the cost of vandalism by school years, (5) vandalism cases by

individual schools, and (6) vandalism by region. The regions are: Northeast, Northwest, Southeast, and Southwest. The schools that constituted the regions are identified on a map in Appendix B.

Data Collecting

Data relating to the selected school factors were collected through the following processes.

1. Long-term suspensions--This information was tabulated in the office of the assistant principal in charge of discipline in each of the nine comprehensive high schools. The tabulated information was then forwarded monthly to the office of the Director of High Schools.

2. Student absenteeism--Absenteeism was recorded daily by each homeroom teacher and sent to the attendance clerk of each of the nine comprehensive high schools. At the end of each quarter, the attendance clerk forwarded the attendance information to the Research Department.

3. Composition of Black and White enrollment--The information pertaining to the composition of Black/White enrollment was recorded in the attendance clerk's office at each of the comprehensive high schools. The information was forwarded quarterly to the Research Department.

4. The cost of vandalism by school year--Following each vandalism occurrence, the principal submitted a work request to the Maintenance Department. When the request

reached the Maintenance Department, it was converted to a work order. The work order was given to the craftsman, who made the repairs. The craftsman recorded the number of hours required to complete the repairs and returned the work order to the Maintenance Department. The number of hours was computed to a dollar figure by multiplying the hours of repairs times the hourly wage received by the craftsman. This method was used for repairing vandalism at each of the nine comprehensive high schools. A running total of the vandalism repair costs was kept monthly. The monthly vandalism repair cost for each high school was computed to obtain the annual vandalism cost.

5. Vandalism cases--Vandalism acts were reported daily by a member of the administrative personnel from each of the comprehensive high schools to the Campus Police Department. An investigation to determine the extent of damage or loss was made by an officer from the Campus Police Department. The Campus Police Department compiled a complete vandalism report each month and sent it to the Director of School Plant Services. The director reviewed the report and forwarded a copy to each high school principal.

The investigator made several visits to the offices of the Director of High Schools, the Director of Research, the Manager of Maintenance, and the Manager of Campus Police. These visits were made to obtain the necessary data to test the stated hypotheses.

Data Analysis

To determine relationships among vandalism cases, absenteeism, long-term suspensions, Black/White composition, and costs of vandalism, Pearson r product-moment correlations were obtained and presented in a matrix of intercorrelations by year for each variable. A correlation of .67 is required for significance at .05 error level (.95 percent confidence level). The basic computational formula[1] for the Pearson product-moment correlation is:

$$r = \frac{\Sigma XY - \frac{(\Sigma X)(\Sigma Y)}{n}}{\left[\Sigma X^2 - \frac{(\Sigma X)^2}{n}\right]\left[\Sigma Y^2 - \frac{(\Sigma Y)^2}{n}\right]}$$

Each of the correlation coefficients calculated in Chapter IV of this study was made using this basic formula.

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[1]James L. Bruning and B. L. Kintz, Computational Handbook of Statistics (Glenview, Illinois: Scott, Foresman and Company, 1977), p. 172.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

The purpose of this study was to examine the relationship between vandalism and selected school conditions in the comprehensive high schools of the Oklahoma City Public School District.

This chapter introduces, analyzes, and interprets the data that were collected pertaining to the selected school conditions which may contribute to vandalism in the comprehensive high schools. The high schools from which data were collected include: Capitol Hill, Classen, Douglass, John Marshall, Northeast, Northwest, Southeast, Star Spencer, and U. S. Grant.

The following hypotheses were tested:

HO_1 There is no statistically significant correlation between the cost of school vandalism reported and student attendance as measured by attendance reports for the high schools in the Oklahoma City Public School District.

HO_2 There is no statistically significant correlation between the cost of school vandalism and student long-term suspensions as measured by discipline reports for the

comprehensive high schools in the Oklahoma City Public School District.

HO_3 There is no statistically significant correlation between the cost of school vandalism reported and the composition of Black/White enrollment.

HO_4 There is no statistically significant correlation between the number of cases of school vandalism and the cost of school vandalism.

In addition to testing these hypotheses an examination of trends in the cases of vandalism by schools for the years of 1972-73 through 1975-76 was made.

The general organization consists of tables and statistical procedures used to test the hypotheses.

Table I consists of the number of vandalism cases that occurred at each high school over a four-year period. In most instances the number of vandalism cases increased each year.

Table I shows that the total number of vandalism cases in 1975-76 more than doubled the total number of vandalism cases in 1972-73. It also reveals that Marshall had the largest number of vandalism cases each year, Classen had the smallest number of vandalism cases in the years of 1972-73 and 1973-74, and Capitol Hill had the smallest number of vandalism cases in the years of 1974-75 and 1975-76. Northeast and Marshall showed a drastic increase in 1975-76 over the previous years. Also listed in Table I is the mean and

TABLE I

NUMBER OF VANDALISM CASES BY SCHOOL YEAR

(Variable) Schools	(1) 1972-73	(2) 1973-74	(3) 1974-75	(4) 1975-76
Capitol Hill	13	12	9	25
Classen	8	9	12	29
Douglass	23	30	32	45
Grant	12	19	25	31
Marshall	35	40	45	62
Northeast	12	11	16	51
Northwest	22	17	27	30
Southeast	13	19	24	31
Star Spencer	15	27	24	29
Total	153	184	214	233
Mean	17	20.44	23.78	37.00
S.D.	8.31	10.15	10.88	12.64

standard deviation for each of the school years.

The vandalism repair cost (labor only) for each of the comprehensive high schools over a four-year period is shown in Table II.

