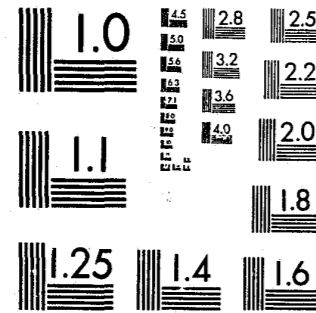


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VIOLENCE AND VANDALISM IN THE PUBLIC SCHOOLS OF HAWAII

VOLUME 1
A REPORT TO THE
HAWAII STATE LEGISLATURE



BY THE
HAWAII CRIME COMMISSION

State Capitol
Honolulu, Hawaii 96813

SEPTEMBER 1980

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VIOLENCE AND VANDALISM IN THE
PUBLIC SCHOOLS OF HAWAII

VOLUME I

U.S. Department of Justice
National Institute of Justice

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TABLE OF CONTENTS

	Page
SUMMARY OF FINDINGS	viii
CHAPTER I. INTRODUCTION AND REVIEW OF LITERATURE	
A. Nature and Scope of the Study.	1
B. A Survey of the Literature on School Violence and Vandalism in Hawaii	2
CHAPTER II. METHODOLOGY	
A. Rationale and Strategy of the Questionnaire and Interview Method	17
B. Questionnaire Development.	17
The Questionnaire	19
C. Sample Selection	21
Accuracy of the Sample: Strengths and Limitations	23
Non-respondent Schools.	27
D. Response	29
E. Data Processing.	37
Other Techniques.	39
F. Interview Phase	41
Selection of Schools for Interviewing	42
Analysis of Interview Data.	44

	Page
CHAPTER III. DATA ANALYSIS	
A. General Frame of Reference	45
Definition and Relevance of Perception.	46
Question Format	47
Sequence in Reporting the Data	47
B. School Environment	48
School Atmosphere	48
Physical Condition of School.	53
Teacher's Contentment in School Setting	57
Student Attitudes	61
School Rules and Regulations.	66
How Often Rules Explained	67
How Well Rules Explained	70
Causes and Controls of Violence and Vandalism	73
Control of Vandalism	82
Control of Violence	86
C. Perceptions of Specific Acts of Vandalism and	
Violence	89
Vandalism	91
Breaking Windows	91
Setting Fires.	93
Breaking Furniture	95
Marking on Walls	97
Damaging Bathrooms	99
Damaging Books and Equipment	101
Other Destruction	103
Composite Vandalism Index	105

	Page
Frequency of Violence	109
Frequency of Students Believed to be	
Threatened	109
Students Believed to be Beaten	113
Students Believed to be Hijacked	117
Students Believed to be Attacked by	
Several Other Students	121
Students Afraid	125
Teachers Believed to be Threatened	129
Teachers Believed to be Attached	132
Teachers Believed to be Insulted	133
Student Steals from Teacher	135
Teachers' Property Damaged	137
Cross-Tabulation Analysis	139
Cross-Tabulations Analysis: School's	
Condition.	139
Cross-Tabulation Analysis: Teachers'	
Attitudes.	142
Cross-Tabulation Analysis: Students'	
Attitudes-Other Relationships.	144
Cross-Tabulation Analysis: School	
Rules-Other Relationships.	146
Schools at the Extreme Range, Favorable	
and Unfavorable.	150
Low Income Students and Size of	
School Enrollment	170
District Summaries	175

CHAPTER IV. REPORTS OF INCIDENTS

A. Teachers	177
Tabulation of Respondents' Sex	178
Teachers Responses by Ethnic Group	179
Teachers Threatened	181
Teachers Beaten by Student	183
Teachers Receive Abusive Language	186
Class Disruption.	188
Teachers Feel Fear or Intimidation	190
Is Action Taken When Violent Students are	
Referred?	196

	Page
Is Action Taken Promptly?	197
Frequency of Teacher Being Informed of Action Taken	198
Frequency Teachers Fear Student Reprisal.	199
Frequency Teachers Feel Backed by Administration	200
Impact of Violence and Vandalism on Quality of Education	201
B. Students	204
Student Threatened by Another Student	204
Student Beaten by Another Student	207
Frequency Student Hijacked	208
Beaten by a Group of Students	210
Fear of Bathrooms	211
Visibility of Principal	213
Quality of Classes	214
System of Justice at Schools.	218
Severity of Punishment.	220
C. Counselors.	223
By Grade.	223
Ethnicity	223
By Sex	224
Types of Counselors	225
Person Who Receives Violence Referrals.	227
Factor Most limiting Effectiveness of Counselor	228

	Page
Most Needed Control of Violence and Vandalism	230
D. Principals	231
Records on Violence	232
Seriousness of Violence Problem	232
Proposed Remedies for Violence by Principals.	233
Records on Vandalism	234
Seriousness of Vandalism Problem	234
Control of Vandalism	236
Visibility/Availability of Principals	237
Limiting Factors	237
E. Open-Ended Questions to Principals	
Introduction.	239
Current Programs to Control Violence and Vandalism	240
Security Aides	240
School Rules and Regulations	241
Student Activities	241
Campus Counselors.	242
Alternative Learning Programs.	242
Special Classes.	242
Suspension	243
Parent Involvement	243
Campus Supervision by Teachers	243
Student Involvement.	243
Other Programs	244
Additional Programs and Policies.	245
More Security Aides.	245
Student Activities/Activities Coordinator.	246
Alternative Programs	247
Additional Personnel	247
Staff Training	247
Eliminate Rule 49	248
Additional Counselors.	248
Security Devices	248
Security Aide Training	249

	Page
F. Security Aides	251
Questions on Vandalism	251
Questions on Violence	255
Open-ended Questions to Security Aides.	262
"How Long Have You Been A Security Aid?"	262
Major Problems.	262
"What Needs to be Done?"	263

CHAPTER V. INTERVIEWS

A. General Summary	265
Introduction.	265
Violence	265
Vandalism	267
Causes of Violence and Vandalism.	269
Is There a Standard Disciplinary System at This School?.	271
Current Programs.	273
Remedies	275
B. Archetypal Schools	278
Large Urban High School--Honolulu District.	278
Medium-Large High School--Maui District	282
Intermediate School--Hawaii District.	287
Intermediate School--Central Oahu District.	290
Large High School--Leeward Oahu District.	294
Medium-Large Urban High School--Honolulu District.	298
Suburban Intermediate School--Windward Oahu District	308
High and Intermediate School--Kauai District.	317

	Page
CHAPTER VI. RULES 21 AND 49	
A. Rule 21	322
B. Rule 49	338
APPENDIX A: LIST OF TABLES, WITH FINDINGS	346
APPENDIX B: QUESTIONNAIRES USED IN SURVEY	365
APPENDIX C: STUDENT ETHNICITY DATE	375
APPENDIX D: RESPONDENT POPULATION: OCCUPATION BY ETHNICITY	376
ANNOTATED BIBLIOGRAPHY	377

SUMMARY OF FINDINGS

SUMMARY OF FINDINGS

PURPOSE

The purpose of this study is (1) to assess the nature and the extent of violence and vandalism in the public secondary schools of Hawaii (Volume I), and (2) to make concrete proposals for the development of programs to help control the problems that are identified (Volume II). For a detailed discussion of the findings, refer to the text of this volume; recommendations are presented in a separate volume.

METHODS

The data for the Commission study were gathered by a statewide school-by-school survey of principals, teachers, counselors, students, and security aides; interviews with principals, teachers, counselors, and students at nineteen representative schools; interviews with Department of Education officials and other specialists; and a review of previously published public and private studies. The Commission received the cooperation of the Department of Education at all stages of this study.

OVERALL FINDINGS

The findings of this study indicate that violence and vandalism are serious problems in the secondary schools of the State of Hawaii. While our schools are not yet in a crisis state, serious attention

needs to be given now to school security. At a few schools the problems are only minimal but at most the difficulties are apparent enough to warrant immediate action. At some schools the problems are severe. Those schools have been identified to the Department of Education.

CAUSES

The people contacted in this study -- principals, counselors, teachers, and students -- all generally agree on the major causes of violence and vandalism in Hawaii. Frustration and boredom are consistently identified as the leading causes. Students also report that racial conflict and boy/girl trouble often give rise to violence. Statewide, however, these and other generally acknowledged causes such as immigrant-local confrontations and local-military conflict are discounted by those in the system themselves.

Beyond these root causes, however, many factors contribute to the level of violence and vandalism in a school. The physical condition of the school campus, the attitudes demonstrated by the teachers and administrators, and the programs and policies in effect all combine to influence school security. Taken together, these conditions create the "atmosphere" of a school which greatly influences the quality of education and the state of security.

One immediate and important factor is the physical condition of the school buildings and grounds. When a school is well maintained the impression conveyed is that people care about what goes on there. That sense of caring is an important positive reinforcement for good behavior and combines with other attitudes to help create

a good school atmosphere. This study determined that well maintained schools report only half the violence to student that schools in disrepair report.

Another contributing factor is the visible presence of the principal. Principals who allocate time for being out on campus, communicating with students and letting students know that they are available, help create a good school atmosphere. National studies conclude that principals are essential to a good school environment and the Crime Commission study shows this to be true in Hawaii as well. A visible principal is highly important in controlling violence and vandalism. Less than half of the students contacted in this study report often seeing the principal around campus.

Another important influence on the school atmosphere is the care taken to explain school rules to the students. Taking the time to clearly set out the rules conveys an attitude of seriousness and concern--that the students' behavior is important. Violence and vandalism occur less frequently in schools where the rules are clearly explained, which is a reflection of effective school management as a whole.

Many other factors also contribute to a good school atmosphere. Among them are attendance policies and how effectively they are implemented, the quality of security aides, the general sense of order on campus, the disciplinary system and its enforcement, the amount of anxiety or frustration displayed by teachers, and the teachers' general ability to maintain orderly classes.

TEACHERS

Abusive language from students and class disruption are the most frequent problems which teachers encounter. The seriousness of these problems is emphasized by the large number of teachers who report that they experience them. Two-thirds of the teachers sometimes or often have their classes disrupted and half sometimes or often receive abusive language. These trends reflect the general atmosphere of our schools which has so deteriorated as to endanger our students' right to a decent education.

Nearly one-third of the teachers who responded to the Crime Commission survey said that violence and disruptive behavior has had a serious negative effect on the quality of education in public secondary schools. Also, about a third of the public secondary teachers reported that students are generally defiant, disobedient, or apathetic. Such negative attitudes are found at all secondary grade levels and in all types of schools.

STUDENTS

Most of the students who responded to the Crime Commission survey have not been the victims of violent acts. However, many reported that they avoid bathrooms and other locations on campus out of fear. For the purpose of this study, violence includes mental as well as physical violence. The emotional strain of fear and intimidation are as difficult to bear as an actual physical beating. Nearly one-third of the students responding said that

they often feel fear at school. Furthermore, students indicated a lack of faith in school justice and a low level of enthusiasm for their classes.

PRINCIPALS

A majority of principals report that violence and vandalism are minor problems. However, the perceptions of principals generally vary greatly from those of teachers and students, with principals consistently reporting better conditions in nearly every case. Either principals are out of touch with campus reality or they are underestimating the problems to make their schools appear more peaceful than they actually are.

VANDALISM

Vandalism is a more visible problem than violence. School fires, for example, draw widespread attention. Such fires, however, are not the most common form of school vandalism. The acts of vandalism which occur most frequently across the state are: marking on walls, damaging books and equipment, and damaging bathrooms.

Vandalism is a serious problem at certain schools. Over one-fourth of those persons surveyed responded that vandalism occurs frequently in their school.

DISCIPLINE

One problem area identified by this study was the disciplinary system. Many teachers and students alike lack confidence in the system because they feel it is ineffective both in apprehending

offenders and in administering adequate punishment. Principals complain that the required procedures are slow and cumbersome, that they lack adequate sanctions for serious offenders, and that existing rules are fraught with potential legal and administrative difficulties. The end result is that at those schools where the system seems to be functioning poorly, higher incidences of violence and vandalism are reported.

Hawaii's teachers in particular feel strongly about the failure of the disciplinary system. One-third of the teachers contacted in this study report that they do not consistently receive support from the administration in disciplinary referrals. The front line of school discipline is the classroom teacher. For teachers to maintain discipline, their admonishments, decisions and recommendations must be consistently supported by prompt, firm, and fair action by the administration. Without such support, teachers become demoralized and students quickly realize that they can break rules with impunity. One-fourth of the teachers interviewed report that the system of discipline at their schools is confused and inconsistent.

Students concur with these conclusions. Half of the students contacted in this study believe that punishment given offenders at school is generally too light. This confirms national findings that many students feel more discipline, not less, is required at school.

Two rules concerning discipline promulgated by the Board of Education are often criticized by school administrators. The first, Rule 21, provides for due process in the case of serious disciplinary action. While this rule is generally acknowledged as being necessary,

the procedures mandated by the rule are held to be cumbersome and time consuming. The second, Rule 49, provides that students placed in special education programs can be suspended only in crisis situations. Students and adults alike acknowledge that this double standard is discriminatory, fosters unhealthy attitudes in special education students, and creates serious problems in applying necessary discipline.

CURRENT PROGRAMS

Many schools have access to off campus Alternative Learning Centers. These centers are designed to provide a more appealing and productive educational setting for alienated students who have been unable to adjust well to regular classes. Some schools also provide on-campus special motivation classes. Both of these programs have achieved a measure of success in that students who would be disruptive or violent in the regular classroom are provided with a workable alternative. Teachers, counselors, and principals agree that these programs are necessary and useful.

The problem with these alternatives is accessibility. School personnel agree on the need for both expanded alternative learning centers and additional Special Motivation classes. Existing programs are successful but simply not capable of meeting the current demands. Also, the quality of these classes has been called into question by some students and teachers.

SECURITY AIDES

For the past several years, secondary schools have had security aides. These aides work to maintain order on campus during school hours. Although there are many problems inherent in the security aide program, a certain degree of success has been achieved. Just the presence of an adult often adds an element of control to a campus situation. All groups of respondents agree that security aides are helpful in controlling violence and vandalism on school campuses. Most respondents feel that such a program is both necessary and useful.

SECURITY EQUIPMENT

Interviews with school personnel have identified a need for more school security measures. The addition of a few security devices can prevent a great deal of loss from vandalism. Chains or fences are required by some to prevent after-hour intrusion by automobiles and school time entry by off-campus persons. Additional locks and lighting are called for to help prevent theft and needless damage. The employment of night and weekend security guards is also necessary at certain schools. All in all, there is a need for a further allotment of resources to provide this basic safeguard against vandalism.

ATTENDANCE PROCEDURES

Inadequate attendance procedures promote tardiness, class cutting and truancy. These acts contribute to loitering, general campus disorder, and violence and vandalism. Students are required

by law to attend school, yet their attendance is often monitored in a very minimal fashion. Most respondents remarked on this problem during interviews.

INHIBITING FACTORS

Some school personnel report that current conditions inhibit their ability to control violence and vandalism. Many counselors complain that excessive paperwork and heavy caseloads have greatly reduced their effectiveness. Likewise, principals report that lack of staff, too little available time, and student attitudes all contribute to hamper their work in this area. Principals and teachers report that the work of Security Aides is hindered by the temporary nature of the positions, low pay, and lack of training. School officials also identify the lack of nighttime and weekend security as a problem in controlling vandalism. Many teachers feel they do not receive adequate support from the administration while principals in turn complain of a lack of support from the district level, from parents, and from the community.

CONCLUSION

Violence and vandalism are serious problems in Hawaii's public secondary schools. Current policies and programs are not adequately coping with the situation. A major effort is now needed to recreate the safe and healthy learning environment which our children deserve. Recommendations aimed at working toward that goal are detailed in Volume II of this study.

CHAPTER I
INTRODUCTION AND REVIEW OF LITERATURE

CHAPTER I: INTRODUCTION AND REVIEW OF LITERATURE

A. NATURE AND SCOPE OF THE STUDY

This study has two primary objectives: 1) to identify and describe the nature and extent of violence and vandalism in the secondary public schools of Hawaii; and 2) to discover proposals toward the development of programs to control the problems that are identified.

Data for the study were obtained through library research, preliminary interviews, questionnaires, and formal interviews. A primary source of data and analysis was a series of surveys and interviews with students, teachers, counselors, security aides, and principals in public schools throughout the Islands.

The early stages of this study included library research into the literature on violence and vandalism in schools as well as preliminary interviews with education officials familiar with this subject. Officials from the offices of the Department of Education, the Hawaii State Teachers Association, and the Honolulu Police and Fire Departments were interviewed.

The Commission started the search of the literature on school violence and vandalism by reviewing information the Educational Resources Information Center (ERIC) files at Hamilton Library at the University of Hawaii. Also reviewed were other materials at Hamilton Library, the Department of Education, and the Hawaii State Library.

B. A SURVEY OF THE LITERATURE ON SCHOOL VIOLENCE AND VANDALISM
IN HAWAII

The literature on school violence and vandalism in Hawaii is limited if not sparse. The scope and focus of previous studies have generally been limited to Oahu or some portion of Oahu. Although each of these works illuminated certain areas of the problem, none of them attempted to assess the nature and extent of school violence and vandalism on a statewide basis; nor did they employ primary data gathered on a school-by-school basis.

The most broadly based study in the existing literature was conducted by Professor Michael Haas of the Political Science Department at the University of Hawaii at Manoa.¹ Haas gathered police data relating to 215 public schools during the 1974-75 school year and integrated them with available social data on the school population. Haas tested several theories about school violence and unrest. As a result of his analysis, Haas reached the following conclusions:

¹Haas, Michael. "School Violence and Equal Opportunity for Diverse Cultures," paper presented at World Educator's Conference, Honolulu, 1976.

- *cultural factors do not explain school violence;
- *personality problems are a factor in school violence;
- *tracking systems and other means of labeling students do contribute to school violence;
- *unequal academic performance correlates with levels of violence;
- *labeling students as "superior" or "inferior" is related to violence;
- *large school enrollments do contribute to school violence;
- *where students are serious in their work, the level of violence drops.²

In 1974, Ronald Gallimore, Joan Boggs and Cathie Jordan published a study entitled Culture, Behavior and Education, A Study of Hawaiian Americans.³ This five-year study focused on

²Michael Haas and Peter Resurrection have compiled a group of essays, speeches and newspaper extracts assessing related problems. See Politics and Prejudice in Contemporary Hawaii, Coventry Press, Honolulu, 1976.

³Gallimore, Ronald, Joan Boggs, and Cathie Jordan. Culture, Behavior and Education, A Study of Hawaiian Americans. Sage Publications, Beverly Hills, 1974.

a Hawaiian American community in leeward Oahu. Gallimore and his associates examined problems that developed as a result of the contrast between the values of the formal educational system and the values of a minority culture (i.e., the Hawaiian Americans). Both family and school settings were studied. Questionnaires, group discussions, and formal interviews were among the methods employed in this research.

The study concluded that the Hawaiian American culture is a coherent social system that teaches children values and roles. The focus of this socialization is the family. Conflicts arise in a classroom situation because of the differences between school values and home values. Some of the more prominent of these conflicts are:

- *school emphasizes the individual while home emphasizes the group;
- *home places emphasis on flexible time and shared work, while school does not, which places pressure upon the student;
- *boys tend to resist taking direction from females;
- *cultural problems are perceived by teachers as individual problems.

In 1976, M. Leon Guerrero conducted a study of school personnel, students, and community members in the Waipahu, Campbell school complex to discover means to curb school violence and

vandalism.⁴ Data were gathered by means of a questionnaire distributed to 1,500 respondents.

Among the conclusions reached by this study were the following: community and parental involvement are vital to the schools; students require better supervision both during and after school hours; and more specialized personnel are needed (i.e., social workers, police, counselors).

Also in 1976, Eldon Wegner and associates conducted a study for the legislative Reference Bureau of the State of Hawaii.⁵ More than 1,000 seniors from four Oahu high schools responded to a questionnaire during February and March of 1976. This questionnaire elicited student attitudes on eight issues: compulsory education, course offerings, teacher-student counseling services, school health information and services, student civil liberties, and means of coping with physical violence.

The results of this survey indicated that most students approved of compulsory school attendance and were satisfied with

⁴Guerrero, Manuel Leon. A Checklist to Encourage a Peaceful Environment on Campus. April, 1976.

⁵Wegner, Eldon Lowell, Gary Kazuo Sakihara, and David Takeo Takeuchi. The Social Climates of Public High Schools in Hawaii: An Exploration of the Needs and Dissatisfactions of High School Seniors. A report submitted to the State of Hawaii Legislative Bureau. July, 1976.

both course offerings and teacher performances. Students were also satisfied with student counseling and with the amount of respect for their civil liberties at school. Students expressed dissatisfaction with health services and information. The lack of personal attention given to students with problems was another point of student dissatisfaction.

This study also revealed that "more than half the sample indicated that they personally worry about physical safety," and nearly 60 per cent believed their school was not doing enough to "provide for the physical protection of students."⁶

The study also produced the chart on the following page which identified Hawaiians and Samoans as the groups who most "hassle" or "bully" other students. The study concludes: "Without more data, there is little basis for speculating as to the actual rates of violence or what among the many possible reasons would lead some groups to engage in more violence than others. The only firm conclusion that can be stated is that the problem of violence is associated with ethnic relations in the minds of students."⁷

⁶ Ibid., p. 62.

⁷ Ibid., p. 64.

Table 1
PERCENTAGE OF STUDENTS MENTIONING SPECIFIC ETHNIC GROUPS AS
CAUSING PHYSICAL VIOLENCE IN FOUR PUBLIC HIGH SCHOOLS

Survey Question: Do the students in your school who hassle you or 'bully' other students tend to come from any particular ethnic group? If so, which ones?

School:	Urban High Status	Urban Cosmopolitan	Rural	Sub-urban
<u>Response Alternatives:</u>				
No Group Different from Others	29.6	31.1	45.5	37.6
Local Chinese	.3	1.7	1.4	2.9
Chinese Immigrant	1.2	3.2	3.6	1.7
Local Filipino	3.0	4.9	2.7	5.8
Filipino Immigrant	3.6	17.3	5.5	5.8
Local Haole	3.6	3.6	3.2	5.2
Mainland Haole	3.3	3.9	5.9	5.2
Local Portuguese	6.9	7.3	8.6	8.1
Hawaiian	57.0	20.4	23.6	42.8
Local Japanese	3.3	5.4	2.3	7.5
Local Korean	1.8	2.2	2.3	1.7
Korean Immigrant	5.7	6.6	2.7	2.9
Samoan	23.6	52.8	28.6	24.9
Other	2.4	.5	1.4	1.7
Total Number of Respondents	335	411	220	173

In 1975, Amefil Agbayani-Cahill and associates conducted a study entitled Immigrant and Non-Immigrant Youth on Oahu.⁸ The purpose of this study was to identify the problems of immigrant and non-immigrant youth on Oahu, especially with reference to juvenile delinquency. This study included 800 youths in ten Oahu secondary schools. Both questionnaire and interview techniques were employed in gathering the data.

The findings of this study indicate that the immigrant students have a more positive attitude towards their school and their teachers than do local youths. Immigrants are more fearful on campus than are the locals. The following table was included in the study.

Table 2

Conflict and Safety at School

	<u>% yes-locals</u>	<u>% yes-immigrants</u>
a) What do students worry about most		
(1) getting hijacked or hurt at school	16	36
(2) difficulties in school work	34	34
(3) teachers	3	4
b) Have you been hijacked?	17	20
c) Have other students tried to fight with you?	53	58
d) Have you been called bad names that hurt?	53	53
e) Have some students made fun of the way you dress?	18	29
f) Have some students made fun of the way you talk?	15	38
g) Do you feel safe at school?	76	57

⁸Agbayani-Cahill, Amefil. A Study of Immigrant and Non-Immigrant Youth on Oahu. A report prepared by the Behavioral Research Group for the Law Enforcement Assistance Administration program of the Office of Human Resources, City and County of Honolulu. December, 1975.

Immigrant students are slightly more likely than local students to be hijacked or to have a fight picked with them. Also, immigrants are subject to ridicule for language and dress differences. Otherwise there are few differences between local students and immigrants.

This study recognized the need for programs to assist the immigrant students in making adjustments both to school and to life in Hawaii.

A 1978 dissertation by Janet Kalu, Analysis of Hawaii Secondary School Discipline Variables,⁹ assessed the nature of disciplinary problems and the methods to successfully control them. The data for this dissertation were gathered by means of questionnaires and interviews with students, teachers, and principals in 19 Oahu School.

The findings of this research indicate that the attitude of the principal is critical to the school environment. A positive and creative school environment contributes to a lower crime rate. The dissertation recommends steps that principals should take to contribute to this positive environment. Among these steps are:

*high academic expectation,

*strong discipline,

⁹Kalus, Janet. Analysis of Hawaii Secondary School Discipline Variables. Doctoral Dissertation. Walden University, 1978.

- *public relations programs,
- *assistance to principals in difficult schools,
- *more positive communication with parents.

In 1971 the DOE published a report called "School Security Study: A Report and Recommendations on Curbing Vandalism and Burglaries in our Schools." This study indentified the following as "high risk" schools.¹⁰

Table 3

Aliamanu Intermediate	Central Intermediate
Moanalua Intermediate	Dole Intermediate
Aiea Elementary	Farrington
Aiea Intermediate	Kaimuki High
Halawa	Kalakaua Intermediate
Radford	Kalihi-Waena
Ewa Elementary	Kauluwela
Highlands	Koko Head
Waianae High	Lincoln
Makaha	Palolo
Castle High	Roosevelt
Heeia	Maemae
Kailua Elementary	Pope Elementary
Kailua Intermediate	Stevenson Intermediate
Kailua High	McKinley
Keolu	Wilson
Puohala	Hauula
Waiamanalo	

¹⁰Data from Appendix Table I, Department of Education, Office of the Superintendent, "A Report and Recommendations on Curbing Vandalism and Burglaries in Our Schools," September, 1971.

The study had limited findings and recommendations which are reprinted below:¹¹

Findings

- 1) At least 61% of \$65,884 losses due to school burglaries involve audio-visual equipment and 19% musical instruments.
- 2) Losses due to burglaries are concentrated in a few schools--about 24 in all--in the state, and that these schools are just as likely to be found in affluent communities as in poor communities.
- 3) Less than 3% of the burglary losses in 1969-70 occurred in neighbor island schools, while 97% occurred in Oahu schools. One-third of the schools are located in the neighbor islands.
- 4) Through multiple regression analysis it was found that poor night lighting correlates highest with schools experiencing high dollar losses due to acts of vandalism and burglaries. This was done by taking light meter readings at night. Another high correlate of high burglary losses was found to be high pupil enrollment.
- 5) The presence of a resident custodian has about no statistical relationship to high or low losses due to acts of vandalism and burglary.
- 6) Thirty-eight percent of silent alarms not tripped falsly(sic) resulted in the apprehension of one or more individuals, and fifty-six percent of the tripped alarms were false by virtue of being tripped accidentally by school personnel.

¹¹Ibid., p.2.

- 7) The effectiveness of silent alarms could not be ascertained. The average annual loss per school of those schools with silent alarms was \$668.00 for 1970, while schools that had no alarms suffered losses amounting to \$542.00 each year per school.

Recommendations

For all schools, it was recommended that:

- 1) Semester inspections be conducted with the aim towards reducing acts of vandalism and burglary.
- 2) Specifications and standards be established for "building security" in all new construction.
- 3) Classroom instruction to instill respect for property be continued.

For the 24 schools with a high rate of vandalism and burglary, it was recommended from a list of nine alternatives that:

- 1) A community alert system be started in those schools.
- 2) Operation Identification be started.
- 3) Improved night lighting be pilot tested at Dole Intermediate for one year.
- 4) Ten portable audible alarms be pilot tested at Waimanalo Elementary and Intermediate for one year.

In 1974 and 1975 the DOE published two documents.¹² They were short-term responses to an increasingly critical situation. A more ambitious project was conducted shortly thereafter.

In 1976 the DOE issued a document entitled, A Plan to Improve School and Library Environments (ISLE Plan).¹³ This was an energetic and highly commendable effort by the DOE. The document provided a framework of guidelines for policy and funding allocations.

The ISLE Plan is more of a proposed plan of action than a study of causes and facts. There is only a brief discussion of the seriousness of the problem: "[Students] are victimized most often by a mixed bag of lawless acts: gang fights, assaults, extortions, intimidations, and 'roughing up.'"¹⁴

¹²Superintendent's Plan of Action to Deal with the Problem of Student Unrest and Disturbances in our Schools, DOE, State of Hawaii, December 4, 1974 and Progress Report on the Evaluation of the School Security Patrol Pilot Project, DOE, State of Hawaii, April, 1975.

¹³Department of Education, Office of Planning and Budget/ Planning Services Branch. A Plan to Improve School and Library Environments, DOE, State Of Hawaii, 1976.

¹⁴Ibid., p. 1.

The ISLE Plan gives credit to a multitude of causes as yet unexplained in significance and treatability: "In suggesting directions to reduce antisocial behavior, we are cognizant that while most of us agree causes must be treated, we do not yet agree on the causes nor their treatments. Thus causes are usually posited from the perspective of the observers and include: aberrations, social protest, need, greed, drugs, behavior courts, openness of schools, teacher apathy, administrative ineffectiveness, television violence, breakdown of the family unit, mobility, urbanism, poverty and the decreasing influence of religion."¹⁵

A premise of the ISLE Plan is that the reduction of violence and vandalism in schools can best be accomplished through the improvement of school environments. Although it concentrates on environmental change, the ISLE Plan is meant to complement those existing programs which focus on educational alternatives and on the modification of behavior. According to its authors, the ISLE Plan is to be coordinated with the early education program, the guidance program (counseling), the compensatory education program and all alternative education programs.

¹⁵ Ibid., p. 3.

Five areas are targeted for attention by the Plan. They are: Plant Security, Campus Beautification, Student Safety, Personal Security, and Statewide Administration and Coordination. Plant Security deals with protecting facilities and equipment from vandalism, arson, and theft. Campus Beautification centers on improving the physical appearance of school buildings and grounds. Student Safety has to do with the prevention of assaults, hijackings, threats, and other offenses against person. The final component, Statewide Administration and Coordination, involves measures to be taken in the implementation of the Plan.

For each of the five target areas, a large number of alternatives is discussed. The report states: "The plan presents a wide array of alternatives any of which, or in combination, could be selected to meet various conditions." The format of presentation for each alternative includes a description of the alternative, an evaluation of its effectiveness, its cost (whether it can be implemented with current budgets, or if additional funds are required) and other considerations. The Plan mentions programs and agencies relevant to each area of concern. The ISLE Plan also lists and discusses a large number of alternative methods for dealing with the problems of school violence and vandalism. With regard to effectiveness, cost and feasibility, the ISLE Plan presents schools with a "shopping list"

of choices from which to select those approaches most appropriate to a school's particular needs.

The Isle Plan was only partially successful in meeting its objectives. Lacking a shared definition of the issues and common understanding of the obstacles to be overcome, the Plan's list of remedies could only hope to be effective in an irregular manner. Furthermore, the choice of remedies, and, indeed, of whether to take any action at all, was left to the individual school administrators. Thus, lack of follow through on the part of the State and district offices served to dilute the impact of the study and deemphasize its importance to the principals responsible for its implementation. The Crime Commission revealed that three years after the Isle Plan's issuance many principals and even some district level administrators were not even aware of its existence.

The Commission acknowledges its debt to these studies. Information from these and national studies was used by the Commission in the planning stage to help generate the set of hypotheses to be tested, to describe the current state of knowledge of violence and vandalism in the community, and to help structure the questionnaire format.

CHAPTER II

METHODOLOGY

CHAPTER II: METHODOLOGY

A. RATIONALE AND STRATEGY OF THE QUESTIONNAIRE AND INTERVIEW METHOD

Combined Use of the Interviews and Questionnaire

A well-designed research project makes use of both the questionnaire and the interview. In cases such as the violence and vandalism survey, where the questionnaire was judged to be more appropriate for gathering data from a broad base, it was still necessary to use interviews to pretest and develop a valid questionnaire. Moreover, additional interviewing after the questionnaire results were received helped the Commission to interpret answers. Finally, the interview provided ideas and descriptions supplemental to the quantitative results of the questionnaire.

B. QUESTIONNAIRE DEVELOPMENT

While conducting the preliminary interviews and the literature search the Commission also began designing the survey instrument. Some state and district level information and data already existed in aggregate or summary form. By combining information from preliminary interviews, library research and existing aggregate data, a questionnaire suitable for use in Hawaii schools was developed. The questionnaire was designed to obtain information

about the experiences and attitudes of the people in the schools relating to violence and vandalism.

This survey--which was one part of the study--measured and explained:

1. the perception of reality from the four viewpoints of students, teachers, counselors, and principals,¹⁶ and
2. the actual frequency of incidents that respondents reported which occurred to them personally.¹⁷

The questionnaire was made simple and straightforward with closed-ended questions. These closed-ended questions also made tabulation of the responses by computer relatively easy. As a control and comparison device, a common set of questions was asked of all four sets of respondents. In addition, to better acquire knowledge special to each group, certain questions were asked of each group that were not asked of the others. Owing to the difficulty of analysis, open-ended questions were only asked of the principals. Each group of respondents was given a different colored questionnaire to facilitate the distribution and collating of the returns.

¹⁶

Principals and vice-principals are treated as "principals."

¹⁷

The responses of "often" and "always" were used to measure the actual incidence of violence or vandalism. Either response was considered to be an affirmative response, regardless of the frequency implied.

The Questionnaire

The first question identified the respondent as teacher, counselor, student, or principal.¹⁸ The second question was the school code number, which was included by the researchers to minimize error or confusion.

Questions three through six were biodata questions. These included questions about grade, sex, ethnic background and length of residence in Hawaii. The Commission was especially interested in ethnic background and sex. The questionnaire responses were checked against the Department of Education's data for each school as one means of verifying the representativeness of the sample. Schools not meeting the standard of representativeness were removed from the school-by-school analysis. To make the ethnic background question as clear and familiar as possible, the Commission used the same list of choices normally used by the Department of Education, which itself is a state adaption of a federal government list of ethnic choices.

The common set of questions (7-32) on the questionnaire elicits information on the type, frequency, and the causes of acts of violence and vandalism. The first questions (7-10) begin by broadly assessing the school environment. Then questions are asked about the communication and explanation of the rules of proper behavior at the schools (11-12). Additional questions (13-15)

¹⁸See complete set of questions in Appendix A.

focused on the causes and controls of violence and vandalism. Questions (7-15) were closed-ended questions in which the respondents were asked to select only one answer. The respondents were required to assess several factors and to select the most pertinent factor from lists ranging from five to twelve items. Most of the questions contained five items. Response "one" was the most positive, response "five" was the most negative, and response "three" was the most neutral term. An "other" category was not included on the questionnaire except in Question 5 on dominant ethnic background. However, during the card punching phase, an "other" category was added to ensure that no questionnaire would be invalidated because of a missing or non-categorized response. The next series of questions was aimed at specific acts of vandalism and violence. These were frequency questions in which the respondents had to indicate by a numerical value (0-Never, 1-Seldom, 2-Sometimes, 3-Often, 4-Always) how often specific acts occurred at the school in general, and to the respondent in particular.

A specific set of questions was prepared for each group of respondents (i.e., teachers, students, principals, counselors). These four groups were asked the common questions to enable the researchers to compare the perceptions and observations of the four groups for each school, for each district, and on a state-wide basis.

The strengths of this questionnaire are its relative brevity,

its precision in eliciting responses, and its flexibility, because it asks different sets of questions for the four different groups as well as a common set of questions for all respondents. The close-ended questions were also easily adapted to computer analysis. This made it possible to greatly increase the size of the sample. An extensive use of open-ended questions would have forced a severe reduction in the sample size. The loss of detail using close-ended questions was offset by the interviews. The Commission conducted nearly 120 interviews lasting at least 30 minutes, each most of them taped, at eight targeted schools to supplement the quantitative data with free-ranging personalized responses.

C. SAMPLE SELECTION

The intent was to make this survey as comprehensive as possible within the limits of time and resources. The close-ended questions on the questionnaire and the availability of Electronic Data Processing (EDP) computer analysis made it possible to survey a relatively large group of respondents. As is the case in any well-thought out formal survey, the Commission was also concerned that the number and kinds of people in the sample be sufficiently representative of the whole population to allow sound generalizations about that population.

Sample Size

Homogeneity is a main determinant of sample size, and the various groups of respondents are relatively homogeneous in that they all share a common experience within the public school system. Also affecting sample size is the kind of sample drawn. For instance, a stratified sample and cluster sample require many more cases. The Commission decided to use a type of stratified sample which divided the school population into subparts, i.e., students, teachers, counselors, and principals, and then took a purposive judgmental sample of approximately 6 per cent of the students, and 100 per cent from each of the other groups. That is to say every teacher, principal, and counselor was sent a questionnaire and had an equal chance to respond to the survey, while 6 per cent of the students were given a questionnaire. Since a sample is a special sub-set of a population that is observed for the purpose of making inferences about the nature of the total population itself, it was necessary in the overall sampling to get a representative sample of the essential elements (i.e., teachers, principals, counselors, students). To provide each occupational group an equal chance of selection the Commission employed a proportion--to size sampling technique.

Also affecting the size of the sample is the number of categories by which the collated data are to be analyzed. For example,

the more breakdowns by sex, age, education, race, and other factors used in the analysis, the larger the sample needed. For this reason, breakdowns of demographic variables to be analyzed were controlled.

Accuracy of the Sample: Strengths and Limitations¹⁹

The opinions and characteristic of a general population (i.e., student population) can be estimated accurately from the sample, as long as the sample is a probability sample at all stages. However, the most carefully selected sample will almost never provide a perfect representation of the population from which it was selected. There will always be some degree of sampling error.

The accuracy of a sample, or conversely the amount of expected error between a sample estimate and a population parameter, depends on the use one intends to make of the data. The amount of expected error also depends on the frequency of the population characteristic being estimated.

¹⁹ Other strengths and limitations are cited in notes where applicable and in qualifying statements in the narrative where relevant.

The student sample chosen for the violence and vandalism survey was a probability sample only in the sense that the questionnaire was distributed to classes by grade and tract due to the constraints of time and money. This theoretically represents a certain limitation in accuracy relative to the other groups in terms of estimates based on data. In the case of the teachers, principals and counselors, 100 per cent of the total population of each occupational groups in secondary schools were sent the questionnaire.

In fact, on a school by school basis at least 42 per cent of the teachers in every school included in the analysis responded to the questionnaire. The only exceptions were Waiakea High School and Farrington High School where 38 per cent and 25 per cent, respectively, of the teachers responded to the questionnaire. This percentage of teacher respondents for each school represented a very high percentage in terms of number of respondents necessary for a school by school analysis. Also, it should be noted that in each school there was a more than adequate number of cases(N) from which to make generalizations about the teacher data.

Randomness in the student sample was attempted by sampling at least two grades in each secondary school in the state. In cases where high schools and intermediate schools are combined (e.g., Nanakuli), four grades were selected. One grade chosen in each case was targeted by the HSTA representative who was responsible for distributing the questionnaire in his or her own school. The other grade of student respondents in the school was to be a class targeted by a teacher other than the HSTA representative. Also, an attempt was made to distribute the questionnaire to different ability levels at the schools. There are certain limitations in the distribution by ability tracks since students at some schools are heterogeneously grouped, and those schools which have different ability groups do not necessarily follow a statewide standard of tracking. This does not present a problem in the statewide analysis of data but could be a factor in the school-by-school comparisons. The HSTA representative at each school also distributed the questionnaire to all teachers via the mailbox in the main office of the school. Principals and counselors received the questionnaire via mail under cover letter directly from the Crime Commission office.

In all, there are 75 secondary schools in the state with an approximate student population of 76,000.²⁰ There are also 4,500 teachers, 200 principals,²¹ and 220 counselors.²² The survey attempted to reach all schools. Therefore, overall, the complete population of professional staff and 6 per cent of the student population were sent a questionnaire.

Apart from the apparent and potential limitations associated with the student sample in terms of school by school comparisons, the number(N) for each school represented in the tables in Chapter 3 were found to be statistically sufficient. In fact, error due to sampling for each school was calculated to be between four to seven per cent for those 62 schools which responded to the survey. The student sample for each school in terms of ethnicity also compared well with the true population of each school for all but a few schools. Therefore, the student sample was both

²⁰Source: Office of Business Services/Student Information Services Branch. Department of Education, State of Hawaii. Public and Private School Enrollment, Honolulu, September 13, 1978, p. 3.