The data revealed that vandalism costs varied from year to year. However, the total in 1975-76 was much greater than the total cost in 1972-73. By comparing the figures of

TABLE II

VANDALISM COST BY YEARS
(Maintenance Labor Only)

(Variable) Schools	(5) 1972-73	(6) 1973-74	(7) 1974-75	(8) 1975-76
Capitol Hill	$ 652.00	$ 652.00	$ 152.00	$ 612.00
Classen	840.00	1,013.00	432.00	1,533.00
Douglass	2,318.00	1,035.00	1,024.00	1,356.00
Grant	415.00	2,485.00	928.00	1,842.00
Marshall	1,366.00	2,485.00	1,908.00	2,187.00
Northeast	682.00	1,105.00	920.00	2,442.00
Northwest	1,289.00	380.00	1,612.00	909.00
Southeast	268.00	1,432.00	1,228.00	1,459.00
Star Spencer	1,132.00	787.00	2,420.00	1,248.00
Total	$8,962.00	$11,374.00	$10,624.00	$13,588.00
Mean	1,251.33	1,259.33	1,180.44	1,509.78
S.D.	1,089.90	757.01	709.60	580.98

Table I and Table II, it can be seen that schools with a high number of vandalism cases do not always have high vandalism costs. As noted in Table I, Marshall had the largest number of vandalism cases each year, but it did not have the greatest vandalism cost each year. This means that there were several cases that required minimum repairs. Also listed in Table II is the mean and standard deviation for

each school year.

Table III indicates the total number of students that received suspensions over 5 days in length at each of the comprehensive high schools over a four-year period.

TABLE III

LONG-TERM SUSPENSIONS BY YEAR
(Over 5 Days)

(Variable) Schools	(9) 1972-73	(10) 1973-74	(11) 1974-75	(12) 1975-76
Capitol Hill	20	41	26	11
Classen	13	38	20	19
Douglass	27	19	8	26
Grant	21	28	6	50
Marshall	13	32	12	21
Northeast	29	16	15	20
Northwest	44	40	33	36
Southeast	35	18	15	20
Star Spencer	22	28	23	16
Total	224	260	158	219
Mean	24.89	28.89	17.56	24.33
S.D.	10.12	9.66	8.76	11.84

Table III shows the increase and decrease of suspensions by school year over a four-year period. It is also noted that the suspensions doubled at Grant in 1975-76 as

compared to 1972-73. Also shown in Table III is the mean and standard deviation for each school year.

Table IV gives the percent of Black students enrolled during a four-year period in each of the comprehensive high schools.

TABLE IV

PERCENT OF BLACK ENROLLMENT BY YEAR

(Variable) Schools	(13) 1972-73	(14) 1973-74	(15) 1974-75	(16) 1975-76
Capitol Hill	21.7	26.3	28.9	28.9
Classen	37.0	37.8	37.2	35.1
Douglass	58.5	47.5	45.3	46.2
Grant	7.2	9.5	13.3	14.6
Marshall	10.3	18.4	25.0	29.8
Northeast	40.8	47.5	44.6	40.9
Northwest	16.5	20.5	22.5	24.3
Southeast	16.7	16.4	18.9	21.7
Star Spencer	41.1	42.3	45.2	48.8
Mean	27.76	29.58	31.21	32.26
S.D.	17.29	14.43	12.26	11.48

The data in Table IV indicate a notable increase in percentage of Black enrollment at Grant and Marshall. The notable decrease in the percent of Black enrollment was at Douglass. Also listed in Table IV is the mean and standard

deviation for each school year.

The average absenteeism for each of the comprehensive high schools over a four-year period is presented in Table V.

TABLE V

AVERAGE DAILY ABSENTEEISM BY YEAR

(Variable) Schools	(17) 1972-73	(18) 1973-74	(19) 1974-75	(20) 1975-76
Capitol Hill	174	195	160	156
Classen	112	55	67	70
Douglass	175	192	76	122
Grant	21	146	53	53
Marshall	136	298	172	150
Northeast	99	134	62	97
Northwest	32	133	93	103
Southeast	137	162	118	50
Star Spencer	39	144	65	117
Mean	102.78	162.11	96.22	102
S.D.	59.61	65.33	44.12	38.73

Table V shows that average daily absenteeism by schools was not consistent from year to year. It was noted that the mean and standard deviation were larger in 1973-74. Table V also revealed that the absenteeism rate at Grant was noticeably greater during the 1973-74 school year as compared to the 1972-73, 1973-74, and 1974-75 school years.

Table VI shows the number of vandalism cases by school, the percent of cases, the school years, and the total number of cases by regions. It was noted that vandalism cases decreased at Capitol Hill during the school years of 1973-74 and 1974-75. In the 1975-76 school year, there was an increase in vandalism cases. At Classen, Douglass, Grant, Marshall, and Southeast, there was a continuous increase in vandalism cases each school year. It was observed that Northwest and Northeast had decreases in vandalism cases during the 1973-74 school year. However, during the 1974-75 and 1975-76 school years, there was an increase in vandalism cases. It was revealed that the Southeast Region had the least number of vandalism cases all four years. The Northwest Region had the largest number of vandalism cases all years except 1975-76, when the Northeast Region had the largest number of cases. Star Spencer, because of its isolated location, was not included in Table VI.

Table VII shows the mean and standard deviation for the number of vandalism cases, vandalism cost, long-term suspensions, percent of Black enrollment, and absenteeism over a four-year period. Five figures have been constructed to plot the increase or decrease of each variable found in Table VII.

Figure 1 shows that the mean number of vandalism cases increased each year. In Figure 2, the mean vandalism

TABLE VI

VANDALISM CASES BY PERCENT, REGION AND YEAR

Schools	1972-73				1973-74				1974-75				1975-76			
	SE	SW	NE	NW	SE	SW	NE	NW	SE	SW	NE	NW	SE	SW	NE	NW
	N/%	N/%	N/%	N/%	N/%	N/%	N/%	N/%	N/%	N/%	N/%	N/%	N/%	N/%	N/%	N/%
Capitol Hill		13/62				12/57				9/43				25/46		
Classen		8/38				9/43				12/57				29/54		
Douglass			23/66				30/73				32/67				45/47	
Grant	12/48				19/50				25/51				35/53			
Marshall				35/61				40/70				45/63				62/67
Northeast			12/34				11/27				16/33				51/53	
Northwest				22/39				17/30				27/37				30/33
Southeast	13/52				19/50				24/49				31/47			
Total Cases	25	21	35	57	38	21	41	57	49	21	48	72	66	54	96	92

TABLE VII

SUMMARY TABLE OF MEANS AND STANDARD DEVIATIONS OF VANDALISM

Variables		Mean	Standard Deviation
Number of Vandalism Cases	1972	17.00	8.31
	1973	20.44	10.15
	1974	23.78	10.88
	1975	37.64	12.64
Vandalism Cost	1972	1251.33	1089.90
	1973	1259.33	757.01
	1974	1180.44	709.60
	1975	1509.78	580.98
Long-Term Suspensions	1972	24.89	10.12
	1973	24.89	9.66
	1974	17.56	8.76
	1975	24.33	11.84
Percent of Black Enrollment	1972	27.76	17.29
	1973	29.58	14.43
	1974	31.21	12.26
	1975	32.26	11.48
Absenteeism	1972	102.78	59.61
	1973	162.11	65.33
	1974	96.22	44.12
	1975	102.00	38.73

cost increased in 1973, decreased in 1974, but increased again in 1975. Figure 3 reveals that the mean number of long-term suspensions increased in 1973, decreased in 1974, but increased again in 1975. Figure 4 shows that the mean number of absenteeism increased in 1973, decreased in 1974, but increased slightly in 1975.

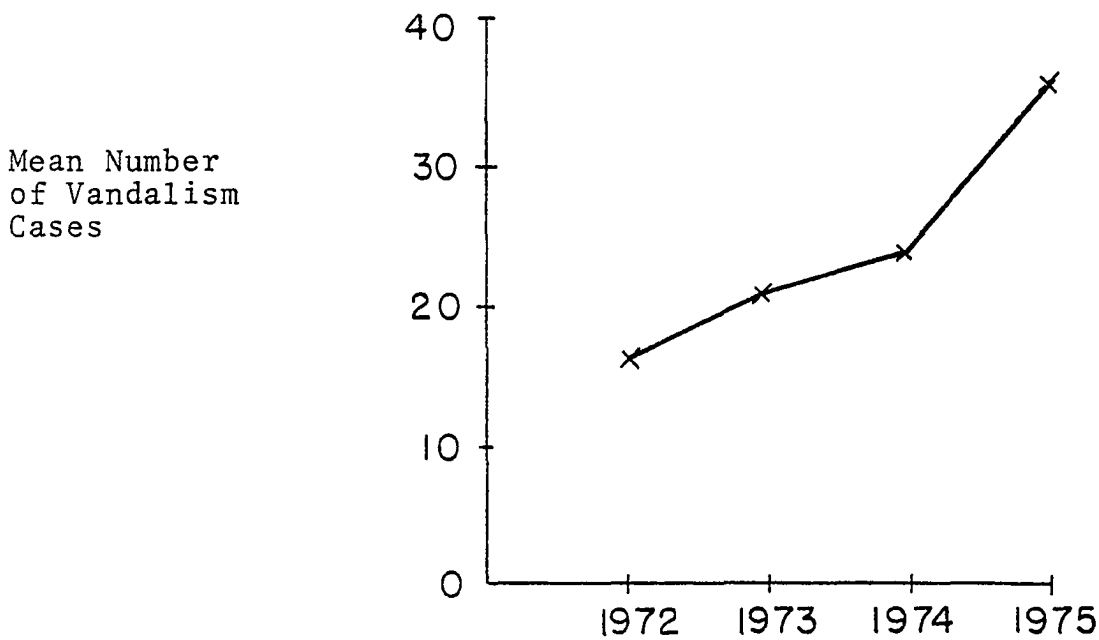


Figure 1. Mean number of cases of vandalism plotted by school year.

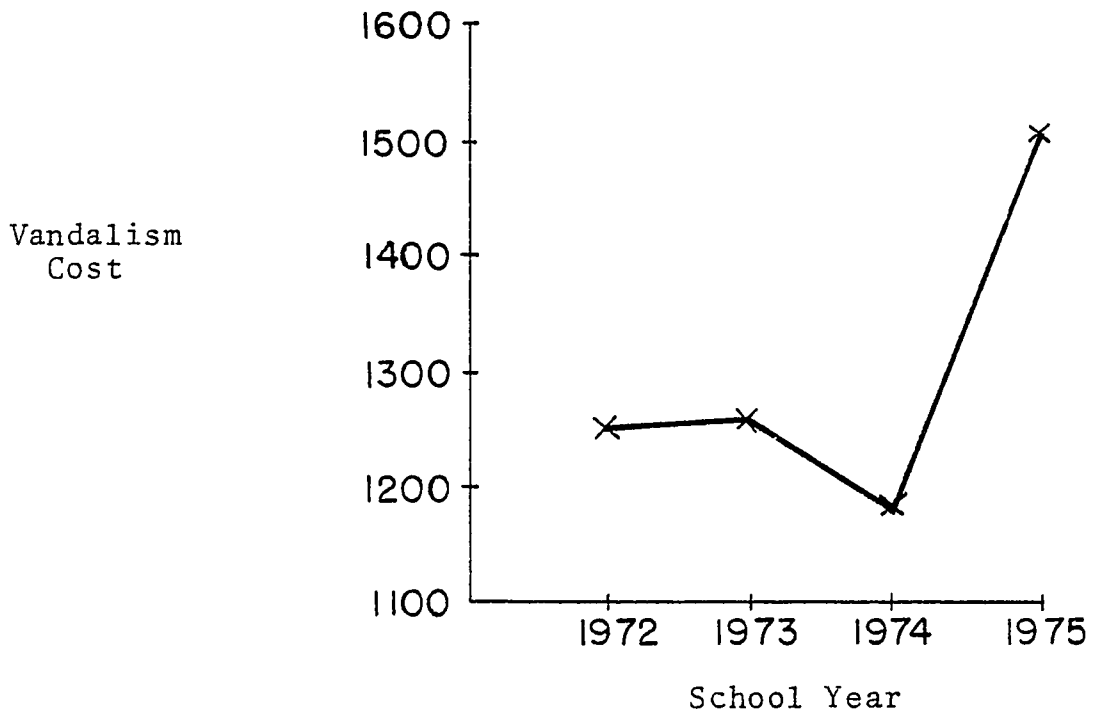


Figure 2. Mean vandalism cost plotted by school year.