²¹Source: Office of the Superintendent, Department of Education, State of Hawaii, 1978-1979 Directory, January 1979.

²²Source: Office of Instructional Services, Department of Education, Occupational Development and Student Services Branch, State of Hawaii, Listing of School Counselors 1978-1979.

representative and had an adequate number of cases for each school to merit comparisons. However, when students alone were compared on a school by school basis, it was determined that the level of confidence would be insufficient for some schools and hence may not warrant an all-inclusive and comprehensive analysis. However, the teacher data is provided on a school by school basis and for the most part varies from the student data by five per cent or less on almost all indices of violence and vandalism.

Non-respondent Schools

A review of the non-respondent schools reveal that they represented a cross-section of large and small, rural and urban, Oahu and neighbor island schools. As such, it was thought that the inadvertent exclusion of these schools from the analysis would not greatly skew the results had they been included. Moreover, in-depth interviews were conducted at a cross-section of the non-respondent schools. This follow-up interview process also seemed to indicate that the lack of participation of these schools in the questionnaire process did not alter the survey's findings.

Representativeness of the Sample

The chief criterion of the quality of a sample is the degree to which it is representative. That is, the extent to which the characteristics of the sample drawn are the same as those of the population from which it was selected. Because the numbers of the total school

population were grouped into relatively homogeneous strata prior to sampling, this usually has the effect of improving the representativeness of a sample by reducing the degree of sampling error.^{22A}

The extent to which the sample represents the true population is also important to the accuracy and reliability of the results of the survey. Because the school population is primarily a student population, it was necessary to over-represent the other occupational groups, namely teachers, counselors and principals, in order to achieve a balanced and proper perspective.

The teachers, as well as principals and counselors, are over-represented in terms of their respective total number in the reporting of results for the total school population. This over-representation was necessary to ensure that the survey would not be predominantly a survey of students, since students outnumber the teachers, principals, and counselors combined by nearly 15 to 1. One rationale for this over-representation is that principals, teachers, and counselors are knowledgeable resources whose opinions and experiences are vital to a balanced perspective on violence and vandalism at the schools. More important, however, is that the justification for this sampling procedure was based on sound statistical theory and methods using "occupational groups" as a unit of analysis. Because comparisons between and across the occupation groups are required, it was necessary statistically to have an adequate percentage of each group represented. This was

^{22A}See Appendix C, Student Ethnicity Data.

particularly important when using cross tabulations in the analysis of the data where a minimum number of cases is necessary for each category in order to make any generalizations.^{23A}

A comparative ratio of each of the occupational groups as represented in the total school population was determined. The basis was 100 per cent of the teachers, counselors and principals, with a sufficient response rate from these groups, as well as a 6 per cent student sample also with a sufficient response rate.²³

D. RESPONSE RATE

The questionnaires were distributed to 75 schools in the first week of October 1979 according to occupation in the following manner:

Principals	205
Counselors	220
Teachers	4,350
Students	4,500
TOTAL:	<u>9,275</u>

A total of 5,908 of these questionnaires were returned for computer processing.

²³A system of weighting (i.e. proportion to size) was also employed. For the discussion on the assigning and applicability of weights to samples, see The Practice of Social Research by Earl R. Babbie 1975, Chapter 6.

^{23A}See Appendix D., Respondent Population: Occupation by Ethnicity.

Returns by occupation were as follows:

	Number	Per cent
Principals	77	1
Counselors	129	2
Teachers	2,056	35
Students	3,646	62
TOTAL:	5,908	100

Sixty-two of the 75 schools returned the surveys to the Commission, or 83 per cent of the total. When the 13 schools that did not respond are excluded, as they were in the analysis, the response rate is 79 per cent of the total sample. Most of the following schools either did not return the surveys at all, or returned them too late to be included in the computer analysis. In a few cases where schools returned only a small number of questionnaires from non-student respondents, these schools were excluded from the analysis.

Table 4
SCHOOLS NOT RETURNING QUESTIONNAIRE:
NOT AT ALL OR NOT ON TIME

<u>School</u>	<u>Number of Questionnaires Sent</u>
McKinley High School	180
Niu Valley Intermediate	110
Waianae High School	150

<u>School</u>	<u>Number of Questionnaires Sent</u>
Kalaheo High School	145
Kohala	105
Konawaena	190
Waimea Elementary and Intermediate School	105
Baldwin High School	135
Haiku	85
Lanai High and Intermediate School	160
Makawao	100
Kapaa High and Intermediate School	185
Waimea High School	110
TOTAL:	1,760

United Parcel Service was employed to deliver and return the questionnaire on Oahu. The U.S. mail was used to send and return the questionnaires to the neighbor islands. Return postage was paid by the Commission. All of the other questionnaires were mailed without return postage. These procedures produced a relatively large return.²⁴

²⁴Return rates for mailed out questionnaires are usually considered significant when 30 per cent or more return.

Table 5
COMPARISONS OF RESPONDENTS FOR EACH SCHOOL VS.
ACTUAL POPULATION BY NUMBER AND PER CENT

School	% of Total Number Respondents	% of Total Number Population	Number of Respondents	Actual School Population (approx.) ²⁵
Aiea High School	1.811	5.04	107	2120
Aiea Intermediate School	1.337	8.35	79	945
Aliamanu Intermediate School	1.625	8.13	96	1180
Baldwin High School	.068	.27	4	1450
Campbell High School	2.353	5.6	139	2480
Castle High School	2.251	4.75	133	2800
Central Intermediate School	2.031	18.8	120	638
Dole Intermediate School	1.557	7.67	92	1198
Farrington High School	1.642	3.52	97	2755
Haiku Elementary & Intermediate School	.017	.28	1	350

²⁵ It should be noted that "actual school population" is approximated based on figures in the 1978-1979 DCE Directory.

School	% of Total Number Respondents	% of Total Number Population	Number of Respondents	Actual School Population (approx.)
Hana High School & Elementary	.914	15.88	54	340
Highlands Intermediate School	2.522	9.93	149	1500
Hilo High School	1.828	7.1	108	1520
Hilo Intermediate School	1.269	8.33	75	900
Honokaa High School & Intermediate	2.539	14.01	150	1070
Iao	1.269	16.66	75	450
Ilima Intermediate School	1.506	5.93	89	1500
Jarrett Intermediate School	1.236	7.7397	73	565
Kahuku High School & Intermediate	2.691	9.46	159	1680
Kahului Elementary & Intermediate School	1.202	6.69	71	1060
Kailua High School	1.896	5.51	112	2030
Kailua Intermediate School	1.506	6.47	89	1375
Kaimuki High School	1.760	5.95	104	1747
Kaimuki Intermediate School	1.523	7.71	90	1166
Kaiser High School	.982	2.99	58	1935
Kalaheo High School & Intermediate	.085	.26	5	1900
Kalakaua Intermediate School	2.099	8.15	124	1520
Kalani High School	1.930	6.08	114	1873
Kalaniana'ole Elementary & Intermediate School	.863	6.29	51	810
Kapaa High School & Intermediate	.034	.16	2	1180

School	% of Total Number Respondents	% of Total Number Population	Number of Respondents	Actual School Population (approx.)
Kau High School & Pahala Elementary School	1.354	13.33	80	600
Kauai High School & Intermediate	2.505	10.57	148	1400
Kawananakoa Intermediate School	1.083	5.84	64	1095
Keaau Elementary & Intermediate School	1.032	12.57	61	485
Kearae Elementary & Intermediate School	.118	21.87	7	32
Kihei Elementary & Intermediate School	1.049	8.26	62	750
King Intermediate School	2.014	7	119	1700
Kohala High School & Elementary	0.0	0	0	780
Konawaena High School & Elementary	0.0	0	0	1300
Kula Elementary & Intermediate School	1.117	15.52	66	425
Lahaina Intermediate School	1.083	25.6	64	250
Lahainaluna High School	1.422	12	84	700
Lanai High School & Elementary	0.0	0	0	550
Laupahoehoe High School & Intermediate	1.134	16.75	67	400
Leilehua High School	1.896	5.18	112	2160
Lihikai Elementary & Intermediate School	1.100	6.98	65	930
McKinley High School	0.0	0	0	2580
Makawao Elementary & Intermediate School	0.0	0	0	700

School	% of Total Number Respondents	% of Total Number Population	Number of Respondents	Actual School Population (approx.)
Maui High School	1.608	6.41	95	1480
Mililani High School	1.422	5.49	84	1530
Moanalua High School	1.76	6.11	104	1700
Moanalua Intermediate School	1.405	10.5	83	790
Molokai High School & Intermediate	2.302	17.89	136	760
Mt. View Elementary & Intermediate School	1.202	22.18	71	320
Nanakuli High School & Intermediate	2.268	9.78	134	1370
Niu Valley Intermediate School	.068	.38	4	1038
Paauiilo Elementary & Intermediate School	.694	17.08	41	240
Pahoa High School & Elementary	2.319	12.01	137	1140
Pearl City High School	1.963	4.46	116	2600
Radford High School	1.794	4.6	106	2300
Roosevelt High School	1.930	6.62	114	1720
Stevenson Intermediate School	1.032	6.59	61	925
Wahiawa Intermediate School	1.608	9.13	95	1040
Waiakea High School	1.337	6.63	79	1190
Waiakea Intermediate School	1.608	14.61	95	650
Waiialua High School & Intermediate	2.590	13.9	153	1100
Waianae High School	.118	.3	7	2010
Waianae Intermediate School	1.286	7.1	76	1070
Waimanalo Elementary & Intermediate School	1.896	13.49	112	830

School	% of Total Number Respondents	% of Total Number Population	Number of Respondents	Actual School Population (approx.)
Waimea Elementary & Intermediate	0.0	0	0	650
Waimea High School	.135	.88	8	900
Waipahu High School	2.200	5.65	130	2300
Waipahu Intermediate School	1.625	8.42	96	1140
Washington Intermediate School	1.286	5.27	76	1440
Wheeler Intermediate School	1.269	9.55	75	785
Other			1	
TOTAL:	100.00		5908	

As Table 5 shows, there exists varying percentages of the total school population in the sample by school. This was the result of oversampling in relatively small schools (e.g., Mt. View Elementary and Intermediate and Lahaina Intermediate) to ensure an adequate number of respondents for each category. Also, schools which had less than 50 respondents were not included in the comparison and analysis by school.

E. DATA PROCESSING.

Because of the large sample and the complex relationship between the various questions, a computer was used to process the data. The 5,908 returned questionnaires were keypunched onto tape by the EDP section of the State Department of Budget and Finance for permanent storage. The tape was then used in conjunction with a program designed by Commission staff and implemented by a programmer at EDP.

The first output was a simple frequency count of totals for each question, specified by school, by district, and for the entire state. These totals provided the most direct indications of the extent and nature of the problems and allowed easy comparisons by schools and districts.

This data was then broken down by category of respondents (i.e., principals, counselors, teachers, and students) for each geographical division. This specification allowed a comparison of answers by occupation, which was not only a check on the accuracy of the data but also a gauge as to the degree of communication about violence and vandalism within each location. The program used to analyze the results, in addition to a generation of a frequency count of totals, was the cross-tabulation program. This computer technique was chosen because it describes the relationship

between factors through the use of correlation and percentages. In order to identify and isolate the significant trends, it was necessary to cross-tabulate responses to most of the questions. This procedure generated tables of comparisons, some of which proved inconsequential but which, nevertheless, had to be tested. The cross-tabulation process was at the heart of the analysis inasmuch as one of the most important aims of the project was to identify trends and relationships.

In designing the computer output, the Commission chose to explore the relationships of existing hypotheses about trends and causes and also any other potential relationship between variables. In this way, preconceived conclusions could be reduced to a minimum while all significant trends would be identified. One drawback of the cross-tabulation program was that it did not compare the responses to more than two questions simultaneously.

Data from the cross-tabulation include raw score and percentage for each entry, as well as the totals. The format allows for rapid identification by location of important findings. Although the category "other" did not appear on any question in the questionnaire (except for ethnic group) it was included by the computer programmers. Any question with no response or multiple responses was included in this category so as not to skew the data and not to invalidate an entire questionnaire because of one improperly answered question.

Other Techniques

In addition to this question-by-question analysis of the data, several other techniques were employed in the cross-tabulation. Questions 16-32, focussing on frequency of incidents of violence and vandalism, were collapsed to produce three cumulative indices. Questions 16-22 became a summary index of the frequency of vandalism incidents statewide. Questions 23-27 produced a separate index of violence directed at students. The third index, that of violence against teachers, was a summary of the data acquired from questions 28-32. These three indices were then cross-tabulated against appropriate items from both the common questions and the questions specific to each occupation (e.g., teachers).

It was assumed that these cross-tabulations would provide knowledge as to the relationships between characteristics of various occupational groups and indices of violence and vandalism. Each presented in one set of data an aggregate picture of the problems. Because the frequency of incidents was fairly complex and depended on shared definitions of violence and vandalism, each category (vandalism, violence against students, and violence against teachers) was divided on the questionnaire into a group of related questions. Each of these questions solicits information about one particular aspect of the larger qualifications. When merged together, the responses formed an index which reflected a composite of the frequency of incidents more so than any single questions.

In addition to comparison of the data gained from the questionnaire, three additional sets of data were incorporated. This information was tabulated manually, keypunched, and transposed on to the questionnaire data. These data, which were obtained from the DOE, were a breakdown of the student population of each school according to ethnicity, income status of the student's family and total school enrollment. These three sets of variables then became additional factors to be cross-tabulated with the indices of incidence of violence and vandalism. These three sets of factors are often mentioned in the press, in research, and in discussion over problems of violence and vandalism in the schools as being positively related to these problems. The assumptions are that schools with large populations, or schools with diverse ethnic groups in attendance, or schools with large numbers of students from low income families tend to experience more violence and vandalism. It was intended, by including these three sets of data, to match these assumptions against actual school data.

An abbreviated form of the questionnaire was sent to all of the security personnel at all of the schools in the state. This questionnaire consisted of questions 16-32 on the original form. These are the questions that inquire about the incidence of specific acts of violence and vandalism. In addition, open-ended questions were included to allow the security personnel to report on their situation more fully. Specific open-ended questions to security personnel included the role of the security office, the problems they encounter, and areas for recommendation.

Secondary school principals were also asked to complete two open-ended questions that were attached to the questionnaire distributed by mail. One question concerned current programs to control violence and vandalism and the success of those programs while the second question concerned desired future programs. These questions were detached from the questionnaire and subjected to separate analysis.

F. INTERVIEW PHASE

The interview phase of the study was designed to supplement the findings of the questionnaire. It was intended that the interviews would provide first-hand information not obtainable with a questionnaire. Visiting a campus and talking with a cross-section of its people offers an opportunity to gain direct knowledge

about the physical plant and the atmosphere of a school. In this manner, more explicit information could be acquired about what additional measures are needed and what assistance is required to implement effective measures. In the initial phase of the questionnaire distribution, state and district level officials were not sent questionnaires because it was intended that the interview phase would provide an opportunity for these officials to provide information. Officials of other agencies were also contacted, including a representative of the Honolulu Police Department, the Honolulu Fire Department, the Hawaii State Teachers Association, the Hawaii Federation of Teachers, the Hawaii Parent Teacher Student Association, and the Hawaii School Counselors Association.

Selection of Schools for Interviewing

The large number of secondary schools in Hawaii (75) made it necessary to select a sample from this total. Six factors were isolated as relevant to the selection of these schools.

These six factors are as follows:

- A. School district - one school from each of six districts in the state, and two schools from the more densely populated Honolulu district--total, eight schools.
- B. Balance between intermediate and high schools - four high schools, three intermediate schools and one combination (7-12) school.
- C. Size of school population - four large schools, three medium sized schools and one small school.

- D. Location of school - two urban schools, five suburban schools, and one rural school.
- E. Composition of school population - one school with a large percentage of immigrant students, one school with a large population of military dependents, six schools of mixed population.
- F. Income level of the area in which the school is located - three low income schools, four middle income schools, and one high income school.

At each school, the following individuals were interviewed:

the principal

one vice principal

2 counselors

3 teachers

6 students

1 security aide

There was difficulty in selecting a representative group of teachers and students. From a list of the teachers at each school, the Commission chose every tenth name until a sample of six teachers for each school was obtained. This list was included in a letter containing instructions to the principal of the school. The principal was asked to select three of the teachers on the list, and to ask each teacher to select two students who would be willing to be interviewed.

Interviews were conducted by teams consisting of one Commissioner and one staff member. Most of the interviews were tape recorded and brief notes were taken. Only selected recordings were transcribed. Interviews were kept uniform by the use of a standard

list of questions during the initial 15 minutes. The duration of the interviews was approximately 30 minutes. A standard interview form was developed to enable the staff members to take notes.

Analysis of Interview Data

Nearly all interviews were tape-recorded to ensure the accuracy of any subsequent referral. As the schools where the interviews took place were representative of a type of school, the initial step was to obtain a profile of the school. Then, responses to interview questions were compared according to the occupation of the respondents (i.e., teachers, students, etc.). Particularly interesting or pertinent statements were selected for quotation where permission had been granted by the interviewee.

The final step in the analysis of the interview data was made by comparing, where possible, interview responses to those obtained from the questionnaire.

As the above explanation reveals, meticulous procedures were followed in all phases of the questionnaire development, sampling, questionnaire distribution, interviewing, and data processing.

CHAPTER III

DATA ANALYSIS

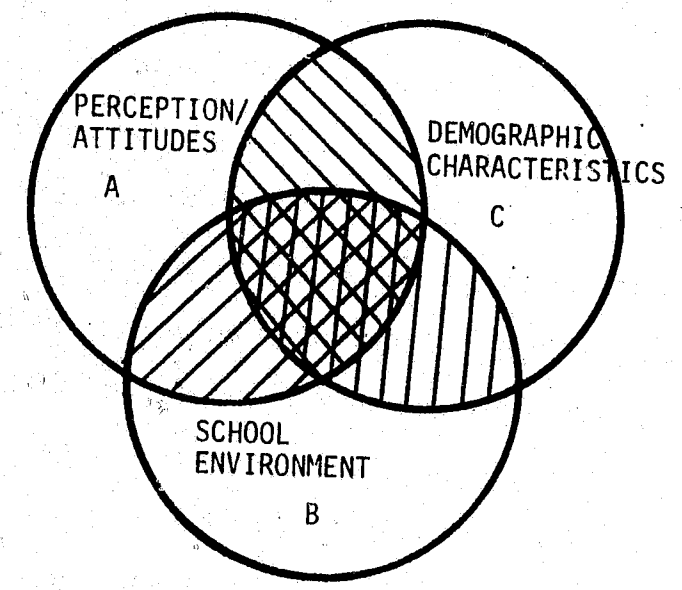
CHAPTER III: DATA ANALYSIS

A. GENERAL FRAME OF REFERENCE

Interdependence of Variables

The interdependence of the questions used in the questionnaire is depicted in the figure below:

- A: perception or attitude regarding violence and vandalism.
- B: reports on school environment patterns, experiences, circumstances, indicators of fear or well-being, and so forth related to violence and vandalism.
- C: demographic variables.



The above graphic illustration indicates certain assumptions about the interdependence of the various groupings of variables.

While the degree of overlap for A, B, and C may lack precision, it is believed that variations in the demographic characteristics of the school population (i.e., teachers, students, principals, and counselors) influence to some degree how these four groups perceive each other and the school environment. Conversely, the school environment, real and perceived, is related to some degree to the attitudes and perceptions of each group.

Definition and Relevance of Perception

Webster defines perception as "a mental image" or "a quick, acute, intuitive cognition." Broadly speaking, perception arises partly from a person's concept of any given phenomena.

A portion of the questions in the survey solicits a respondent's perception only. These perceptions may or many not represent the actual reality of a given school environment. Other questions solicit the number and kind of incidents that occurred to the respondents. However, it is important to note that there exists massive sociological and psychological data which support the theory that people do not behave in accordance with how things really are, but rather how they perceive them to be. Therefore, similar perceptions held by a large number of persons in any environment and particularly in a school environment should not be dismissed lightly, even when they do not adequately represent the reality. The specific questions related to A, B, and C, respectively, and the sequence of reporting the data related

to each group of questions constitutes therefore the framework of the study.