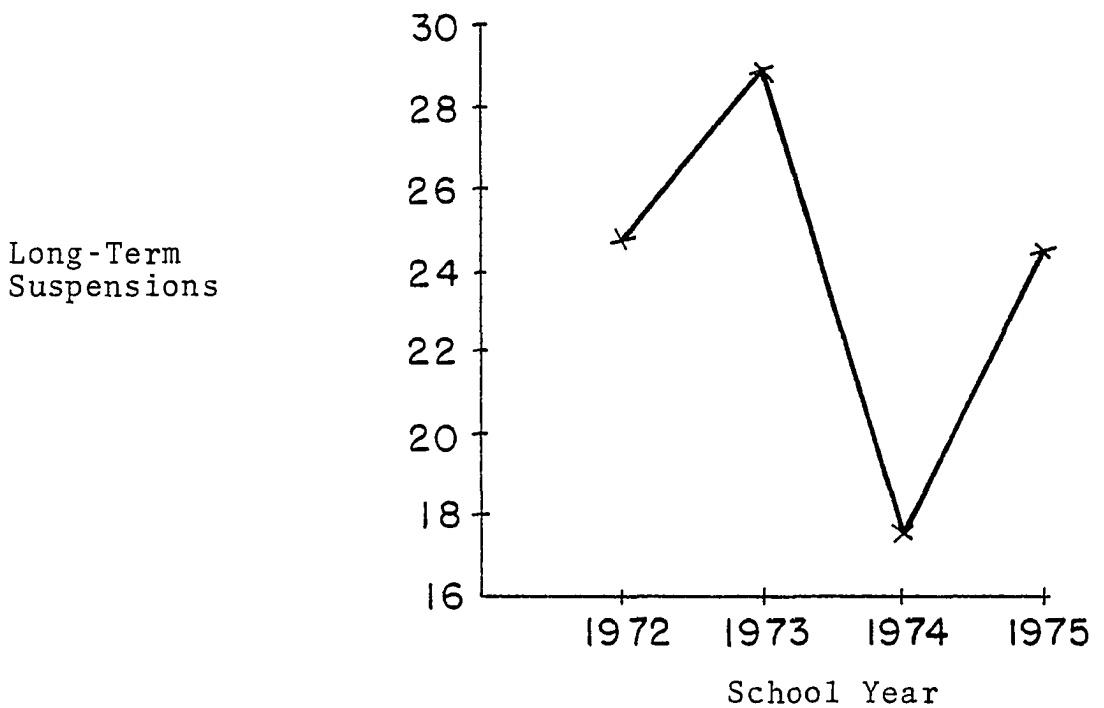


Figure 3. Mean number of long-term suspensions plotted by school year.

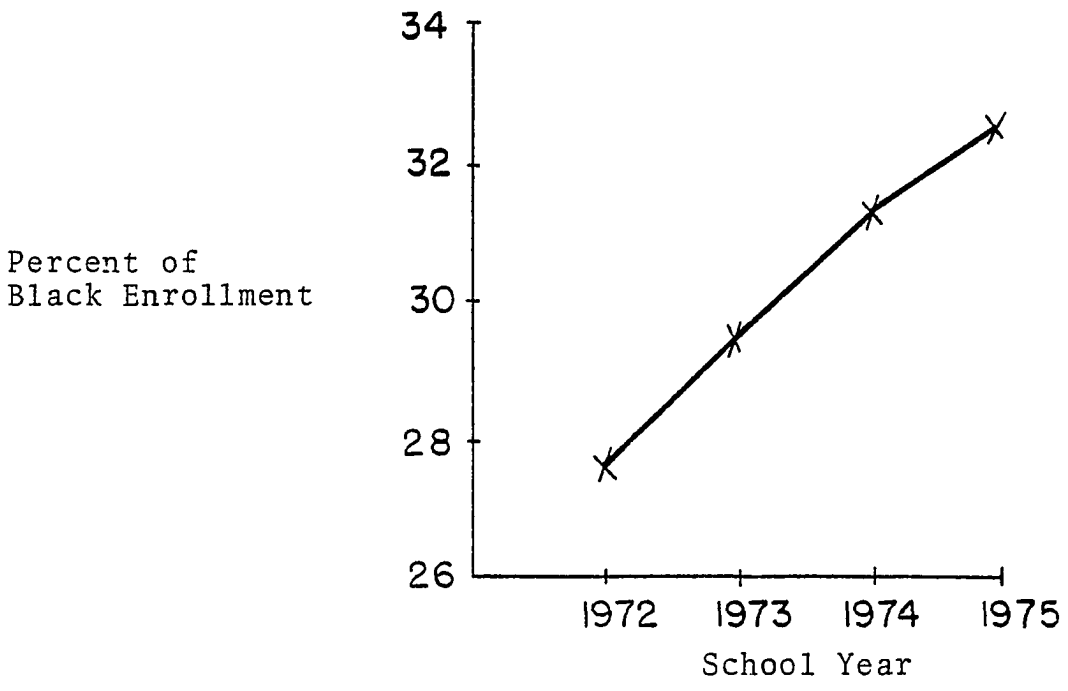


Figure 4. Mean percent of Black enrollment plotted by school year.