Question Format

The survey questions are arranged in two basic groups. The first group, questions 1-6 are biodata questions. The second group, 7-32, are common questions asked of all respondents. A third group of questions was asked of the respondents, by occupation. Questions 33-36 were directed to counselors only. Questions 37-48 were asked only of teachers. Students answered questions 49-57 and questions 58-65 were asked of the principals.

Sequence in Reporting the Data

To attain maximum clarity, the data analysis follows the sequence of the questions. Responses to each of the common questions (7-32) are cross-tabulated with biodata questions; occupation, school, grade, sex, ethnic background, and length of time living in Hawaii. This step in the data analysis was used to produce a frequency count and to explore the possible relationships between the many variables. The results of the frequency count and relationships between variables, where significant, are reported by item and sequence beginning with occupation.

B. SCHOOL ENVIRONMENT (7-10)

Questions 7-10 in the survey were constructed to measure various aspects of the school environment. These included general feeling about the social atmosphere; the physical condition of the buildings, classrooms, and campus; teacher contentment; and student attitude. An effort was made to keep the responses to each question few and simple and choices ranged from positive (a) to negative (e) in most cases. The underlying assumption was that environmental factors--physical and socio-emotional--are probably associated with the level of violence and vandalism at a school. A detailed description of the responses to questions 7-10 follows.

School Atmosphere (7)

Question 7 asked the respondents to describe the overall atmosphere or feeling at school. These responses were analyzed by a cross-tabulation with the six biodata questions. Table 6 summarizes the responses to question 7 by occupation.

Table 6
GENERAL ATMOSPHERE AT SCHOOLS IN HAWAII - STATEWIDE
BY OCCUPATION, BY PER CENT

<u>Occupation</u>	<u>Friendly</u>	<u>Relaxed</u>	<u>So-so</u>	<u>Uneasy</u>	<u>Fearful</u>	<u>Other</u>
Counselor	39	27	31	2	0	1
Teacher	29	29	35	6	1	1
Student	23	19	51	5	2	1
Principal	42	42	16	0	0	1

When the responses of teachers, counselors, students, and principals are compared, about half of all respondents answered that their school was "friendly" (25 per cent) or "relaxed" (23 per cent), and 45 per cent said that the atmosphere was "so-so." About 93 per cent answered one of these three. Only 5 per cent felt that the school atmosphere was "uneasy," and 1 per cent felt "fearful." Principals perceived the campus as most "relaxed," 84 per cent chose either "friendly" or "relaxed." Sixty-six per cent of the counselors said that their schools were "friendly" or "relaxed." Teachers feel less comfortable about the campus atmosphere than principals or counselors; 58 per cent answered either "friendly" or "relaxed," 35 per cent said "so-so," and 6 per cent said that they were "uneasy"

at school. Most students (51 per cent) reported the school atmosphere to be "so-so." Forty-two per cent said that their schools were "friendly" or "relaxed," while 5 per cent and 2 per cent respectively judged the school atmosphere to be "uneasy" and "fearful." Students seem to judge the general atmosphere at their schools less positively than counselors or teachers while principals appear to be the most generous in their interpretation of the school atmosphere.

When compared by grade level, a slightly larger percentage of respondents in the intermediate schools than the high schools indicated feelings of fear or uneasiness.

A school-by-school tabulation indicated that the average response for students is that the general atmosphere at school is "so-so." However, some schools report higher than average perceptions of fear and uneasiness. See Tables 7 and 8.

Table 7

GENERAL FEELING AT SCHOOL - AVERAGE RESPONSE, STATEWIDE

Friendly	26 per cent
Relaxed	23 per cent
So-so	45 per cent
Uneasy	5 per cent
Fearful	1 per cent

Table 8

SCHOOLS REPORTING HIGHER THAN AVERAGE INCIDENCE OF FEAR AND UNEASINESS, BY PER CENT (STATE AVERAGE - 6 PER CENT)

<u>School</u>	<u>Per Cent</u>
Aiea Intermediate School	14
Ilima Intermediate School	14
Waianae Intermediate School	14
Waipahu Intermediate School	14
Campbell High School	13
Jarrett Intermediate School	13
Waimanalo Elementary and Intermediate School	13
Kahuku High and Elementary School	12
Kalakaua Intermediate School	12
Dole Intermediate School	11
Castle High School	10
Roosevelt High School	10

A breakdown by sex revealed more male respondents (9 per cent) felt fear and uneasiness at school than did female respondents (5 per cent).

When checked against ethnic background, most groups said that school was "friendly" and "relaxed" (49 per cent). The two ethnic groups which expressed the most feelings of fear and uneasiness were the American Indians (21 per cent) and the Samoans (12 per cent):

Table 9

GENERAL FEELING AT SCHOOL - STATEWIDE, BY ETHNIC GROUP, BY PER CENT

<u>Ethnic group</u>	<u>Friendly</u>	<u>Relaxed</u>	<u>So-so</u>	<u>Uneasy</u>	<u>Fearful</u>
American Indian	12	30	36	18	3
Black	31	9	50	3	6
Chinese	22	27	47	4	1
Filipino	30	19	44	5	2
Hawaiian	22	15	53	6	2
Part Hawaiian	34	20	42	3	1
Japanese	25	27	43	4	1
Korean	19	34	42	5	0
Portuguese	19	21	54	5	1
Spanish, P/R	19	25	51	5	0
Samoan	42	12	33	10	2
White	22	28	41	7	2
Other	22	11	56	8	3

Length of residence in Hawaii seems to make little difference in terms of fear and uneasiness at school. New arrivals expressed only slightly more fear and uneasiness than longtime residents did.

Physical Condition of School

When asked about the condition of the buildings, classrooms, and the campus in general, 46 per cent of all respondents said that the campus was either in "fairly good condition" or "well cared for." Table 10 summarizes the responses by occupation.

Table 10

PHYSICAL CONDITION OF SCHOOLS IN HAWAII - STATEWIDE
BY OCCUPATION, BY PER CENT

<u>Occupation</u>	<u>Well Cared For</u>	<u>Fairly Good Condition</u>	<u>Average</u>	<u>Shabby</u>	<u>Disrepair</u>	<u>Other</u>
Counselor	29	34	20	10	6	0
Teacher	16	33	30	11	9	1
Student	15	30	38	8	9	0
Principal	27	35	18	5	12	3

A breakdown by occupation revealed that counselors and principals tend to perceive the physical condition of their campuses in a more positive manner than teachers and students. Sixty-two per cent of the principals and 63 per cent of the counselors reported that their schools were in either "fairly good condition" or "well cared for" as compared to 49 per cent of the teachers and 45 per cent of the students answering the same.

Some schools reporting a high degree of shabbiness and disrepair are shown in Table 11.

Table 11
SCHOOLS REPORTING POOR PHYSICAL CONDITION, BY PER CENT
(State average - 18 per cent)

<u>School</u>	<u>Per Cent</u>
Waimanalo Elementary and Intermediate School	80
Castle High School	70
Waipahu Intermediate School	60
Pahoa High and Elementary School	53
Central Intermediate School	40
Ilima Intermediate School	34
Hilo High School	33

Some of the schools considered "well-cared for" are shown in Table 12.

Table 12
SCHOOLS REPORTING GOOD PHYSICAL CONDITION, BY PER CENT
(State average - 16 per cent)

<u>School</u>	<u>Per cent</u>
Lahaina Intermediate School	89
Paauilo Elementary and Intermediate School	83
Keaau Elementary and Intermediate	57
Moanalua High School	54
Waialua High and Intermediate School	54

Breakdown of the data by sex and ethnicity showed no significant variation in responses.

Students new to Hawaii tend to perceive the condition of the schools as slightly better than do longtime residents.

With regard to the condition of the school and the frequency of violence to students, the data show that schools in disrepair experience more than twice the violence to students than well-cared for schools. This result also holds true for the incidence of violence to teachers. Seven per cent of the respondents from schools perceived to be in "good condition" said that violence to teachers occurred "often" or "always" as opposed to the 25 per cent of the

respondents from schools in disrepair. See Tables 13 and 14.

Table 13
CROSS-TABULATION OF SCHOOL'S CONDITION WITH
INCIDENCE OF VIOLENCE TO STUDENTS
BY PER CENT.

Condition	Never	Seldom	Sometimes	Often	Always	Other
Well-cared for	18	27	26	8	4	17
Fair	9	24	31	14	6	17
Average	7	20	32	16	9	17
Shabby	5	15	30	21	12	17
Disrepair	4	14	31	19	15	17
Other	13	24	29	9	5	20

Table 14
CROSS-TABULATION OF SCHOOL'S CONDITION WITH
INCIDENCE OF VIOLENCE TO TEACHERS
BY PER CENT

Condition	Never	Seldom	Sometimes	Often	Always
Well-cared for	28	30	18	5	2
Fair	16	31	24	8	3
Average	13	28	26	11	6
Shabby	9	24	28	15	8
Disrepair	10	22	26	14	11

Teacher's Contentment in School Setting

Teachers' responses to the question regarding their contentment indicated the following: 10 per cent--relaxed; 43 per cent--satisfied; 40 per cent--getting along; 5 per cent--tense; and 1 per cent--afraid. Teachers place themselves in the center of the continuum with most either "getting along" or "satisfied" and few either "relaxed" or "tense" and "afraid." Students, counselors and principals see the teachers as more "relaxed" than the teachers see themselves. Principals especially (87 per cent) see teachers as either "relaxed" or "satisfied." Only 53 per cent of the teachers responded in a similar fashion. Most students perceive teachers as "satisfied" (41 per cent), while 31 per cent said they were "getting along" and only 8 per cent reported teachers as "tense" or "afraid."

Table 15 summarizes these responses:

Table 15
PERCEPTION OF TEACHERS' ATTITUDES
BY OCCUPATION, BY PER CENT

Occupation	Relaxed	Satisfied	Getting along	Tense	Afraid
Counselor	11	51	30	6	0
Teacher	10	43	40	5	1
Student	19	41	31	6	2
Principal	22	65	10	1	0

Overall, most respondents (58 per cent) said that teachers were either "relaxed" or "satisfied." Thirty-four per cent said the teachers were just "getting along," and 8 per cent said they were either "tense" or "afraid."

Some of the schools reporting a high percentage of "tense" or "afraid" teachers are shown in Table 16 while those schools reporting a high percentage of "relaxed" or "satisfied" teachers are shown in Table 17.

Table 16
SCHOOLS REPORTING HIGHER THAN AVERAGE
"TENSE" OR "AFRAID" TEACHERS, BY PER CENT
(State average - 8 per cent)

<u>School</u>	<u>Per cent</u>
Mt. View Elementary and Intermediate School	22
Aiea High School	20
Campbell High School	20
Mililani High School	19

Table 17
SCHOOLS REPORTING HIGHER THAN AVERAGE
"RELAXED" OR "SATISFIED" TEACHERS, BY PER CENT
(State average - 58 per cent)

<u>School</u>	<u>Per cent</u>
Paauiilo Elementary and Intermediate School	92
Moanalua High School	91
Keaau Elementary and Intermediate School	89
Lihikai Elementary and Intermediate School	85
Lahaina Intermediate School	80

Breakdown of the data by grade and sex showed no significant variation in responses.

Comparisons by ethnic group showed that Samoans (28 per cent), American Indians (24 per cent), and Blacks (31 per cent) are less likely to perceive teachers as being satisfied. The average percentage across ethnic groups viewing teachers as "tense" or "afraid" was 7 per cent.

Table 18
TEACHERS' ATTITUDE BY ETHNIC GROUP
BY PER CENT

<u>Ethnic group</u>	<u>Relaxed</u>	<u>Satisfied</u>	<u>So-so</u>	<u>Tense</u>	<u>Afraid</u>
American Indian	9	24	45	12	6
Black	6	31	47	9	6
Chinese	12	46	35	4	2
Filipino	19	42	33	5	1
Hawaiian	20	36	32	9	3
Part Hawaiian	18	41	32	7	2
Japanese	13	46	35	4	1
Korean	12	46	36	2	2
Portuguese	22	38	31	6	2
Spanish P/R	21	49	25	1	3
Samoa ⁿ	33	28	25	11	3
White	15	42	36	5	1
Other	15	37	36	7	3

Student Attitudes

In response to the question on student attitudes, most respondents report that students showed "some cooperation" (56 per cent). Fourteen per cent of the teachers and 16 per cent of the students report "strong cooperation," while 34 per cent of the principals and 26 per cent of the counselors report the same. Teachers report more "apathy" (25 percent) than "strong cooperation" (14 per cent). Students follow with 18 per cent reporting that students are apathetic. Five per cent of teachers and students reported "disobedience" and 2 per cent "defiance." The 25 per cent of students who perceive student attitudes to be either troublesome or indifferent constitutes a relatively large grouping of students. The 32 per cent of teachers who perceive student attitudes to be either troublesome or indifferent likewise constitutes a relatively large grouping. These contrast with 14 per cent of the counselors and only 6 per cent of the principals who judge student attitudes to be uninterested. No counselors or principals reported "defiance" or "disobedience" (see Table 19). It appears that, as in other tables, the principals and sometimes the counselors have a more optimistic picture of the situation than do students and teachers.

Table 19
 RESPONSES TO STUDENT ATTITUDES,
 BY OCCUPATION, BY PER CENT

<u>Occupation</u>	<u>Strong cooperation</u>	<u>Some cooperation</u>	<u>Apathy</u>	<u>Disobedience</u>	<u>Defiance</u>
Counselor	26	60	14	0	0
Teacher	14	53	25	5	2
Student	16	58	18	5	2
Principal	34	60	6	0	0

Table 20 lists the schools reporting higher than average "apathy."

Table 20
 SCHOOLS REPORTING HIGHER THAN AVERAGE "APATHY", BY PER CENT
 (State average - 20 per cent)

<u>School</u>	<u>Per cent</u>
Kalani High School	46
Campbell High School	40
Pearl City High School	39
Ilima Intermediate School	38
Mililani High School	36

Kaimuki Intermediate School	31
Highlands Intermediate School	30
Kaimuki High School	30
Kauai High and Intermediate School	30
Molokai High and Intermediate School	27
Roosevelt High School	27
Kula Elementary and Intermediate School	26
Kailua High School	25
King Intermediate School	25
Maui High School	25
Waianae Intermediate School	25

Schools reporting higher than average "defiance" and "disobedience" are shown in Table 21.

Table 21
 SCHOOLS REPORTING ABOVE AVERAGE "DEFIANT" AND
 "DISOBEDIENT" STUDENTS, BY PER CENT
 (State average - 7 per cent)

<u>School</u>	<u>Per cent</u>
Waimanalo Elementary and Intermediate School	23
Stevenson Intermediate School	15
Kailua High School	14
Kaimuki Intermediate School	14
Waianae Intermediate School	14

Schools reporting a much higher than average degree of "strong cooperation" are shown in Table 22.

Table 22
SCHOOLS REPORTING ABOVE AVERAGE "STRONG COOPERATION"
BY PER CENT
(State Average - 16 per cent)

<u>School</u>	<u>Per Cent</u>
Paauilo Elementary and Intermediate School	68
Keaau Elementary and Intermediate School	51
Waialua High School	42
Moanalua High School	39

By grade level, the twelfth graders see more "apathy" (25 per cent) than do the seventh graders (17 per cent). Seventh graders see slightly more "disobedience" (6 per cent) than the twelfth graders (3 per cent) do.

Female respondents perceive a slightly higher amount of "cooperation" than the male respondents do.

Comparisons by ethnic background revealed that American Indians, Blacks, and Samoans reported a higher incidence of "disobedience" and "defiance." (See Table 23.) However, the small percentage of two of these groups of the total sample should be noted. On the other hand, some of the same ethnic groups report the most cooperation as shown in Table 24.

Table 23
ETHNIC GROUPS REPORTING LEAST COOPERATION
BY PER CENT
(State average - 7 per cent)

<u>Ethnic group</u>	<u>Per cent</u>
American Indian	12
Black	12
Samoan	11

Table 24
ETHNIC GROUPS REPORTING MOST COOPERATION
BY PER CENT
(State average - 10 per cent)

<u>Ethnic group</u>	<u>Per cent</u>
Samoan	23
American Indian	21
Hawaiian	21
Part Hawaiian	21

New arrivals tend to view student behavior more negatively than longer residents. Eleven per cent of new arrivals (in Hawaii less than two years) report disobedient and defiant behavior as compared to only 6 per cent of respondents who lived here since birth.

School Rules and Regulations

Questions 11 and 12 asked the respondents how often and how well the rules of good behavior were communicated to the students. National research indicates that explicit and fair rules explained clearly, reasonably, and frequently will help to create a stable school environment.²⁵

When the responses of all groups questioned were compared, there was strong agreement (44 per cent of all groups) that the rules were explained "several times a year," and that they were explained in a "satisfactory manner" (27 per cent). In a grade-by-grade comparison, respondents reported that the rules are explained less frequently in higher grades.

When the responses to the questions on how often and how well the rules were explained are compared to the responses for questions on the incidence of violence and vandalism, a clear distinction can be seen. How well the rules are explained seem to be more related to the control of violence and vandalism than how frequently they are explained.

²⁵Source: Violent Schools - Safe Schools: The Safe School Study Report to the Congress; Executive Summary, National Institute of Education (DHEW), Washington D.C., December 1977, p. 5.

How Often Rules Explained

In answer to the question on the frequency of rule explanations, the largest average response (44 per cent of all groups) indicated that the rules were explained to students "several times a year." Sixty-eight per cent of the principals said rules were explained "several times a year." The second most frequent choice was that the rules were explained to students "once a year." Twenty-three per cent of all respondents made this choice. Five per cent said that the rules were "never" explained. None of the principals made this response.

Table 25
FREQUENCY OF RULE EXPLANATION - STATEWIDE
BY OCCUPATION, BY PER CENT

<u>Occupation</u>	<u>Once/Month</u>	<u>Several/Yr</u>	<u>Twice/Yr</u>	<u>Once/Yr</u>	<u>Never</u>
Counselor	6	49	2	26	3
Teacher	16	44	6	25	4
Student	20	44	7	22	5
Principal	5	68	9	16	0

A school-by-school analysis reveals that 44 per cent of all students report that rules are explained to them "several times a year." Schools reporting a larger percentage of respondents

who report rules being explained "several times a year" or more are shown in Table 26.

Table 26
SCHOOLS REPORTING RULES
EXPLAINED "SEVERAL/YEAR", BY PER CENT
(State Average - 44 per cent)

<u>School</u>	<u>Per Cent</u>
Iao	65
Lahainaluna High School	62
Central Intermediate School	61
Kihei Elementary and Intermediate School	60
Hana High and Elementary School	57
Jarrett Intermediate School	55
Kawananakoa Intermediate School	55
Ilima Intermediate School	54
Waimanalo Elementary and Intermediate School	54

Schools reporting a much higher than average (5 per cent) incidence of never having rules explained are shown in Table 27.

Table 27
SCHOOLS REPORTING HIGHER THAN AVERAGE INCIDENCE OF
RULES "NEVER" BEING EXPLAINED, BY PER CENT
(State Average - 5 per cent)

<u>School</u>	<u>Per Cent</u>
Kailua High School	20
Campbell High School	17
Mililani High School	13
Kalaniana'ole Elementary and Intermediate School	12
Maui High School	12
Farrington High School	11
Kaimuki High School	10
Mt. View Elementary and Intermediate School	10
Waialua High and Intermediate School	10

Grade-by-grade analysis shows that rules are generally explained less frequently in the higher grades. Twenty per cent of the seventh graders reported either "once a year" or "never," while 38 per cent of the twelfth graders said the same.

Breakdown of data by sex and ethnicity revealed no large variation in response to this question.

CONTINUED

1 OF 5

How Well Rules Explained

In response to the question on how well school rules were explained, 32 per cent of all respondents said "fairly well," 29 per cent said "clearly," and 27 per cent said "satisfactorily." Only 10 per cent reported that school rules were explained "poorly" or "very poorly." Teachers, students, and counselors averaged 33 per cent in reporting that rules are explained "fairly well" while principals averaged 45 per cent. Table 28 provides a summary of these responses by occupation.

Table 28
SUMMARY OF HOW WELL RULES ARE EXPLAINED
BY OCCUPATION, BY PER CENT

Occupation	Clearly	Fairly Well	Satisfactory	Poorly	Very Poorly	Other
Counselor	18	36	26	5	2	13
Teacher	22	32	29	9	3	4
Student	33	32	25*	5	3	1
Principal	26	45	26	1	0	1

The consensus by occupation is that the rules are explained "fairly well." The lack of a more frequent response to "clearly" indicates that this is an area in which improvement is necessary.

Overall, 29 per cent of the respondents reported that the

rules were explained "clearly" and 10 per cent "poorly" or "very poorly." Respondents in schools reporting a higher than average percentage of rules that are explained clearly are shown in Table 29.

Table 29
SCHOOLS REPORTING A HIGHER THAN AVERAGE PERCENTAGE
OF RULES EXPLAINED "CLEARLY", BY PER CENT
(State Average - 29 per cent)

School	Per Cent
Keaau Elementary and Intermediate School	80
Lihikai Elementary and Intermediate School	62
Lahaina Intermediate School	61
Waimanalo Elementary and Intermediate School	59
Iao	55
Paauilo Elementary and Intermediate School	54
Kahului Elementary and Intermediate School	49
Kauai High and Intermediate School	45
Wheeler Intermediate School	45
Kihei Elementary and Intermediate School	44
Moanalua High School	44
Waialua High and Intermediate School	44
Dole Intermediate School	42
Mt. View Elementary and Intermediate School	42
Ilima Intermediate School	39
Kula Elementary and Intermediate School	39

Schools reporting a higher than average percentage (10%) of respondents saying that rules are explained "poorly" or "very poorly" are listed in Table 30.

Table 30
SCHOOLS REPORTING HIGHER THAN AVERAGE PERCENTAGE
OF RULES EXPLAINED "POORLY", BY PER CENT
(State average - 10 per cent)

<u>School</u>	<u>Per cent</u>
Campbell High School	30
Kalani High School	27
Kailua High School	26
Maui High School	23
Mililani High School	21
Pahoa High and Elementary School	19
Pearl City High School	19

A grade-by-grade comparison of student responses shows that the rules are more clearly explained in lower grades. Thirty-eight per cent of seventh graders said the rules were explained "clearly," while 20 per cent of the twelfth graders responded in the same manner.

Little variation in response to this question was revealed by the breakdown of the data by sex and ethnicity.

Causes and Controls of Violence and Vandalism

When the responses of the four occupational groups of respondents are compared with regard to the causes of violence and vandalism, several points become evident. (See Table 31.)

Table 31
CAUSES OF VIOLENCE AND VANDALISM
BY OCCUPATION, BY PER CENT

<u>Occupation</u>	<u>Boy/girl Trouble</u>	<u>Racial Conflict</u>	<u>Immigrant vs Local</u>	<u>Military vs Local</u>	<u>Frustra- tion</u>	<u>Boredom</u>
Counselor	10	6	5	3	40	12
Teacher	10	12	4	2	30	18
Student	3	15	7	3	20	15
Principal	19	1	3	0	39	10

<u>Occupation</u>	<u>Unfair Treatment</u>	<u>Drugs or Alcohol</u>	<u>Outsiders on Campus</u>	<u>Gambling</u>	<u>Sports Events</u>	<u>School Rivalry</u>
Counselor	2	4	5	0	1	0
Teacher	1	6	6	1	1	1
Student	9	8	6	1	2	3
Principal	3	6	5	0	0	0

All groups agree that a major casual factor of violence and vandalism is "frustration." Principals (39 per cent) and counselors (40 per cent) readily identified "frustration" as the major cause of the problems. Teachers and students also selected "frustration" as the major cause of violence and vandalism. However, 30 per cent of the teachers and 20 per cent of the students made this choice. Teachers (12 per cent) and students (15 per cent) also see "racial conflict" as an important cause. However, it is interesting to note that only 1 per cent of the principals and 6 per cent of the counselors perceive "racial conflict" as a cause of violence. Students ranked "unfair treatment" 4th and "boy/girl trouble" or "drugs or alcohol" 5th as important causes, while principals ranked "drugs or alcohol" 4th and "unfair treatment" 6th as causes of violence and vandalism.

When causes were matched with the grades of the responding students, it was found that "boredom" increases in higher grades. Only 9 per cent of the seventh graders rated "boredom" as a cause of problems, while 20 per cent of the seniors said that "boredom" was a cause of violence and vandalism.

When responses to the question on the causes of violence and vandalism were matched with the ethnic background of the respondents, three groups more frequently identified "racial conflict" as a casual factor. These were the American Indians, Blacks, and Whites. It is likely that these groups are more often involved in some problem which is connected to race. This

and other results by ethnicity are explained in the narrative of Table 36 in this section.

New arrivals to Hawaii tend to perceive "racial conflict" as a cause of violence and vandalism more than local-born respondents do. Lifelong residents see "frustration" as the major cause of violence and vandalism. Few respondents identified either "immigrant versus local" or "military versus local" as causes.

Other somewhat frequently reported causes of violence and vandalism included "boy/girl trouble" and "racial conflict." Nineteen per cent of the principals reported that "boy/girl trouble" was a cause of problems while 15 per cent of the students identified "racial conflict" as a source of trouble. Twelve per cent of the teachers also reported that "racial conflict" was a source of violence. Students also see "unfair treatment" (9 per cent) as a cause of problems.

In the school-by-school analysis of the question on causation, the overall or statewide average results were as follows: 24 per cent of respondents said that "frustration" was the major cause; 16 per cent indicated that "boredom" was the cause; and 14 per cent identified "racial conflict" as the cause.

Schools in which a much higher than average (14 per cent) proportion of respondents reported "racial conflict" as being a cause of violence and vandalism are shown in Table 32.

Table 32
 SCHOOLS REPORTING HIGHER THAN AVERAGE INCIDENCE OF
 "RACIAL CONFLICT" AS PERCEIVED CAUSE OF VIOLENCE AND VANDALISM
 BY PER CENT
 (State Average - 14 per cent)

<u>School</u>	<u>Per Cent</u>
Kahuku High School	31
Radford High School	27
Waipahu Intermediate School	25

Schools with a higher than average (24 per cent) percentage of respondents reporting "frustration" as a casual factor are shown in Table 33.

Table 33
 SCHOOLS REPORTING HIGHER THAN INCIDENCE OF
 "FRUSTRATION" AS PERCEIVED CAUSE OF VIOLENCE AND VANDALISM
 BY PER CENT
 (State Average - 24 per cent)

<u>School</u>	<u>Per Cent</u>
Kau High and Pahala Elementary School	44
Pearl City High School	38
Waimanalo Elementary and Intermediate School	38
Honokaa High and Intermediate School	37
Kula Elementary and Intermediate School	36

Although the statewide average for schools reporting "boredom" as a cause of violence and vandalism was 16 per cent, many schools reported a much higher incidence. Table 34 shows schools which reported more than 20% of the respondents indentifying "boredom" as a major cause of violence and vandalism.

Table 34
 SCHOOLS REPORTING HIGHER THAN AVERAGE INCIDENCE OF
 "BOREDOM" AS PERCEIVED CAUSE OF VIOLENCE AND VANDALISM
 BY PER CENT
 (State average - 16 per cent)

<u>School</u>	<u>Per Cent</u>
Laupahoehoe High and Intermediate School	42
Molokai High School	35
Kau High and Pahala Elementary School	29
Waiakea High School	28
Hilo High School	27
Honokaa High and Intermediate School	27
Lahainaluna High School	25
Maui High School	24
Moanalua High School	24
Mililani High School	23
Kaimuki Intermediate School	22
Kihei Elementary and Intermediate School	21
Hana High and Elementary School	20
Kaimuki High School	20

A grade-by-grade analysis revealed that some changes in perception do occur as students advance in grades. The following table shows a comparison among grades seven through twelve.

Table 35
PERCEPTIONS OF CAUSES OF VIOLENCE AND VANDALISM
COMPARISON - BY GRADE, BY PER CENT

<u>Causes</u>	<u>7th</u>	<u>8th</u>	<u>9th</u>	<u>10th</u>	<u>11th</u>	<u>12th</u>
Boy/girl trouble	13	10	8	6	6	5
Racial conflict	12	13	15	15	15	18
Boredom	9	14	18	22	18	20
Frustration	23	24	26	23	21	21

Of all the possible choices for causes of violence and vandalism, there is no more than a 2 per cent variation according to sex.

A comparison of the ethnic backgrounds of the student respondents with the identified major causes of violence and vandalism is shown in Table 36.

Table 36
CAUSES OF VIOLENCE AND VANDALISM - STATEWIDE
BY ETHNIC GROUP, BY PER CENT

<u>Ethnic Group</u>	<u>Boy/girl trouble</u>	<u>Racial Conflict</u>	<u>Immigrant vs Local</u>	<u>Military vs Local</u>	<u>Frustration</u>	<u>Boredom</u>
Am. Indian	3	21	3	6	9	30
Black	3	25	3	9	22	6
Chinese	8	11	4	2	29	18
Filipino	9	13	6	2	22	16
Hawaiian	10	14	9	2	18	10
Part Hawaiian	12	13	6	3	20	11
Japanese	9	11	6	2	29	18
Korean	5	12	7	4	20	23
Portuguese	8	13	6	3	19	20
Spanish P/R	8	16	4	4	12	12
Samoan	26	11	4	4	7	7
White	7	22	5	5	23	17
Other	6	15	5	4	17	15
State Average	9	14	6	3	24	16

<u>Ethnic Group</u>	<u>Unfair Treatment</u>	<u>Drugs or Alcohol</u>	<u>Outsiders on Campus</u>	<u>Gambling</u>	<u>Sports Events</u>	<u>School Rivalry</u>
Am. Indian	6	9	3	0	3	3
Black	6	6	3	0	6	3
Chinese	5	6	7	0.3	1	1
Filipino	10	7	7	0.3	2	3
Hawaiian	9	12	6	1	3	3
Part Hawaiian	9	8	8	1	1	3
Japanese	3	5	6	0.4	1	1
Korean	2	12	5	1	1	1
Portuguese	9	7	6	0.5	2	3
Spanish P/R	8	17	7	1	3	5
Samoan	15	10	7	1	1	6
White	2	4	4	0.4	2	0.1
Other	11	10	5	1	3	3
Overall sums	6	7	6	0.5	1.6	1.8

As Table 36 shows, "boy/girl trouble" is perceived to be the most frequent cause of violence and vandalism among Samoans, while "racial conflict" is perceived to be the most frequent cause of trouble for Black respondents. "Racial conflict" is also seen as a frequent cause of violence by Whites and American Indians and to a lesser degree by Spanish/Puerto Ricans and Hawaiians. "Frustration" is perceived to be the most important cause of violence by the Japanese, Chinese, Whites, Filipinos, Part-Hawaiians, and Hawaiians. "Frustration" is also perceived as an important cause of violence by the Blacks, Koreans, and Portuguese. In contrast, only 7 per cent of the Samoans perceived "frustration" to be a cause of violence and vandalism. However, "unfair treatment" was ranked second by Samoans as an important cause, while only 2 per cent of the Whites and Koreans, and 3 per cent of the Japanese perceived this to be a cause. "Drugs and alcohol" were perceived to be the most important cause by the Spanish/Puerto Ricans who ranked it first, and a relatively important cause for the Hawaiians and Koreans who ranked it third among causes of violence and vandalism. "Outsiders on campus," "gambling," "sports events," and "school rivalry" were not perceived to be very important causes by all ethnic groups. Likewise, "immigrant versus local" was not perceived to be an important cause, although the Hawaiians ranked it higher than any of the other groups as a cause.

Comparing perceptions about the causes of violence and vandalism with the length of time a respondent has lived in Hawaii reveals

that 22 per cent of the new arrivals identify "racial conflict" as the primary cause. Only 13 per cent of lifetime residents identify the same cause. Twenty-five per cent of the lifetime residents identify "frustration" as the main cause, while only 14 per cent of the new arrivals do so.

Control of Vandalism

Question 14 asked respondents to identify what they considered to be the best control of vandalism. A summary of these responses by occupation is given below in Table 37.

Table 37
BEST CONTROL OF VANDALISM
BY OCCUPATION, BY PER CENT

<u>Occupation</u>	<u>Security Guard/Aide</u>	<u>Alarms</u>	<u>Principals</u>	<u>Teachers/Counselors</u>	<u>Custodians/Cafe. Workers</u>	<u>Others</u>
Counselor	48	7	16	19	2	9
Teacher	54	5	9	22	2	8
Student	43	5	24	19	5	2
Principal	65	4	6	19	1	4

Respondents highly favor the use of "security guards and aides." Students, however, believe "principals" to be a highly effective means of vandalism control (24 per cent) in contrast to the principals (6 per cent) themselves who believe that they are not so effective. This gap in perception between the group most likely to cause vandalism

(students) and the group held responsible for policies (principals) appears important.

Ethnicity and length of residency do not appear to be important factors in the respondents perceptions of the best control of vandalism. Most of the respondents perceived security guards and aides as the best control of vandalism. See Tables 38 and 39.

Several ethnic groups reported a lower level of confidence in teachers/counselors as the best agents to control vandalism. These groups were: Samoan 11 per cent, Black 16 per cent, Filipino 16 per cent, Hawaiian 17 per cent, Part-Hawaiian 17 per cent, and Spanish P/R 17 per cent. A similar result appears in connection with the best control of violence, see Table 41.

Table 38
BEST CONTROL OF VANDALISM
BY ETHNICITY, BY PER CENT

<u>Ethnic group</u>	<u>Security personnel</u>	<u>Alarm systems</u>	<u>Prins./ V.P.</u>	<u>Teachers/ Counselors</u>	<u>Custodians/ Cafe. Workers</u>
American Indian	36	3	18	30	3
Black	53	6	16	16	6
Chinese	51	4	14	19	4
Filipino	45	6	27	16	5
Hawaiian	48	8	21	17	3
Part Hawaiian	51	5	18	17	6
Japanese	49	5	16	22	3
Korean	43	5	17	23	6
Portuguese	44	3	23	22	6
Spanish P/R	47	3	21	17	7
Samoan	54	11	18	11	4
White	43	4	17	26	4
Other	41	5	23	21	5
State average	47	5	19	20	4

Table 39
BEST CONTROL OF VANDALISM
BY LENGTH OF RESIDENCE IN HAWAII, BY PER CENT

<u>Length</u>	<u>Security personnel</u>	<u>Alarm systems</u>	<u>Prins./ V.P.</u>	<u>Teachers/ Counselors</u>	<u>Custodians/ Cafe. Workers</u>
All life	49	5	18	19	4
10 years or more	49	5	16	20	3
5-10 years	41	5	28	20	5
2-5 years	37	4	20	30	7
Less than 2 years	34	4	28	25	3
State average	47	5	19	20	4

Control of Violence

Question 15 asked respondents to identify the best control of violence. The responses are summarized by occupation in Table 40.

Table 40
BEST CONTROL OF VIOLENCE
BY OCCUPATION, BY PER CENT

Occupation	Guards Aides	Prins./ V.P.	Extra Couns.	Teachers/ Counselors	Spec. Prog.	Teacher Workshops	Others
Counselor	36	22	6	21	8	0	8
Teacher	44	17	3	23	7	1	6
Student	39	25	6	20	6	1	2
Principal	48	21	0	17	8	2	5

Similar to the pattern of responses to question 14, "security guards and aides" were selected most frequently as the best controls of violence. "Principals" and "teachers/counselors" were also identified as important controls of violence.

Ethnicity and length of residency do not greatly influence respondents perceptions about the best means to control violence. Security aides, principals, and teachers are seen as the best agents of control. See Tables 41 and 42.

Table 41
BEST CONTROL OF VIOLENCE
BY ETHNICITY, BY PERCENT

Ethnic group	Security Personnel	Prins./ V.P.	Extra Couns.	Teachers/ Counselors	Special Programs	Teacher Workshops
American Indian	33	21	3	20	9	0
Black	56	25	0	9	6	3
Chinese	42	16	5	21	9	1
Filipino	38	29	6	18	6	1
Hawaiian	40	26	4	18	9	2
Part Hawaiian	42	24	4	18	9	1
Japanese	46	19	4	22	5	.25
Korean	35	20	2	24	12	0
Portuguese	35	29	9	19	6	1
Spanish P/R	45	29	7	11	5	0
Samoan	40	17	8	19	11	1
White	34	23	6	26	6	1
Other	34	23	5	21	10	1
State average	41	22	5	21	7	1

Table 42
BEST CONTROL OF VIOLENCE
BY LENGTH OF RESIDENCE IN HAWAII, BY PER CENT

<u>Length</u>	<u>Security Personnel</u>	<u>Prins./ V.P.</u>	<u>Extra Couns.</u>	<u>Teachers/ Counselors</u>	<u>Special Programs</u>	<u>Teacher Workshops</u>
All life	43	22	5	20	7	1
10 years or more	39	21	5	23	8	1
5-10 years	38	26	8	21	5	1
2-5 years	31	24	7	28	8	1
Less than 2 years	33	21	7	25	8	2
State average	41	22	5	21	7	1

D. PERCEPTIONS OF SPECIFIC ACTS OF VANDALISM AND VIOLENCE (16-32)

Questions 16-32 were designed to measure the occurrence of specific acts of vandalism and violence as perceived by the respondents. Respondents had to choose from five possible answers (0-Never, 1-Seldom, 2-Sometimes, 3-Often, and 4-Always). These seventeen questions were divided into three groupings as follows:

Questions 16-22 acts of vandalism

Questions 23-27, acts of violence to students

Questions 28-32, acts of violence to teachers

Analysis of the data by occupation reveals an apparent discrepancy in either the knowledge or perceptions of the frequency of incidents of vandalism and violence among the teachers, students, counselors, and principals. A similar pattern of response emerges between teachers and students which contrasts with principals and counselors.

Overall, there is considerable agreement among students and teachers in reporting the various incidents of vandalism and violence, especially in cases where the teachers are victims and the students are perpetrators. Students and teachers also reported a greater frequency of incidents of vandalism and violence than did counselors and principals. Overall, principals reported the lowest frequency of incidents of almost all types of violence and vandalism. The only exception was "breaking windows," where principals reported a higher frequency than students, but lower frequency than teachers. (See Table 43.)

Table 43
 SUMMARY OF RESPONDENTS REPORTING FREQUENCY OF OCCURRENCE
 OF VANDALISM AND VIOLENCE AS "OFTEN" OR "ALWAYS"
 BY OCCUPATION, BY PER CENT

	<u>Counselor</u>	<u>Teacher</u>	<u>Student</u>	<u>Principal</u>
<u>I. Vandalism</u>				
a. breaking windows	9	16	8	9
b. setting fires	6	8	6	1
c. breaking furniture	9	16	18	3
d. marking on walls	57	69	72	34
e. damaging bathrooms	21	36	45	12
f. damaging books/ equipment	28	48	48	10
g. other destruction	11	26	30	5
<u>II. Violence</u>				
h. students threatened	35	44	48	19
i. students beaten	12	20	25	8
j. students hijacked	17	22	16	2
k. students attacked	4	13	35	2
l. students afraid	13	23	35	6
m. teachers threatened	2	8	12	0
n. teachers attacked	0	1	4	0
o. teachers insulted	27	38	39	9
p. teachers robbed	6	16	19	1
q. teachers' property damaged	9	16	20	0

Breakdown of the data by sex, grade, and length of residence in Hawaii revealed no substantial variation in responses to the questions regarding specific acts of vandalism and violence.

A more detailed presentation of findings regarding specific acts of vandalism follows.

Vandalism

"Breaking Windows"

Of the 3,646 students who responded, 27 per cent felt that incidents of breaking windows occurred "sometimes," while only 8 per cent felt it occurred "often" or "always." This contrasted with perceptions of teachers, principals, and counselors. Slightly more than 37 per cent of the teachers and principals believed that the frequency of broken windows was "sometimes," while 16 per cent of the teachers and 9 per cent of the principals felt that windows were broken "often" or "always." Even the counselors perceived a higher frequency of broken windows (i.e., 29 per cent, "sometimes") than did students.

This question does not measure actual incidents of windows broken, but rather elicits perceptions. The belief that windows are frequently broken is an important part of the general feeling or environment, which in turn shapes attitudes.