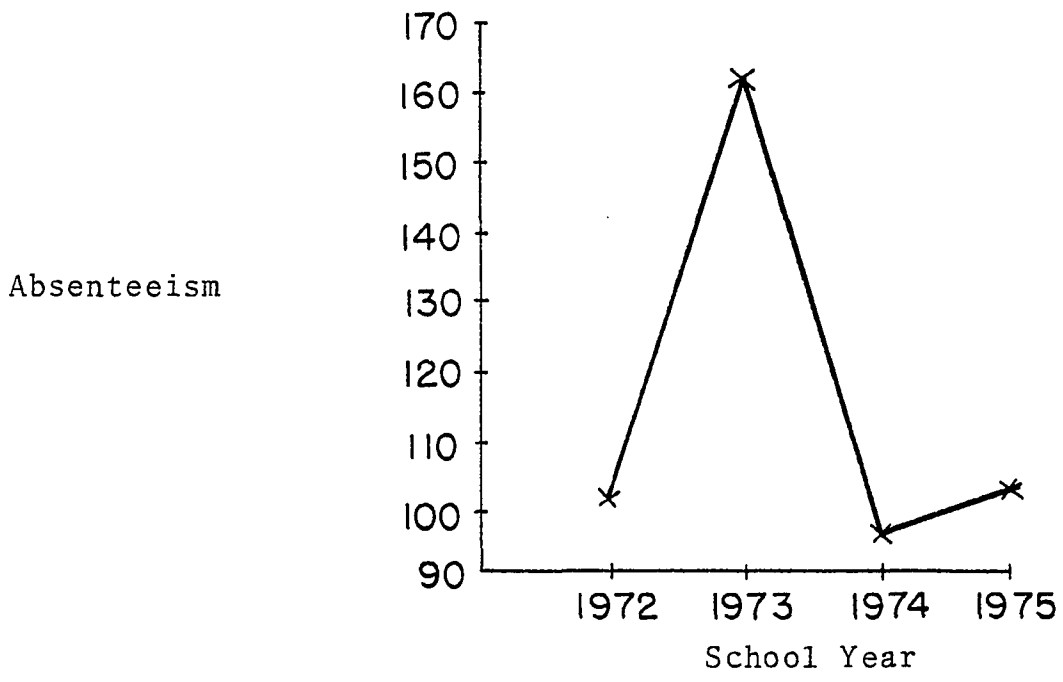


Figure 5. Mean number of absenteeism plotted by school year.

Analysis of Results

HO_1: There is no statistically significant correlation between the number of vandalism cases and the degree of absenteeism in schools.

Significant Pearson r correlations in Table VIII existed between the number of vandalism cases and the degree of absenteeism from 1972-1974. The correlation coefficients were .82, .78, and .70, respectively. A minimum coefficient of .67 was required for significance of the .95 percent level of confidence, and the correlations between vandalism cases and absenteeism were higher than .67. Therefore, HO_1 was rejected.

These correlations indicated that there was a positive relationship between absenteeism and vandalism. Therefore, when student absenteeism is higher in a school or in the district, it can be expected that vandalism will also be higher. This was evident for 1972-74, but it was not the case during 1975.

HO_2: There is no statistically significant correlation between the number of vandalism cases and the number of long-term suspensions.

In Table VIII there were no statistically significant Pearson r correlations between the number of vandalism cases and the number of suspensions. The correlations were very small, and none was near the minimum coefficient of .67. Therefore, HO_2 was accepted.

TABLE VIII

INTERCORRELATIONS AMONG VARIABLES

	Vari-ables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Number of vandalism cases																					
1972	1	1.00	.85	.89	.69	.93	.32	.53	.16	-.02	.06	-.11	.05	-.17	-.17	-.09	-.05	.18	.82	.54	.59
1973	2		1.00	.92	.60	.84	.48	.68	.22	-.20	-.19	-.38	.04	-.04	-.10	.00	.19	.12	.78	.35	.42
1974	3			1.00	.66	.81	.55	.67	.34	.00	-.20	-.39	.29	-.20	-.26	-.19	-.03	-.03	.70	.27	.21
1975	4				1.00	.75	.50	.28	.75	-.21	-.41	-.50	-.06	.09	.17	.21	.24	.29	.63	.25	.35
Costs of vandalism																					
1972	5					1.00	.35	.44	.25	-.30	.06	-.21	-.09	.06	.07	.15	.28	.29	.73	.45	.63
1973	6						1.00	.13	.67	.46	-.25	-.77	.43	-.50	-.52	-.48	-.44	-.07	.46	.14	-.21
1974	7							1.00	.15	.17	-.16	.08	.06	-.05	-.03	.07	.25	-.45	.32	-.02	-.04
1975	8								1.00	-.28	-.56	-.65	.17	-.02	.08	.08	.05	.09	.15	-.20	-.24
Number of suspensions																					
1972	9									1.00	-.22	.37	.27	-.03	-.09	-.16	-.17	-.25	-.19	-.18	-.25
1973	10										1.00	.65	-.02	-.38	-.32	-.28	-.28	-.14	-.08	.34	.33
1974	11											1.00	-.32	-.08	-.03	-.05	-.04	-.20	-.29	.18	.27
1975	12												1.00	-.39	-.50	-.55	-.57	-.62	-.12	-.43	-.49
Black/white (enrollment)																					
1972	13													1.00	.95	.93	.89	.30	-.29	-.46	.16
1973	14														1.00	.99	.94	.25	-.28	-.40	.26
1974	15															1.00	.98	.24	-.19	-.33	-.35
1975	16																1.00	.23	-.06	-.25	.42
Absenteeism																					
1972	17																	1.00	.41	.57	.42
1973	18																		1.00	.75	.64
1974	19																			1.00	.61
1975	20																				1.00

NOTE: Correlation of .67 required for significance at .05 level.