Table 44
 SCHOOLS REPORTING BREAKING OF WINDOWS
 MORE "OFTEN" OR "ALWAYS" THAN AVERAGE
 BY PER CENT
 (State average - 8 Per cent)

<u>School</u>	<u>Per cent</u>
Waipahu Intermediate School	60
Nanakuli High and Intermediate School	36
Waimanalo Elementary and Intermediate School	29
Castle High School	28
Waiakea Elementary and Intermediate School	25
Ilima Intermediate School	23
Campbell High School	20
Aiea High School	19
Farrington High School	19
Kalakaua Intermediate School	19
Highlands Intermediate School	17
Moanalua Intermediate School	16

"Setting Fires"

Seventy-one per cent of the respondents reported that fires were "seldom" or "never" set at their school, while 20 per cent reported they occurred "sometimes" and 7 per cent said they occurred "often" or "always." Again, the question did not address actual incidents; it elicited a general feeling of whether fires are a problem. Overall, a higher proportion of teachers (8 per cent), counselors (6 per cent), and students (6 per cent) reported fires being set "often" or "always" than did principals (1 per cent).

Respondents from the eleventh (15 per cent) and twelfth (9 per cent) grades reported a higher frequency of setting fires than did respondents from grades 7 through 10.

Overall, 7 per cent of the respondents reported that setting fires occurred at their school "often" or "always". A specific breakdown by schools at which 14 per cent or more of the respondents reported fires set "often" or "always" is shown in Table 45.

Interviews conducted by the Commission revealed that fires set in lockers or garbage cans by students may not be reported to authorities.

Table 45
SCHOOLS REPORTING FIRES BEING SET MORE "OFTEN"
OR "ALWAYS" THAN AVERAGE
BY PER CENT
(State average - 7 Per cent)

<u>School</u>	<u>Per cent</u>
Roosevelt High School	31
Campbell High School	29
Castle High School	26
Kalani High School	22
Nanakuli High and Intermediate School	21
Waiakea High School	20
Waianae Intermediate School	17
Pearl City High School	16
Hilo High School	15
Kailua High School	14

"Breaking Furniture"

Forty-eight per cent of the respondents reported that the breaking of furniture occurred "seldom" or "never," while 33 per cent said "sometimes," and 17 per cent indicated "often" or "always." A higher percentage of teachers (16 per cent) and students (18 per cent) reported the occurrence of breaking of furniture as "often" or "always" than did counselors (9 per cent) or principals (3 per cent).

Overall, a higher percentage of respondents from grades 9 through 12 reported furniture being broken "often" or "always" than did respondents from grades 7 and 8. Specifically, grades 11 (25 per cent) and 9 (21 per cent) reported the highest frequency of broken furniture while grade 7 reported the lowest (13 per cent).

Analysis of the data by school showed that 17% of the respondents reported that breaking furniture occurred at their schools "often" or "always." Schools at which 24 per cent or more of the respondents reported furniture being broken by students "often" or "always" are shown in Table 46.

Table 46
 SCHOOLS REPORTING A HIGH INCIDENCE OF BREAKING FURNITURE
 BY PER CENT
 (State average - 17 per cent)

<u>School</u>	<u>Per cent</u>
Waiakea High School	42
Radford High School	33
Campbell High School	31
Mililani High School	31
Castle High School	30
Kaimuki Intermediate School	29
Maui High School	27
Pearl City High School	27
Honokaa High and Intermediate School	26
Moanalua Intermediate School	25
Stevenson Intermediate School	25
Waianae Intermediate School	25
Kailua Intermediate School	24
Kalani High School	24
Kauai High and Intermediate School	24
Nanakuli High and Intermediate School	24

"Marking on Walls"

Overall, 70 per cent of the respondents reported that marking on walls occurred "often" or "always" at their school while 20 per cent reported it occurred "sometimes" and 8 per cent said "seldom" or "never." Students (72 per cent), teachers (69 per cent), and counselors (57 per cent) reported a much higher frequency of marking on walls as "often" or "always" than did principals (34 per cent).

The response to marking on walls being "often" or "always" seemed to be quite common among all grades with the range of difference being only 7 per cent. The highest frequency of markings reported by seventh (78 per cent) and eleventh (76 per cent) grades were only slightly higher than the lowest frequency (71 per cent) reported by the tenth grade.

A school-by-school analysis showed that 70 per cent of the respondents reported marking on walls occurred "often" or "always" at their school. Schools at which 80 per cent or more of the respondents reported marking on walls occurring "often" or "always" are shown in Table 47.

Table 47
 SCHOOLS REPORTING A HIGH INCIDENCE OF MARKING ON WALLS
 BY PER CENT
 (State average - 70 Per cent)

<u>School</u>	<u>Per cent</u>
Waimanalo Elementary and Intermediate School	96
Ilima Intermediate School	92
Kaimuki Intermediate School	91
Pearl City High School	91
Kalakaua Intermediate School	90
Castle High School	88
Mauai High School	88
Aiea High School	87
Campbell High School	87
Washington Intermediate School	87
Dole Intermediate School	86
Kalani High School	86
Kailua Intermediate School	82
King Intermediate School	82
Waipahu Intermediate School	81
Hilo High School	80
Highlands Intermediate School	77

"Damaging Bathrooms"

Over one-third (i.e., 35 per cent) of the respondents reported that damaging bathrooms occurred "often" or "always" while 33 per cent reported that such damage occurred "sometimes," and 30 per cent said "seldom," or "never." A higher percentage of teachers (36 per cent) and students (35 per cent) reported the occurrence of damaging of bathrooms as "often" or "always" than did the counselors (21 per cent) and principals (12 per cent).

The range of differences among the grades was relatively high for the respondents reporting bathrooms damaged "often" or "always." Respondents from the eleventh (47 per cent) and twelfth (45 per cent) grades reported the highest frequency while respondents from the seventh (29 per cent) and eighth (28 per cent) grades reported the lowest.

Table 48
 SCHOOLS REPORTING A HIGH INCIDENCE OF PERCEIVED DAMAGE TO BATHROOMS
 BY PER CENT
 (State average - 35 per cent)

<u>School</u>	<u>Per cent</u>
Waiakea High School	77
Maui High School	65
Molokai High and Intermediate School	63
Farrington High School	61
Campbell High School	60
Castle High School	58
Waipahu High School	55
Pearl City High School	53
Waimanalo Elementary and Intermediate School	52
Aiea High School	50
Nanakuli High and Intermediate School	50

"Damaging Books and Equipment"

Nearly half (47 per cent) of the respondents reported that books and equipment are damaged at their schools "often" or "always," while 33 per cent reported it occurred "sometimes" and 17 per cent reported "seldom" or "never." A higher percentage of students (48 per cent) and teachers (48 per cent) reported books and equipment being damaged "often" or "always" than did the counselors (28 per cent) and principals (10 per cent).

In general, respondents in grades 9 through 12 reported a higher frequency of books and equipment being damaged at their schools "often" or "always" than grades 7 and 8. The eleventh grade reported the highest frequency of occurrence (56 per cent) and grade 7 the lowest (37 per cent).

School-by-school analysis revealed that many schools exceeded the average response from across the state. Table 49 provides a summary of those schools at which 60 per cent or more of the respondents reported that books and equipment were damaged "often" or "always."

Table 49
 SCHOOLS REPORTING A HIGHER THAN AVERAGE INCIDENCE
 OF DAMAGED BOOKS AND EQUIPMENT, BY PER CENT
 (State average - 47 per cent)

<u>School</u>	<u>Per cent</u>
Mililani High School	70
Molokai High and Intermediate School	66
Hilo High School	64
Maui High School	63
Campbell High School	62
Kauai High and Intermediate School	62
Kalani High School	60
King Intermediate School	60
Nanakuli High and Intermediate School	60

"Other Destruction"

Question 22 asked the respondents about the frequency of other destruction not covered in questions 16-21 above. Overall, 28 per cent of the respondents reported "other destruction" occurs at their school "often" or "always" while 42 per cent reported such "other destruction" occurs only "sometimes" and 25 per cent said "seldom" or "never." Students (30 per cent) and teachers (26 per cent) reported a much higher frequency of "often" or "always" responses than did the counselors (11 per cent) and principals (5 per cent).

Table 50 shows those schools where 40 per cent or more of the respondents reported other destruction occurring "often" or "always."

Table 50
SCHOOLS REPORTING A HIGHER THAN AVERAGE INCIDENCE
OF PERCEIVED OTHER DESTRUCTION, BY PER CENT
(State average - 28 per cent)

<u>School</u>	<u>Per cent</u>
Campbell High School	50
Ilima Intermediate School	49
Castle High School	47
Waipahu Intermediate School	44
Nanakuli High and Intermediate School	43
Maui High School	42
Waianae Intermediate School	41

Composite Vandalism Index

The responses to questions 16-32 were combined and averaged to create a composite vandalism index for all respondents. This composite figure was then recorded by school, and a statewide average was computed. The results of this computation revealed composite vandalism indices of 28 per cent for the choices "often" or "always"; 27 per cent for "sometimes"; and 33 per cent for "seldom" or "never." (See Table 51.)

Table 51
COMPOSITE VANDALISM INDEX

<u>Composite Frequency of Vandalism</u>	<u>State Average</u>
Never	11 per cent
Seldom	22 per cent
Sometimes	27 per cent
Often	17 per cent
Always	11 per cent

Sixteen schools reported a rate much higher than the state average of 28 per cent for "often/always." (See Table 52.)

Table 52
SCHOOLS REPORTING FREQUENCY OF VANDALISM
MORE "OFTEN" OR "ALWAYS" THAN AVERAGE
(State average - 28 per cent)

<u>School</u>	<u>Per Cent</u>
Campbell High School	44
Nanakuli High and Intermediate School	41
Waiakea High School	40
Ilima Intermediate School	39
Maui High School	39
Waipahu Intermediate School	37
Farrington High School	36
Kalani High School	35
Pearl City High School	35
Roosevelt High School	35

Schools reporting a rate much lower than the state average composite score of 28 per cent selecting "often" and "always" are listed in Table 53.

Table 53
SCHOOLS REPORTING FREQUENCY OF VANDALISM
LESS "OFTEN" OR "ALWAYS" THAN AVERAGE
(State average - 28 per cent)

<u>School</u>	<u>Per cent</u>
Leilehua High School	19
Mt. View Elementary and Intermediate School	18
Wahiawa Intermediate School	18
Aliamanu Intermediate School	17
Lihikai Elementary and Intermediate School	15
Kula Elementary and Intermediate School	14
Waialua High and Intermediate School	14
Lahainaluna High School	13
Moanalua High School	12
Keaau Elementary and Intermediate School	8
Hana Elementary and Intermediate School	7
Lahaina Intermediate School	6
Paauilo Elementary and Intermediate School	1

Table 54 below summarizes the overall "often" and "always" responses to the question on frequency of acts of vandalism.

Table 54
SUMMARY OF SPECIFIC ACTS OF VANDALISM REPORTED
AS "OFTEN" OR "ALWAYS", BY PER CENT

I. <u>Vandalism</u>	<u>Per cent</u>
a. Breaking windows	11
b. Setting fires	7
c. Breaking furniture	17
d. Marking on walls	70
e. Damaging bathrooms	35
f. Damaging books/equipment	47
g. Other destruction	28

Frequency of Violence

Questions 23-27 asked the respondents to indicate the frequency of occurrence of several acts of violence against students on their school campuses. Parallel to the questions on the frequency of vandalism, the perception, and not necessarily the actual occurrence, of these acts is measured.

Frequency Students Believed to be Threatened

Question 23 asked respondents about the frequency that students are believed to be threatened by other students.

When responses were analyzed by occupation, students (48 per cent) and teachers (44 per cent) reported the highest frequency of "often/always" responses. Counselors reported somewhat less (35 per cent) and principals reported 20 per cent "often/always" responses. See Table 55.

Table 55
FREQUENCY STUDENTS BELIEVED TO BE THREATENED
BY OCCUPATION, BY PER CENT

<u>Occupation</u>	<u>Never</u>	<u>Seldom</u>	<u>Sometimes</u>	<u>Often</u>	<u>Always</u>
Counselor	0	12	50	30	5
Teacher	1	9	45	33	11
Student	5	16	31	26	22
Principal	0	17	64	17	3

Grade 9 reported the highest (42 per cent) frequency of "often" or "always" responses and grades 10 and 12 the lowest (41 per cent).

Table 56
FREQUENCY STUDENTS BELIEVED TO BE THREATENED
BY ETHNICITY, BY PER CENT

<u>Ethnic group</u>	<u>Never</u>	<u>Seldom</u>	<u>Sometimes</u>	<u>Often</u>	<u>Always</u>
American Indian	0	12	18	18	48
Black	0	6	34	25	34
Chinese	1	12	42	30	13
Filipino	5	15	32	28	18
Hawaiian	5	18	29	23	23
Part Hawaiian	5	17	31	27	18
Japanese	2	11	44	30	12
Korean	1	11	43	31	12
Portuguese	5	20	29	22	24
Spanish P/R	4	17	27	27	23
Samoan	4	16	29	17	27
White	2	12	33	33	19
Other	2	13	31	26	26
State average	3	13	36	29	17

Table 56 shows that American Indian and Black respondents perceive a higher frequency of students being threatened. White, Samoan, Hawaiian, Spanish, and Puerto Rican respondents also perceive a relatively higher frequency of students being threatened "often" or "always" than the respondents of other ethnic groups. At the same time, the Samoan, Hawaiian, Spanish, and Puerto Rican respondents, as well as the Portuguese and the Filipinos, also reported the highest number of "seldom" and "never" responses. This indicates that these groups tend to perceive the problem either more positively or more negatively and in some cases the ethnic group simultaneously responded both more positively and negatively to the question.

Table 57
FREQUENCY STUDENTS BELIEVED TO BE THREATENED
BY LENGTH OF TIME LIVING IN HAWAII, BY PER CENT

<u>Length of Time</u>	<u>Never</u>	<u>Seldom</u>	<u>Sometimes</u>	<u>Often</u>	<u>Always</u>
All life	3	14	38	28	16
10 years or more	2	12	37	31	15
5-10 years	3	14	32	28	23
2-5 years	5	11	28	27	27
Less than 2 years	5	11	30	22	28

Respondents who have lived in Hawaii for 2 to 5 years report the highest frequency of students believed to be threatened "often"

or "always" (54 per cent). There was no large variation among the other respondents who have lived here more than 5 years or less than 2 years. The data in Table 57 indicate that the length of residence in Hawaii does not substantially affect the perception of students believed to be threatened.

Nearly half (46 per cent) of the respondents reported that students are threatened by other students "often" or "always" at their schools. Those schools at which 60 per cent or more of the respondents reported that students are threatened "often" or "always," are shown in Table 58.

Table 58

SCHOOLS REPORTING HIGHER THAN AVERAGE INCIDENCE OF STUDENTS BELIEVED TO BE THREATENED "OFTEN" OR "ALWAYS", BY PER CENT
(State average - 46 per cent)

<u>School</u>	<u>Per cent</u>
Ilima Intermediate School	77
Waipahu Intermediate School	68
Kalakaua Intermediate School	66
Washington Intermediate School	66
Waiakea Intermediate School	65
Campbell High School	63
Kailua Intermediate School	62
King Intermediate School	62
Waimanalo Elementary and Intermediate School	62

Students Believed to be Beaten

Question 24 attempted to measure the respondents' perception of the frequency that one student was beaten by another student at the respondents' schools.

Most responses by occupation are in the "seldom/sometimes" categories. Student responses varied more than those of the other occupational groups. Students gave more "never" responses as well as more "often/always" responses than any of the other occupations. Table 59 summarizes responses by occupation of the frequency with which students are thought to be beaten.

Table 59

FREQUENCY STUDENTS BELIEVED TO BE BEATEN
BY OCCUPATION, BY PER CENT

<u>Occupation</u>	<u>Never</u>	<u>Seldom</u>	<u>Sometimes</u>	<u>Often</u>	<u>Always</u>
Counselor	2	19	64	12	1
Teacher	2	22	63	17	4
Student	10	30	33	16	9
Principal	1	38	53	8	1

A higher percentage of teachers (21 per cent) and students (25 per cent) as contrasted with counselors (13 per cent) and principals (9 per cent) report that students are beaten "often" or "always."

There was very little variance among respondents from the various grades reporting "often" or "always" responses. Grade 7 reported the highest frequency (26 per cent) and grade 10, the lowest (20 per cent).

Table 60
FREQUENCY STUDENTS BELIEVED TO BE BEATEN
BY ETHNICITY, BY PER CENT

<u>Ethnic group</u>	<u>Never</u>	<u>Seldom</u>	<u>Sometimes</u>	<u>Often</u>	<u>Always</u>
American Indian	9	12	27	15	33
Black	3	13	47	16	22
Chinese	3	27	46	16	6
Filipino	11	26	36	17	8
Hawaiian	9	27	33	17	12
Part Hawaiian	11	28	35	16	8
Japanese	5	28	49	14	3
Korean	2	16	57	17	7
Portuguese	10	34	33	13	10
Spanish P/R	3	28	28	27	11
Samoan	7	19	26	20	24
White	6	29	40	19	5
Other	10	22	31	22	13
State average	7	27	41	16	7

Table 60 shows that Black, American Indian, Spanish/Puerto Rican, and Samoan respondents perceive the highest frequency of students being beaten while the Japanese respondents reported the lowest frequency for "often" or "always" responses. The Hawaiian respondents also reported a relatively higher frequency of students being beaten "often" or "always." On the other hand, the Portuguese respondents reported the highest frequency for "never" or "seldom" responses (44 per cent).

Table 61
FREQUENCY STUDENTS BELIEVED TO BE BEATEN
BY LENGTH OF TIME LIVING IN HAWAII, BY PER CENT

<u>Length of time</u>	<u>Never</u>	<u>Seldom</u>	<u>Sometimes</u>	<u>Often</u>	<u>Always</u>
All life	7	27	43	16	6
10 years or more	5	28	43	17	6
5-10 years	9	29	35	17	9
2-5 years	10	25	33	19	12
Less than 2 years	9	24	30	20	12
State average	7	27	41	16	7

Table 61 reveals that those who have lived in Hawaii less than 2 years report a higher frequency of students believed to be beaten "often" or "always" than those who have lived here all their lives. Otherwise, there is little variance in the perception of the frequency students are beaten.

One-fourth of the respondents reported that they believe students at their schools are beaten by one or more other students "often" or "always." Those schools at which 40 per cent or more of the respondents reported students being beaten "often" or "always" are shown in Table 62.

Table 62

SCHOOLS REPORTING HIGHER THAN AVERAGE FREQUENCY OF STUDENTS BELIEVED TO BE BEATEN "OFTEN" OR ALWAYS", BY PER CENT
(State average - 23 per cent)

<u>School</u>	<u>Per Cent</u>
Waianae Intermediate School	53
Campbell High School	49
Waipahu Intermediate School	48
Washington Intermediate School	47
Ilima Intermediate School	46

Students Hijacked

Question 25 asked respondents about the frequency of hijacking (extortion of money) at their schools. An analysis of the data by occupation shows that the bulk of all responses are in the "seldom/sometimes" categories. Teachers reported the highest "often/always" responses (22 per cent) and principals reported the lowest (2 per cent). However, the students reported the highest (31 per cent) "never" responses, with principals following (14 per cent), while counselors and teachers both reported 6 per cent. This discrepancy in perceptions breaks the usual pattern where teachers and students are more alike in their responses.

Table 63

FREQUENCY STUDENTS HIJACKED
BY OCCUPATION, BY PER CENT

<u>Occupation</u>	<u>Never</u>	<u>Seldom</u>	<u>Sometimes</u>	<u>Often</u>	<u>Always</u>
Counselor	6	33	40	17	1
Teacher	6	24	44	17	5
Student	31	29	22	10	7
Principal	14	47	35	1	1

As Table 64 shows, Samoan, American Indian, and Black respondents perceive the highest frequency of hijacking. Chinese and Hawaiian respondents also reported a relatively higher frequency of hijacking than the other ethnic groups. Conversely, Filipino respondents reported the lowest frequency of students being hijacked. Japanese, Portuguese, Spanish, and Puerto Rican respondents also reported a relatively low frequency of students being hijacked.