According to these results, it would be expected that a higher number of suspensions would not relate to a higher vandalism rate.

HO_3: There is no statistically significant correlation between the number of vandalism cases and the composition of Black/White enrollment.

As evidenced in Table VIII, there were no statistically significant correlations between the number of vandalism cases and the composition of Black/White enrollment of schools. If the composition of Black/White enrollment of a school increases, there is no valid data to support the notion that there would be a corresponding increase in vandalism. Therefore, HO_3 was accepted as written.

HO_4: There is no statistically significant correlation between the number of vandalism cases and the costs of vandalism.

Except for 1973 vandalism costs, there were significant correlation coefficients between the number of vandalism cases and the vandalism costs. The costs of vandalism during 1972 correlated with the number of cases during 1972, 1973, 1974, and 1975. The correlation coefficients were .93, .84, .81, and .75, respectively. Costs in 1974 correlated significantly with the number of cases in 1973 and 1974, with coefficients of .68 and .67. Finally, there was a correlation of .75 between vandalism cases and costs during 1975.

In summary, vandalism cases and costs correlated significantly during 1972, 1974, and 1975, but not in 1973. Therefore, HO_4 was rejected. The conclusion is that if the number of vandalism cases increases, there will be an increase in costs. This leads to the implication that the typical cost of a vandalism case is about the same, no matter if the number of cases is high or low.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Vandalism directed toward schools has become so intense that educators have termed it the major source of loss to school property. This has resulted in tremendous financial burdens on school districts throughout the nation. The magnitude of the problem has become so great that governmental agencies and other organizations have joined school authorities in searching for causes and solutions.

The problem for this study was to determine if selected school conditions contributed to vandalism in the comprehensive high schools of the Oklahoma City Public School District. Selected school conditions believed to be related to vandalism were attendance, suspensions, school location, and the composition of Black/White enrollment.

The data for investigation included the school years 1972-73 through 1975-76. The comprehensive schools involved in this study included Capitol Hill, Classen, Douglass, Marshall, Northeast, Northwest, Southeast, Star Spencer, and Grant.

It was the intent of this study to investigate causes and costs resulting from reported incidents of vandalism in the Oklahoma City High Schools. In many instances, vandalism incidents go unreported. The extent of underreporting was not factually established. It was pointed out, however, that larger cities have made more of an effort to create some type of reporting system. This fact accounted for why many urban areas were singled out as being unusually plagued by vandalism problems. Of notable interest was the fact that vandalism occurred in all areas regardless of location or economic and ethnic status of the immediate community. Vandalism incidents were reported to some degree in urban, suburban, and rural localities.

Various strategies and techniques were suggested as deterrents. Due to the scope of the problem, it was considered unwise to recommend the same techniques, strategies, or security measures to all school districts. The literature revealed that each school district was unique and many conditions determined the type of measures school districts should pursue. The administration, school staff, students, community involvement, and other outside surveillances played a major role in determining solutions that would bring the best results.

The following dependent variables were identified in this study: student absenteeism, location of high

schools, long-term suspensions, and the Black/White composition of the comprehensive high schools of the district.

To determine relationships among the selected school conditions, the Pearson product-moment correlations were obtained and presented in a matrix of intercorrelations by year for each variable. A correlation of .67 was required for significance at .05 error level (.95 percent confidence level).

Results of the tested hypotheses are described below:

Hypothesis 1: There is no statistically significant correlation between the cost of school vandalism reported and student attendance as measured by attendance reports from the nine comprehensive high schools in the Oklahoma City Public School District.

Significant Pearson r correlations in Table VIII existed between the number of vandalism cases and the degree of absenteeism from 1972-1974. The correlation coefficients were .82, .78, and .70, respectively. A minimum coefficient of .67 was required for significance of the .95 percent level of confidence, and the correlations between vandalism cases and absenteeism were higher than .67. Therefore, HO_1 was rejected.

Hypothesis 2: There is no statistically significant correlation between the cost of school vandalism and student long-term suspensions as measured by discipline

reports from the nine comprehensive high schools in the Oklahoma City Public School District.

Table VIII revealed that there were no statistically significant Pearson r correlations between the number of vandalism cases and the number of suspensions. The correlations were very small, and none was near the minimum coefficient of .67. Therefore, HO_2 was accepted.

Hypothesis 3: There is no statistically significant correlation between the cost of school vandalism reported and the composition of Black/White enrollment.

As evidenced in Table VIII, there were no statistically significant correlations between the number of vandalism cases and the composition of Black/White enrollment of schools. Therefore, HO_3 was accepted.

Hypothesis 4: There is no statistically significant correlation between the cost of school vandalism and the number of vandalism cases.

Except for 1973 vandalism costs, there were significant correlation coefficients between the number of vandalism cases and the vandalism costs. The costs of vandalism during 1972 correlated with the number of cases during 1972, 1973, 1974, and 1975. The correlation coefficients were .93, .84, .81, and .75, respectively. Therefore, HO_4 was rejected.

Conclusions

The purpose of this study was to determine the correlation between selected school conditions and vandalism costs. After reviewing the literature and testing the stated hypotheses, the following conclusion was reached:

The findings from this study indicated that student long-term suspensions, locations of high schools in the district, and the composition of Black/White enrollment have little effect on the cost of vandalism. Therefore, it was concluded that there are other conditions more related to increasing vandalism.

Recommendations

Statistical methods were applied to determine the relationship between selected school conditions and the amount of vandalism in the comprehensive high schools of the Oklahoma City Public School District. Other data revealed statistics concerning the cost of vandalism experienced by school districts throughout the nation.

Because of these findings and other suggestions regarding deterrents, the investigator concluded that the following recommendations would be beneficial to the Oklahoma City Public School District.

It is recommended:

1. That a more extensive study involving students, teachers, and administrators be initiated to determine the causes for increased vandalism cost.

2. That a supplementary study regarding the relationship between vandalism and selected school conditions be conducted on a comparative basis in middle schools and high schools of the Oklahoma City Public School District.

3. That educational programs aimed at deterring vandalism be implemented in each high school of the Oklahoma City Public School District. The programs would focus on (a) security measures, (b) instructional and curricular programs with emphasis on vandalism costs and its effect on the educational system, and (c) counseling and guidance services that would teach values, human behavior, and guide students in developing respect for property. That the implementation of the program include the involvement of parents, students, teachers, security personnel, administrators, and community members.

4. That a reporting system be established to provide information from (a) principals--reporting vandalism incidents occurring in schools during the day and after school hours, from the (b) Maintenance Department--indicating material and labor costs resulting from vandalism, and from the (c) Transportation Department--including vandalism to buses.

5. That further efforts be made by the Oklahoma City Public School District to solicit community assistance and outside surveillance in an attempt to control vandalism.

6. That an employee be assigned to keep an accurate inventory of all material and equipment assigned to each school in the Oklahoma City Public School District. This would allow the school system to make a better estimate of annual losses resulting from vandalism, theft, arson, and other type of crimes.

7. There seemed to be a considerable relationship between vandalism and court ordered desegregation in 1973-74. Therefore, it is recommended that further study should be made of major curriculum and organizational changes and their effect on vandalism.

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APPENDIX A

CORRESPONDENCE RELATED TO STUDY

Oklahoma City Public Schools
900 North Kelin
Oklahoma City, Oklahoma 73106

February 1, 1978

Mr. Oliver W. Stripling
345 Northeast 60th
Oklahoma City, Oklahoma 73106

Dear Mr. Stripling:

I am happy to inform you that your request to conduct a study in the Oklahoma City Public Schools has been approved. Please contact the following individuals to gather the necessary information for your study:

Attendance Records	- Louise Dutcher	Ext. 275
Suspension Records	- Corilla Smith	Ext. 324
Expulsion Records	- Corilla Smith	Ext. 324
Referrals to Juvenile Court	- David Nunn	Ext. 261
Vandalism Records	- Doc Wadley	427-8461

Please contact this office if you feel there is need for further clarification of this matter.

Good luck on your study.

Sincerely,

Maxie Wood
Senior Research Associate
Research and Evaluation Unit
Oklahoma City Public Schools

MW/rm

OKLAHOMA CITY PUBLIC SCHOOLS
School Plant Services Department
2700 North Miramar
Oklahoma City, Oklahoma 73111

January 25, 1978

Mr. Don Dillon
Director of Maintenance
Norman Public Schools
Box 1007
Norman, Oklahoma 73070

Dear Mr. Dillon:

Throughout the nation, vandalism seems to be an increasing problem. I am conducting a study to determine if there is any correlation between selected school factors and vandalism costs. This study involves the nine high schools in the Oklahoma City Public School District.

I would appreciate your sending the following information relative to high schools in your school district.

1. Vandalism repair cost by school year between 1972-73 and 1975-76

2. Security measures used to deter vandals

Your immediate response to this request would be greatly appreciated.

Yours truly,

Oliver Stripling
Director

OS:dw
c: Dr. Robert Bibens

NORMAN PUBLIC SCHOOLS

Norman, Oklahoma
73070

Office of the Superintendent

February 1, 1978

Mr. Oliver Stripling
School Plant Services Dept.
Oklahoma City Public Schools
2700 North Miramar
Oklahoma City, Oklahoma 73111

Dear Mr. Stripling:

In answer to your letter of January 25th, we do not keep the records you are requesting. As you well know it is very difficult to determine many times what is vandalism and what is normal wear and tear. We are very fortunate in Norman as our vandalism is not what you would consider excessive. Our entire system's glass bill is only about $5,000.00 per year and we have over a million square feet of buildings.

As for security measures that we employ, we do not do anything unusual. Our principals and staffs are ever alert during the school day. We have night sweepers in each building at night. They are at two of our high schools until 3:00 a.m. and in one until 12:00 a.m. This helps keep down after hours vandalism. We try to keep our buildings repaired and clean as quickly as possible and as you well know this helps, as one mark on the wall becomes twenty in two or three days. I'm sorry I couldn't be of more help to you in this matter.

Sincerely yours,

Don Dillon
Staff Assistant for Facilities

DD/la

OKLAHOMA CITY PUBLIC SCHOOLS
School Plant Services Department
2700 North Miramar
Oklahoma City, Oklahoma 73111

January 25, 1978

Mr. I. T. Chowning
Director of Maintenance & Construction
Midwest City Public Schools
607 West Rickenbacker
Midwest City, Oklahoma 73110

Dear Mr. Chowning:

Throughout the nation, vandalism seems to be an increasing problem. I am conducting a study to determine if there is any correlation between selected school factors and vandalism costs. This study involves the nine high schools in the Oklahoma City Public School District.

I would appreciate your sending the following information relative to high schools in your school district.

1. Vandalism repair cost by school year between 1972-73 and 1975-76

2. Security measures used to deter vandals

Your immediate response to this request would be greatly appreciated.

Yours truly,

Oliver Stripling
Director

OS:dw
c: Dr. Robert Bibens

MIDWEST CITY-DEL CITY SCHOOLS
Post Office Box 10630
Midwest City, Oklahoma 73110

February 22, 1978

Mr. Oliver Stripling
Director, School Plant Services
2700 North Miramar
Oklahoma City, Oklahoma 73111

Dear Mr. Stripling:

In response to your inquiry of January 25, concerning vandalism, we are pleased to furnish the following information on our three high schools and Voc.-Technical School.