Table 64
FREQUENCY STUDENTS BELIEVED TO BE HIJACKED
BY ETHNICITY, BY PER CENT

Ethnic group	Never	Seldom	Sometimes	Often	Always
American Indian	21	27	18	12	18
Black	13	22	31	16	16
Chinese	14	23	37	17	6
Filipino	30	28	25	8	5
Hawaiian	30	26	24	11	9
Part Hawaiian	27	28	25	12	6
Japanese	13	29	38	13	4
Korean	8	20	49	14	5
Portuguese	38	25	18	11	6
Spanish P/R	33	23	25	12	5
Samoan	19	25	21	13	15
White	22	30	26	13	5
Other	25	25	28	10	9
State average	21	28	30	12	6

Table 65 shows small variation in "often" and "always" responses between lifelong residents and new arrivals regarding the frequency students are believed to be hijacked. More new arrivals (61 per cent) reported "never" or "seldom" being hijacked than lifelong residents (48 per cent).

Table 65
FREQUENCY STUDENTS BELIEVED TO BE HIJACKED
BY LENGTH OF TIME LIVING IN HAWAII, BY PER CENT

Length of time	Never	Seldom	Sometimes	Often	Always
All life	20	28	32	13	5
10 years or more	17	27	33	14	7
5-10 years	31	26	23	10	7
2-5 years	32	28	19	12	7
Less than 2 years	31	30	17	7	9
State Average	21	28	30	12	6

Nearly one-fifth (18 per cent) of the respondents reported students being hijacked by other students at their schools "often" or "always." Those schools at which 30 per cent or more of the respondents reported students being hijacked "often" or "always" are shown in Table 66.

Table 66

SCHOOLS REPORTING HIGHER THAN AVERAGE INCIDENCE OF STUDENTS BELIEVED TO BE HIJACKED "OFTEN" OR "ALWAYS", BY PER CENT
(State average - 18 per cent)

<u>School</u>	<u>Per cent</u>
Farrington High School	51
Central Intermediate School	50
Castle High School	42
Dole Intermediate School	39
Waipahu Intermediate School	33
Campbell High School	30
Ilima Intermediate School	30
Pearl City High School	30

Students Believed to be Attacked by Several Other Students

An occupational analysis of the responses to question 26 is summarized in Table 67 below.

Table 67

FREQUENCY THAT STUDENTS ARE BELIEVED TO BE ATTACKED BY A GROUP OF STUDENTS, BY OCCUPATION, BY PER CENT

<u>Occupation</u>	<u>Never</u>	<u>Seldom</u>	<u>Sometimes</u>	<u>Often</u>	<u>Always</u>
Counselor	5	37	50	4	1
Teacher	5	34	44	11	3
Student	17	33	30	11	7
Principal	12	56	30	1	1

Most responses are clustered in the "seldom" and "sometimes" categories. The largest percentage of responses is found in "sometimes." Students (18 per cent) and teachers (14 per cent) report higher incidences of "often" and "always" responses than the principals (2 per cent) and counselors (5 per cent). This pattern is consistent with responses to several other questions.

Table 68
 FREQUENCY STUDENT BELIEVED TO BE ATTACKED BY OTHER STUDENTS
 BY ETHNICITY, BY PER CENT

<u>Ethnic group</u>	<u>Never</u>	<u>Seldom</u>	<u>Sometimes</u>	<u>Often</u>	<u>Always</u>
American Indian	24	18	21	12	21
Black	6	25	34	9	22
Chinese	8	33	42	10	4
Filipino	16	30	33	13	6
Hawaiian	16	31	32	11	9
Part Hawaiian	17	31	32	10	8
Japanese	9	39	39	9	3
Korean	6	24	54	6	8
Portuguese	19	34	29	10	8
Spanish P/R	13	20	44	12	8
Samoan	13	19	29	17	15
White	15	37	31	11	4
Other	11	30	34	14	8
State average	13	34	35	11	6

Those of American Indian ancestry gave a higher frequency of "never" responses than the other ethnic groups. However, when the "never" and "seldom" responses are combined, those groups which perceived a relatively lower frequency were the Portuguese (53 per cent) and the Caucasians (52 per cent).

Also, when the "often" and "always" responses are combined, those groups which perceived a relatively high frequency of students being attacked were the American Indians (33 per cent), the Blacks (31 per cent), and the Samoans (32 per cent).

Table 69
 FREQUENCY STUDENT BELIEVED TO BE ATTACKED BY OTHER STUDENTS
 BY LENGTH OF TIME LIVING IN HAWAII, BY PER CENT

<u>Length of time</u>	<u>Never</u>	<u>Seldom</u>	<u>Sometimes</u>	<u>Often</u>	<u>Always</u>
All life	12	34	36	10	5
10 years or more	11	34	37	11	5
5-10 years	18	32	31	9	7
2-5 years	13	34	27	14	9
Less than 2 years	19	26	29	10	10
State average	13	34	35	11	6

Table 69 shows that length of residence is not as influential on the perception of student violence as is generally believed. Ethnic differences are important but not dramatically so.

Seventeen per cent of the respondents reported that students are attacked by other students at their schools "often" or "always." Those schools at which 25 per cent or more of the respondents reported students being attacked "often" or "always" are shown in Table 70.

Table 70
SCHOOLS REPORTING HIGH INCIDENCE OF STUDENTS BELIEVED TO BE ATTACKED
"OFTEN" OR "ALWAYS", BY PER CENT
(State average - 17 per cent)

<u>School</u>	<u>Per cent</u>
Waipahu Intermediate School	42
Waianae Intermediate School	41
Farrington High School	40
Campbell High School	37
Ilima Intermediate School	30
Kalakaua Intermediate School	28
Washington Intermediate School	28

Students Afraid

The responses to question 27 indicate that a good deal of fear is felt on school campuses. These responses, by occupation, are summarized in Table 71 below.

Table 71
SUMMARY OF RESPONSES AS TO FREQUENCY STUDENTS ARE BELIEVED TO BE
AFRAID AT SCHOOL, BY OCCUPATION, BY PER CENT

<u>Occupation</u>	<u>Never</u>	<u>Seldom</u>	<u>Sometimes</u>	<u>Often</u>	<u>Always</u>
Counselor	2	28	53	14	1
Teacher	3	27	45	19	4
Student	10	24	29	20	15
Principal	4	45	43	5	1

The striking figures are the student responses, namely that 35 per cent of the students reported that students were afraid "often" or "always." It should be noted also that 10 per cent of the students reported "never" responses. The principals (6 per cent) were once again at variance with the students and teachers (23 per cent) who reported more "often" or "always" responses.

Table 72
 FREQUENCY STUDENTS ARE BELIEVED TO BE AFRAID
 BY ETHNICITY, BY PER CENT

<u>Ethnic group</u>	<u>Never</u>	<u>Seldom</u>	<u>Sometimes</u>	<u>Often</u>	<u>Always</u>
American Indian	3	18	15	30	30
Black	6	13	34	22	25
Chinese	4	24	43	20	7
Filipino	12	24	30	19	12
Hawaiian	8	20	31	21	18
Part Hawaiian	10	28	32	15	13
Japanese	4	27	42	18	7
Korean	6	17	49	16	11
Portuguese	11	30	26	19	12
Spanish P/R	8	25	29	19	16
Samoan	15	21	24	11	20
White	6	28	33	23	8
Other	8	21	27	21	21
State average	7	25	35	19	11

As Table 72 shows, American Indian and Black respondents reported the highest frequency of students being afraid "often" or "always." However, Spanish, Puerto Rican, Filipino, Portuguese, Samoan, and White respondents also reported a relatively high frequency of students being afraid. Conversely, Japanese respondents reported the lowest frequency of students being afraid "often" or "always." The results of Table 72 are somewhat similar to Tables 60, 64, and 68 with regard to the perceptions of the specific incidence of violence by Japanese respondents who tend to report low frequencies as opposed to American Indian, Black, and Samoan respondents who tend to report high frequencies. Hawaiian respondents also reported relatively high frequencies for 3 of the tables. Groups reporting highest frequency of "never" and "seldom" responses are Portuguese (41 per cent), part-Hawaiian (38 per cent), Filipino (36 per cent), and Samoan (36 per cent).

As with the previous tables dealing with length of residence, Table 73 indicates that this variable does not seem to influence the perceptions of the frequency that students are believed to be afraid. No extreme variation was revealed when the "often/always" responses were combined nor when the "seldom/never" responses were combined.

Table 73
FREQUENCY STUDENTS ARE BELIEVED TO BE AFRAID
BY LENGTH OF TIME LIVING IN HAWAII, BY PER CENT

<u>Length of time</u>	<u>Never</u>	<u>Seldom</u>	<u>Sometimes</u>	<u>Often</u>	<u>Always</u>
All life	7	26	36	19	10
10 years or more	5	26	38	20	8
5-10 years	10	19	33	21	14
2-5 years	10	23	32	18	16
Less than 2 years	10	22	26	17	19
State average	7	25	35	19	11

Table 74 below shows schools reporting a higher than average rate of students being afraid.

Table 74
SCHOOLS REPORTING HIGHER THAN AVERAGE INCIDENCE OF STUDENTS
BELIEVED TO BE AFRAID "OFTEN" OR "ALWAYS"
BY PER CENT
(State average - 30 per cent)

<u>School</u>	<u>Per cent</u>
Washington Intermediate School	47
Farrington High School	46
King Intermediate School	45
Waianae Intermediate School	45

Teachers Threatened

One separate section of frequency questions (28-32) asked all of the respondents to indicate how often they thought that acts of violence were committed against teachers. Question 28 asked about the frequency that teachers are thought to be threatened by students.

The largest cluster of responses to question 28 was in the "seldom" category. "Sometimes" was the second most frequent choice. Eight per cent of the teachers reported "often" and "always" and eleven per cent of the students reported the same. Table 75

Table 75
 SUMMARY OF RESPONSES AS TO FREQUENCY TEACHERS ARE
 BELIEVED TO BE THREATENED BY OCCUPATION, BY PER CENT

<u>Occupation</u>	<u>Never</u>	<u>Seldom</u>	<u>Sometimes</u>	<u>Often</u>	<u>Always</u>
Counselor	5	57	30	2	1
Teacher	7	45	38	7	1
Student	27	38	22	7	4
Principal	8	69	23	0	0

It is notable that identical percentages of students and teachers (7 per cent) believe that threats occur "often," while 4 per cent of the students and 1 per cent of the teachers believe "always." By contrast, a zero percentage of principals believe threats occur "often" or "always."

Respondents from grade 11 reported the highest (15 per cent) frequency of threats occurring "often" or "always" while grade 7 reported the lowest (8 per cent).

Overall, 10 per cent of the respondents reported that teachers were threatened by students "often" or "always" at their schools. Those schools at which 15 per cent or more of the respondents reported teachers being threatened "often" or "always" are shown in Table 76.

Table 76
 SCHOOLS REPORTING A HIGHER THAN AVERAGE INCIDENCE OF TEACHERS
 BELIEVED TO BE THREATENED "OFTEN" OR "ALWAYS"
 BY PER CENT
 (State average - 10 per cent)

<u>School</u>	<u>Per cent</u>
Nanakuli High and Intermediate School	30
Ilima Intermediate School	26
Waianae Intermediate School	25
Kailua High School	21
Pahoa High and Elementary School	20
Kau High and Pahala Elementary School	19
Washington Intermediate School	19
Kahuku High and Intermediate School	16
Kaimuki High School	16

Teachers Attacked

Occupational responses to question 29 regarding how often teachers were believed to be attacked at school are summarized in Table 77 below.

Table 77

SUMMARY OF RESPONSES: FREQUENCY TEACHERS ARE BELIEVED TO BE ATTACKED BY OCCUPATION, BY PER CENT

<u>Occupation</u>	<u>Never</u>	<u>Seldom</u>	<u>Sometimes</u>	<u>Often</u>	<u>Always</u>
Counselor	33	58	7	0	0
Teacher	24	55	16	1	1
Student	50	34	9	2	2
Principal	57	39	3	0	0

The responses are clustered in the "never" and "seldom" categories. Actual attacks on teachers occur infrequently.

The variance among the grades was insignificant, with the eleventh grade reporting the highest (4 per cent) frequency of "often" or "always" responses and the seventh grade and tenth grade reporting the lowest (2 per cent).

Teachers Believed to be Insulted

Question 30 asked the respondents how frequently teachers were believed to be sworn at or insulted by students.

When the responses to question 30 were analyzed by occupation, teachers and students reported the same high incidence of "often" and "always" responses (38 per cent). Counselors tended to agree with the teachers and students. Principals were not in accord with the other groups, reporting only 9 per cent "often" and "always" responses. Table 78 below summarizes these responses.

Table 78

SUMMARY OF RESPONSES: FREQUENCY TEACHERS ARE BELIEVED TO BE INSULTED BY OCCUPATION, BY PER CENT

<u>Occupation</u>	<u>Never</u>	<u>Seldom</u>	<u>Sometimes</u>	<u>Often</u>	<u>Always</u>
Counselor	0	20	49	23	4
Teacher	2	18	41	29	9
Student	5	22	33	21	17
Principal	1	44	45	6	3
State average	4	21	36	24	14

Grade 9 (45 per cent) reported the highest frequency of "often" or "always," while grade 7 reported the lowest (33 per cent).

Thirty-eight per cent of the respondents reported that teachers at their school are believed to be insulted "often" or "always." Schools at which 52 per cent or more of the respondents reported teachers being insulted "often" or "always" are shown in Table 79.

Table 79

SCHOOLS REPORTING HIGHER THAN AVERAGE INCIDENCE OF TEACHERS BELIEVED TO BE INSULTED "OFTEN" OR "ALWAYS", BY PER CENT
(State average - 38 per cent)

<u>School</u>	<u>Per cent</u>
Waianae Intermediate School	62
Ilima Intermediate School	59
Jarrett Intermediate School	58
Kailua High School	58
Kalani High School	56
Mililani High School	54
Waimanalo Elementary and Intermediate School	54
Washington Intermediate School	54
Kalakaua Intermediate School	53
King Intermediate School	53
Campbell High School	52

Student Steals from Teacher

The frequency that students are thought to be stealing from teachers is shown by occupation in Table 80. Most responses were in the "seldom" and "sometimes" categories. This indicates that this problem does exist in the schools, but that it is not extensive. Still, 16 per cent of the teachers and 20 per cent of the students reported that this happened "often" or "always."

Table 80

SUMMARY OF RESPONSES: FREQUENCY STUDENT STEALS FROM TEACHERS
BY OCCUPATION, BY PER CENT

<u>Occupation</u>	<u>Never</u>	<u>Seldom</u>	<u>Sometimes</u>	<u>Often</u>	<u>Always</u>
Counselor	2	37	51	6	0
Teacher	5	31	46	13	3
Student	22	32	26	13	7
Principal	9	51	36	1	0
State average	15	32	33	13	5

Respondents from grade 11 reported the highest (23 per cent) frequency of stealing occurring "often" or "always" while those from grade 7 reported the lowest (15 per cent). Overall, the frequency that teachers are thought to have property stolen is greater for grades 10 through 12 than for grades 7 through 9.

Seventeen per cent of the respondents reported that teachers at their school have property stolen "often" or "always." Schools at which 27 per cent or more of the respondents reported teachers being victims of theft are shown in Table 81 below.

Table 81
SCHOOLS REPORTING A HIGHER THAN AVERAGE INCIDENCE OF STUDENTS
BELIEVED TO STEAL FROM TEACHERS "OFTEN" OR "ALWAYS"
BY PER CENT
(State average - 17 per cent)

<u>School</u>	<u>Per cent</u>
Waianae Intermediate School	45
Ilima Intermediate School	44
Campbell High School	36
Nanakuli High and Intermediate School	31
Kailua High School	28
Farrington High School	27
Mililani High School	27

Teachers' Property Damaged

Respondents were also asked about the frequency that they believed teachers had their property damaged. Most of the teacher respondents perceived that property was damaged "sometimes" (45 per cent) or "seldom" (32 per cent). Sixteen per cent of the teacher respondents said that this occurred "often" or "always." Student respondents tend to agree with the teachers. However, many students responded that they believed this "never" occurred (19 per cent). Table 82 below provides a summary of the occupational responses to question 32.

Table 82
SUMMARY OF RESPONSES: FREQUENCY TEACHERS' PROPERTY BELIEVED
TO BE DAMAGED BY OCCUPATION, BY PER CENT

<u>Occupation</u>	<u>Never</u>	<u>Seldom</u>	<u>Sometimes</u>	<u>Often</u>	<u>Always</u>
Counselor	4	44	40	9	0
Teacher	5	32	45	13	3
Student	19	31	28	12	7
Principal	6	60	31	0	0
State average	13	32	34	12	6

Like their response to most other forms of vandalism and violence, grade 11 respondents reported the highest (25 per cent) frequency of "often" or "always" responses while grade 7 reported the lowest (14 per cent).

Nearly one-fifth (18 per cent) of the respondents reported that teachers' property at their school is damaged by students "often" or "always." Schools where 25 per cent or more of the respondents reported teachers' property being damaged are shown in Table 83.

Table 83

SCHOOLS REPORTING A HIGHER THAN AVERAGE INCIDENCE OF TEACHERS' PROPERTY BELIEVED TO BE DAMAGED "OFTEN" OR "ALWAYS", BY PER CENT
(State average - 18 per cent)

<u>School</u>	<u>Per cent</u>
Ilima Intermediate School	42
Waianae Intermediate School	42
Nanakuli High and Intermediate School	33
Campbell High School	32
Farrington High School	31
Kalani High School	31
Kauai High and Intermediate School	31
Mililani High School	30
King Intermediate School	30
Aiea High School	27
Roosevelt High School	26
Waipahu Intermediate School	26

Cross-Tabulation Analysis

Comparative analysis indicated correlations between the variables related to school environment and the variable relating to vandalism and violence.

Certain relationships are suggested when cross tabulations of data are performed on the following variables: 1) frequency of vandalism, 2) frequency of violence to students, and 3) frequency of violence to teachers with 1) physical condition of the school, 2) teacher contentment, 3) student attitudes, and 4) how well rules are explained.

Cross-Tabulation Analysis: School's Condition

Table 84

CROSS-TABULATION OF SCHOOL'S CONDITION WITH PERCEIVED INCIDENCE OF VANDALISM, BY PER CENT

<u>Condition</u>	<u>Never</u>	<u>Seldom</u>	<u>Sometimes</u>	<u>Often</u>	<u>Always</u>
Well cared for	22	29	23	9	4
Fair	11	25	28	16	8
Average	8	21	27	19	12
Shabby	6	16	27	23	17
Disrepair	7	14	25	21	20

The contrast between the responses of the "well cared for" schools and the schools in a state of "disrepair" is striking. The "well cared for" schools report more "never/seldom" responses

to overall incidence of vandalism, while schools in "disrepair" report more "often/always" responses.

When the incidence of vandalism index was matched against the responses regarding the condition of school classrooms and campus, a relatively high percentage of the respondents (51 per cent) at schools which were perceived to be "well cared for" reported "never" or "seldom" responses regarding vandalism. By contrast, only 21 per cent of the respondents in schools in a state of "disrepair" reported that their schools are "never" or "seldom" vandalized (see Table 84).

With regard to the frequency of violence to students, the data show that respondents from schools in disrepair perceive more than twice the violence to students (Table 85) than respondents from "well cared for" schools. This result also holds true for the incidence of violence to the teachers (Table 86). Seven per cent of the respondents from schools perceived to be in good condition said that violence to teachers occurred "often" or "always" as opposed to the 25 per cent of the respondents from schools perceived to be in "disrepair."