1972-73 - $7,315	1974-75 - $16,232
1973-74 - $6,607	1975-76 - $ 7,065

In addition, in October 1975 we experienced a fire at Midwest City High School Auditorium in which arson was evident but not officially declared. Damage was $181,000.

Our attempts to deter vandalism include the following:

1. Security guards on a full time basis at high schools during school hours.
2. We have used contract nite time security patrol for periods of time.
3. Extra security service for athletic events.
4. Installation of Rollins Protective System at the Voc.-Technical School.
5. Automatic Mercury Vapor security lights throughout the district.
6. Fencing and posting to keep vehicles off school grounds.
7. In newer buildings we have provided automatic interior night lighting at entries and selected areas.
8. Requested all visitors to check at the office.

9. Removal without replacement of vandal prone fixtures and items such as toilet partitions and doors when they are destroyed.

10. We have set up a district Security Officer to investigate incidents and to work with police, students and parents. We require parents to pay for damages when responsibility is established.

11. Twenty sound detector alarm systems have been purchased and are used throughout the district.

No doubt, much vandalism is progressive and not identified or recorded. The above was compiled from our records. We trust this may be helpful.

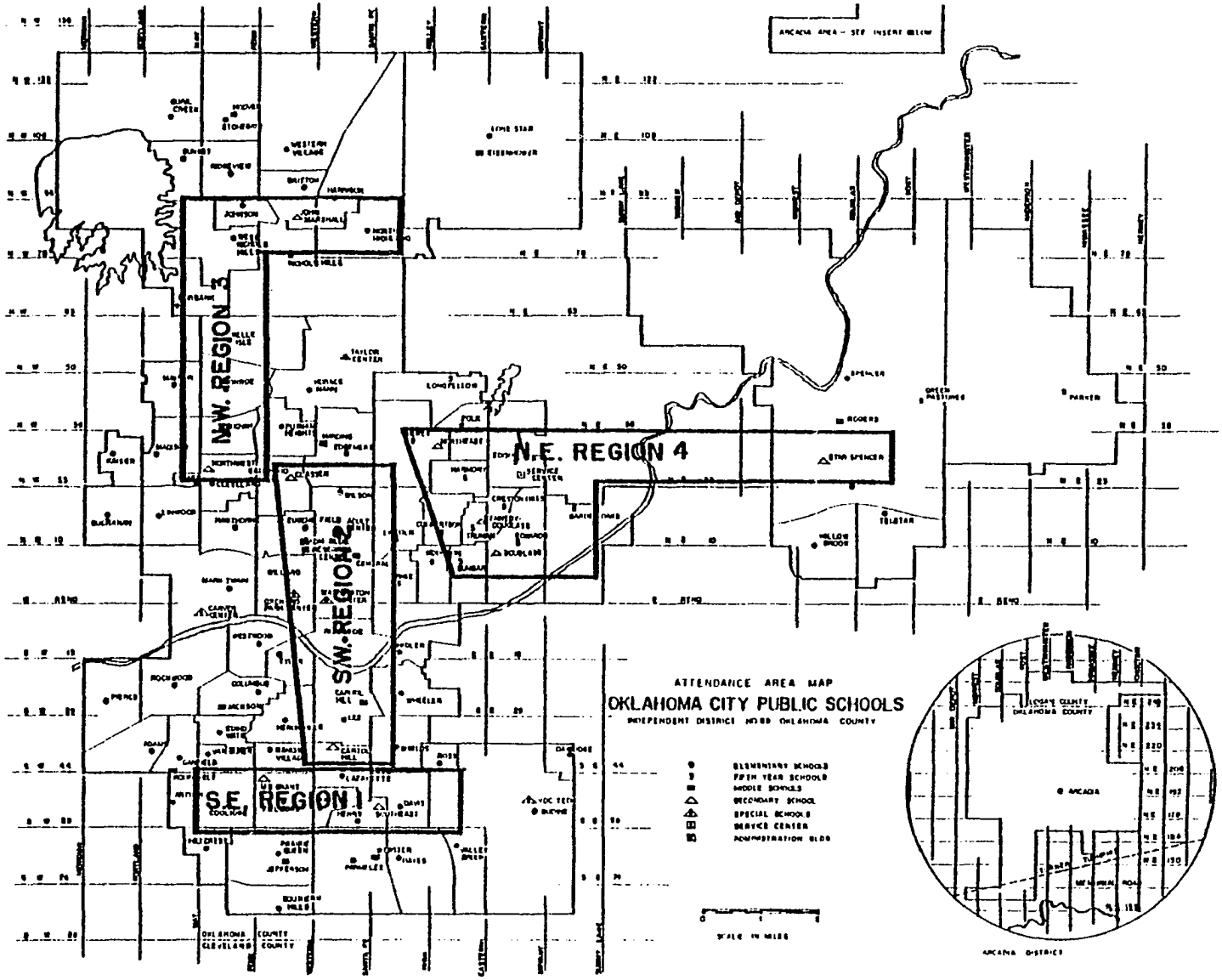
Sincerely,

Tom Chowning, Director
Maintenance and Construction

Copies: Betty Wilson
Mr. Wheeler

APPENDIX B

LOCATION OF HIGH SCHOOLS BY REGION


N.W. REGION 3
N.E. REGION 4
S.W. REGION 2
S.E. REGION 1
ATTENDANCE AREA MAP
OKLAHOMA CITY PUBLIC SCHOOLS
INDEPENDENT DISTRICT NO 89 OKLAHOMA COUNTY
ELEMENTARY SCHOOLS
FIFTH YEAR SCHOOLS
MIDDLE SCHOOLS
SECONDARY SCHOOL
SPECIAL SCHOOLS
SERVICE CENTER
ADMINISTRATION BLDG
SCALE IN MILES
ARCADIA DISTRICT