Table 85

CROSS-TABULATION OF SCHOOL'S CONDITION WITH PERCEIVED
INCIDENCE OF VIOLENCE TO STUDENTS, BY PER CENT

<u>Condition</u>	<u>Never</u>	<u>Seldom</u>	<u>Sometimes</u>	<u>Often</u>	<u>Always</u>	<u>Other</u>
Well-cared for	18	27	26	8	4	17
Fair	9	24	31	14	6	17
Average	7	20	32	16	9	17
Shabby	5	15	30	21	12	17
Disrepair	4	14	31	19	15	17
Other	13	24	29	9	5	20

Table 86

CROSS-TABULATION OF SCHOOL'S CONDITION WITH PERCEIVED
INCIDENCE OF VIOLENCE TO TEACHERS, BY PER CENT

<u>Condition</u>	<u>Never</u>	<u>Seldom</u>	<u>Sometimes</u>	<u>Often</u>	<u>Always</u>
Well-cared for	28	30	18	5	2
Fair	16	31	24	8	3
Average	13	28	26	11	6
Shabby	9	24	28	15	8
Disrepair	10	22	26	14	11

Cross-Tabulation Analysis: Teachers' Attitude

A cross-tabulation between contentment of teachers and the frequency of incidents of violence and vandalism indicates that a strong correlation does exist. In schools where the teachers are seen as "relaxed," 48 per cent of the respondents said that vandalism "seldom" or "never" occurred. Also, in schools where the teachers were perceived to be afraid, 51 per cent of the respondents believed that the incidence of violence to teachers occurred "often" or "always." It is not definite that a direct casual relationship exists, though the correlation is striking, and it is reasonable to believe that a mutual influence is exerted by each of the factors. See Tables 87, 88, and 89.

Table 87
CROSS-TABULATION OF TEACHERS' ATTITUDES
WITH PERCEIVED FREQUENCY OF VANDALISM
BY PER CENT

Teachers' Attitude	Vandalism				
	Never	Seldom	Sometimes	Often	Always
Relaxed	20	28	22	10	7
Satisfied	10	25	28	16	9
So-so	8	19	28	20	12
Tense	8	15	23	21	22
Afraid	7	10	20	17	33

Table 88
CROSS-TABULATION OF TEACHERS' ATTITUDES
WITH PERCEIVED FREQUENCY OF VIOLENCE TO STUDENTS
BY PER CENT

Teachers' Attitude	Violence to Students				
	Never	Seldom	Sometimes	Often	Always
Relaxed	18	26	23	9	6
Satisfied	8	25	32	13	6
So-so	6	17	33	18	8
Tense	5	12	26	22	19
Afraid	6	10	17	21	30

Table 89
CROSS-TABULATION OF TEACHERS' ATTITUDES
WITH PERCEIVED FREQUENCY OF VIOLENCE TO TEACHERS
BY PER CENT

Teachers' Attitude	Violence to Teachers				
	Never	Seldom	Sometimes	Often	Always
Relaxed	28	29	16	6	4
Satisfied	16	33	24	8	3
So-so	12	26	28	13	5
Tense	8	19	26	16	14
Afraid	7	10	21	18	27

Cross-Tabulation Analysis: Students' Attitudes - Other Variables

A cross-tabulation was conducted to analyze the relationship between student attitudes and the frequency of violence and vandalism. A strong correlation was found between these variables. Where students are perceived to be very cooperative, the incidence of reported violence and vandalism is low. Where the students are seen as exhibiting defiance of the teachers and the administration, the incidence of reported violence and vandalism is high. These relationships are revealed in Tables 90, 91, and 92.

Table 90
CROSS-TABULATION OF STUDENT ATTITUDES
WITH PERCEIVED FREQUENCY OF VANDALISM
BY PER CENT

Student's Attitude	Vandalism				
	Never	Seldom	Sometimes	Often	Always
Strong cooperation	19	28	24	10	6
Some cooperation	10	24	28	16	9
Apathy	7	17	27	22	15
Disobedience	9	15	22	22	20
Defiance	10	11	20	18	27

Table 91
CROSS-TABULATION OF STUDENT ATTITUDES
WITH PERCEIVED FREQUENCY OF VIOLENCE TO STUDENTS
BY PER CENT

Student's Attitude	Violence to Students				
	Never	Seldom	Sometimes	Often	Always
Strong cooperation	17	28	25	8	5
Some cooperation	8	23	32	14	6
Apathy	5	15	32	20	11
Disobedience	6	12	24	24	17
Defiance	7	9	20	18	29

Table 92
CROSS-TABULATION OF STUDENT ATTITUDES
WITH PERCEIVED FREQUENCY OF VIOLENCE TO TEACHERS
BY PER CENT

Student's Attitude	Violence to Teachers				
	Never	Seldom	Sometimes	Often	Always
Strong cooperation	26	30	18	5	4
Some cooperation	16	30	25	9	4
Apathy	9	25	29	14	7
Disobedience	12	20	23	18	12
Defiance	9	16	21	16	21

Cross-Tabulation Analysis: School Rules - Other Variables

A cross-tabulation indicates that there is no significant relationship between how often the rules are explained to the students and the frequency of vandalism and violence. (See Tables 93, 94, and 95.) However, the cross-tabulation analysis did show a significant relationship between how well the rules were explained and the perceived occurrence of vandalism and violence. In schools where the rules were perceived to be clearly explained to the students, 40 per cent of the respondents felt that vandalism "never" or "seldom" occurred. By contrast, in schools where the rules were thought to be poorly explained, 44 per cent of the respondents perceived vandalism occurring "often" or "always." Similar results were obtained when cross-tabulating the variables of how well the rules were explained with the incidence of violence to students and teachers. (See Tables 96, 97, and 98). The results indicate that the significant factor is not how often the rules are explained, but how well the rules are explained.

Table 93

CROSS-TABULATION OF FREQUENCY RULES ARE EXPLAINED
WITH PERCEIVED FREQUENCY OF VANDALISM
BY PER CENT

<u>Rules Explained</u>	<u>Vandalism</u>				
	<u>Never</u>	<u>Seldom</u>	<u>Sometimes</u>	<u>Often</u>	<u>Always</u>
Once/Month	15	23	25	14	10
Several/Year	11	24	27	17	9
Twice/Year	11	21	26	18	11
Once/Year	7	21	28	18	12
Never	9	18	23	19	18

Table 94

CROSS-TABULATION OF FREQUENCY RULES ARE EXPLAINED
WITH PERCEIVED FREQUENCY OF VIOLENCE TO STUDENTS
BY PER CENT

<u>Rules Explained</u>	<u>Violence to Students</u>				
	<u>Never</u>	<u>Seldom</u>	<u>Sometimes</u>	<u>Often</u>	<u>Always</u>
Once/Month	12	23	26	14	8
Several/Year	8	23	32	14	7
Twice/Year	9	22	29	15	7
Once/Year	7	20	31	16	8
Never	8	15	27	17	16

Table 95
 CROSS-TABULATION OF FREQUENCY RULES ARE EXPLAINED
 WITH PERCEIVED FREQUENCY OF VIOLENCE TO TEACHERS
 BY PER CENT

Rules Explained	Violence to Teachers				
	Never	Seldom	Sometimes	Often	Always
Once/Month	21	26	22	9	6
Several/Year	16	31	24	9	4
Twice/Year	17	28	23	11	4
Once/Year	12	28	27	11	5
Never	11	21	27	11	13

Table 96
 CROSS-TABULATION OF HOW WELL RULES ARE EXPLAINED
 WITH PERCEIVED FREQUENCY OF VANDALISM
 BY PER CENT

Rules Explained	Vandalism				
	Never	Seldom	Sometimes	Often	Always
Clearly	16	24	24	14	10
Fairly Well	10	24	28	17	8
Satisfactorily	7	21	29	19	11
Poorly	5	16	27	21	18
Very poorly	8	15	22	21	22

Table 97
 CROSS-TABULATION OF HOW WELL RULES ARE EXPLAINED
 WITH PERCEIVED FREQUENCY OF VIOLENCE TO STUDENTS
 BY PER CENT

Rules Explained	Violence to Students				
	Never	Seldom	Sometimes	Often	Always
Clearly	13	24	25	12	8
Fairly well	9	24	32	13	6
Satisfactorily	6	19	34	17	8
Poorly	4	13	30	22	14
Very poorly	6	14	26	18	20

Table 98
 CROSS-TABULATION OF HOW WELL RULES ARE EXPLAINED
 WITH PERCEIVED FREQUENCY OF VIOLENCE TO TEACHERS
 BY PER CENT

Rules Explained	Violence to Teachers				
	Never	Seldom	Sometimes	Often	Always
Clearly	24	27	20	8	4
Fairly well	16	32	24	9	3
Satisfactorily	11	28	28	11	5
Poorly	7	22	28	16	9
Very poorly	7	19	24	15	18

Schools at the Extreme Range, Favorable and Unfavorable

To achieve a broader perspective of the extent of violence and vandalism at specific schools as well as obtain general comparisons among schools, a ranking technique was utilized. The rankings focused on the schools at the two extremes of the spectrum, favorable and unfavorable, with regard to reports of frequency of the various incidences of violence and vandalism discussed previously in this chapter.

Table 99 shows the ranking of the "Highest Ten" schools reporting "often" or "always" in terms of seven specified incidents of vandalism. Table 100 shows the ranking of the "Lowest Ten" schools reporting "often" or "always" in terms of these same incidents of vandalism. Table 101 shows the ranking of the "Highest Ten" schools reporting "often" or "always" in terms of the ten specified incidents of violence and Table 102 likewise shows the "Lowest Ten."

In reviewing the following tables of this chapter it should be noted that the tables represent results based on perceptions of the various incidences of vandalism and violence. This may be compared to reported incidents in later sections of this report. For example, that Waiakea High reported the highest frequency of bathrooms being damaged is a fact and is significant in view of this school's relative ranking when compared to the other schools. However, the fact that 77 per cent of respondents from Waiakea High reported that bathrooms are perceived to be damaged "often" or

"always" does not mean that the bathrooms are actually damaged at this frequency. However, there is probably some correlation between reality and perceptions. Moreover, on the theory that people tend to act on what they perceive or believe to be the situation, perceptions of reality itself begin to develop a cause-effect relationship.

As Table 99 shows, Waiakea High ranks number one in perceiving the highest frequency of "breaking furniture" and "damaging bathrooms." Nanakuli High and Intermediate ranked in the "Highest Ten" on the majority of the indices of vandalism except "marking on walls." Campbell High School and Castle High School also ranked in the "Highest Ten" on all the indices of vandalism. Roosevelt High ranks number one in "setting fires," and number ten in "breaking windows." As for ranking in "setting fires," it may be that Roosevelt had one or two highly dramatic incidents that impressed themselves on the school consciousness. On the other hand, Ilima Intermediate which ranks second in "marking on walls" and "other destruction," sixth in "breaking windows," seventh in "damaging books/equipment," ninth in "damaging bathrooms," and tenth in "setting fires," seems to indicate a general pattern of vandalism.

Table 99

RANKING OF HIGHEST TEN SCHOOLS PERCEIVING OCCURRENCE OF
 VARIOUS TYPES OF VANDALISM AS "OFTEN" OR "ALWAYS", BY PER CENT

	1	2	3	4	5
<u>I. Vandalism</u>					
a. Breaking windows	Waipahu Inter. 60%	Nanakuli 36%	Waimanalo 29%	Castle 28%	Waiakea Inter. 25%
b. Setting fires	Roosevelt 31%	Campbell 29%	Castle 26%	Kalani 22%	Nanakuli Waiakea High 20%
c. Breaking furniture	Waiakea High 42%	Radford 33%	Campbell Mililani 31%	Castle 30%	Kaimuki Inter. 29%
d. Marking on walls	Waimanalo 96%	Ilima 92%	Kaimuki Inter. Pearl City 91%	Kalakaua 90%	Castle Maui 88%
e. Damaging bathrooms	Waiakea High 77%	Maui 65%	Molokai 63%	Campbell Farrington 60%	Castle 58%
f. Damaging books/ equipment	Mililani 70%	Molokai 67%	Hilo High 64%	Campbell Maui 63%	Kauai 62%
g. Other destruction	Campbell 50%	Ilima 49%	Castle 47%	Waipahu Inter. 44%	Farrington Nanakuli 43%

	6	7	8	9	10
I. <u>Vandalism</u>					
a. Breaking windows	Ilima 23%	Campbell 20%	Aiea High Farrington Kalakaua 19%	Highlands Moanalua Inter. 16%	Roosevelt 13%
b. Setting fires	Waianae Inter. 17%	Hilo High Pearl City 15%	Kailua High 14%	King 11%	Ilima Jarrett Kailua Inter. Mililani 8%
c. Breaking furniture	Maui Pearl City 27%	Honokaa 26%	Kailua Inter. Moanalua Inter. Nanakuli Stevenson Waianae Inter. 25%	Kalani Kauai 24%	Hilo High 22%
d. Marking on walls	Aiea High Campbell Washington 87%	Dole Kalani 86%	Kailua Inter. King 82%	Waipahu Inter. 8%	Hilo High 80%
e. Damaging bathrooms	Waipahu High 55%	Pearl City 53%	Waimanalo 52%	Aiea High Ilima Nanakuli 50%	Kauai King 47%
f. Damaging books/ equipment	Kalani King Waiakea High 60%	Ilima Nanakuli 60%	Kailua Inter. 59%	Castle Farrington Kaimuki Inter. Radford 58%	Waianae Inter. Washington 55%
g. Other destruction	Maui 42%	Waianae Inter. 41%	Kailua High Kalani Waiakea High Washington 39%	King 37%	Kailua Inter. Kalakaua Mililani 36%

As Table 100 shows, smaller neighbor island and rural schools such as Lahainaluna High and Paauilo Elementary and Intermediate perceive the lowest frequency on most of the indices of vandalism. Lahaina Intermediate and Keaau Elementary and Intermediate also follow this pattern in perceiving low frequencies on several of the indices of vandalism. However, several large Oahu schools also perceive a relatively low frequency of vandalism for some of the indices of vandalism. For example, Moanalua High ranked first in perceiving the lowest frequency of "breaking windows," "setting fires," and "other destruction" and also ranked among the "Ten Lowest" (least affected) school for "breaking furniture" (9th), "marking on walls" (5th), and "damaging books and equipment" (9th). Aliamanu Intermediate and Leilehua High which are among the larger Oahu schools also perceive relatively low frequencies of vandalism on a number of the indices in comparison to the other schools.

It is interesting to note that Waiakea High, which was the highest ranked school in perceiving a high frequency for "breaking furniture" and "damaging bathrooms" (see Table 99), ranks third among the "Lowest Ten" schools in perceiving a low frequency for "breaking windows." Contrasts such as these on the various criteria of vandalism also appear with other schools, and suggest that some schools may be the object of a high frequency of only a specific type of vandalism, whereas other schools may experience most or all forms at a high frequency (e.g., Nanakuli High).

Table 100

RANKING OF LOWEST TEN SCHOOLS PERCEIVING OCCURRENCE OF
 VARIOUS TYPES OF VANDALISM "OFTEN" OR "ALWAYS", BY PER CENT

	1	2	3	4	5
<u>I. Vandalism</u>					
a. Breaking windows	Keaau Kula Lahaina Laupahoehoe Moanalua High 0%	Lahainaluna 1.2%	Hilo Inter. Waiakea High Wheeler 1.3%	Mt. View 1.4%	Lihikai 1.5%
b. Setting fires	Hilo Inter. Iao Kaimuki Inter. Keaau Kihei Kula Lahaina Lahainaluna Leilehua Lihikai Moanalua High Mt. View Paauilo Waialua Waimanalo 0%	Radford .9%	Aliamanu Wahiawa Waipahu Inter. 1%	Aiea Inter. Kahuku Washington Wheeler 1.3%	Kahului 1.4%

	1	2	3	4	5
I. <u>Vandalism</u>					
c. Breaking furniture	Lahaina Paauilo 0%	Keaau 2%	Aliamanu Kahului 3%	Iao Leilehua 5%	Hana Lahainaluna Wahiawa 6%
d. Marking on walls	Paauilo 0%	Lahaina 9%	Hana 17%	Lahainaluna 29%	Keaau Moanalua High 33%
e. Damaging bathrooms	Paauilo 2%	Keaau 3%	Hana Hilo Inter. 7%	Lahaina 8%	Iao 9%
f. Damaging books/ equipment	Paauilo 2%	Hana 13%	Keaau 16%	Iao Lahaina 24%	Lahainaluna Lihikai 25%
g. Other destruction	Moanalua High Paauilo 5%	Hana 6%	Keaau Lahaina 8%	Kihei Mt. View Waialua 11%	Lahainaluna 14%

	6	7	8	9	10
I. <u>Vandalism</u>					
a. Breaking windows	Kawananakoa Kihei 1.6%	Leilehua 1.8%	Waialua 2%	Honokaa Kalaniana'ole Stevenson 3%	Hana Hilo High Kau 4%
b. Setting fires	Molokai 1.5%	Aiea High 1.8%	Hana 1.9%	Kalaniana'ole 2%	Kawananakoa Laupahoehoe Stevenson Waiakea Inter. 3%
c. Breaking furniture	Molokai 7%	Aiea Inter. 8%	Kawananakoa Waialua Waipahu Inter. 9%	Aiea High Highlands Kaimuki High 10%	Kula Moanalua High 11%
d. Marking on walls	Kula 35%	Waialua 37%	Iao 40%	Lihikai 42%	Aliamanu 53%
e. Damaging bathrooms	Jarrett 10%	Kula 11%	Kalaniana'ole 12%	Wheeler 13%	Lihikai 14%
f. Damaging books/ equipment	Wahiawa 28%	Moanalua High 29%	Mt. View Waialua 32%	Aliamanu 33%	Highlands Waimanalo 36%
g. Other destruction	Aliamanu Iao Kula Leilehua Stevenson 15%	Kahului 16%	Kalaniana'ole Wahiawa 18%	Highlands Kau 19%	Hilo Inter. 20%

One criteria for distinguishing between violence and vandalism was negative behavior directed against people as opposed to behavior directed against objects. In this context the damaging of teachers' property was felt to be closely associated with behavior directed against the teacher and was therefore considered violence.

As Table 101 shows, Waianae Intermediate and Ilima Intermediate rank in the "Highest Ten" schools on every indice of perception of violence. Waianae Intermediate ranks first as the school for highest responses in "student being beaten," "teachers being insulted," "teachers robbed," and "teachers' property being damaged;" it is also the second highest school for "teachers being attacked" and "students being attacked." Ilima Intermediate ranks as the highest school for "students threatened," "students being afraid," and "teachers' property being damaged," and second highest for "teachers threatened," and "teachers insulted." Campbell High School ranks in the highest ten categories in 9 of the 10 indices of violence, ranking second for "students being beaten" and "teachers robbed," and the third highest school for "teachers' property damaged." Nanakuli High and Intermediate ranked in the "Highest Ten" on seven of the indices of violence, ranking as the highest school for "teachers threatened" and "teachers attacked," and second highest for "teachers' property being damaged." Farrington High also ranked in seven of the ten indices of violence.

Waipahu Intermediate ranks in the "Ten Highest" on six of the

10 indices of perception of violence, ranking highest among schools for "students being attacked," and second in "students being threatened" and third in "students being beaten."

As the table shows, there seems to be some variance in terms of the victims of the violence. Waianae Intermediate and Nanakuli High and Intermediate perceive relatively more violence toward teachers than students, while Waipahu Intermediate perceives significantly more violence toward students. Campbell High and Ilima Intermediate perceive a relatively high frequency of violence to teachers and students alike.

As was the case in the previous "Ten Highest" schools with regard to vandalism, violence seems to be relatively widespread at the schools in the state, but seems to be a greater problem for relatively large schools on Oahu. Pahoehoe High and Elementary and Waiakea Intermediate on the Big Island seem to be the exceptions ranking in four and three, respectively, on the ten indices of violence. Waiakea High, Maui High, Kula, Kahului, Kau High, Hana High, and Kalaniana'ole Elementary and Intermediate also appear in the "Ten Highest" but only on one of the 10 indices of violence.

There is considerable variance in the comparative rankings for violence on the one hand and vandalism on the other, with several schools ranking high among the "Ten Highest" schools for vandalism and low among the "Ten Highest" schools for violence. Nanakuli High and Intermediate is the major exception; it ranked on nine indices of vandalism for the "Ten Highest" schools and ranked on 7 of 10 indices of violence as well.

CONTINUED

2 OF 5

Table 101

RANKING OF HIGHEST TEN SCHOOLS PERCEIVING OCCURRENCE OF
VARIOUS TYPES OF VIOLENCE "OFTEN" OR "ALWAYS"; BY PER CENT

	1	2	3	4	5
II. <u>Violence</u>					
h. Students threat- ened	Ilima 78%	Waipahu Inter. 68%	Kalakaua Washington 66%	Waiakea Inter. 65%	Campbell Waimanalo 63%
i. Students beaten	Waianae Inter. 53%	Campbell 49%	Waipahu Inter. 48%	Washington 47%	Ilima 46%
j. Students hijacked	Farrington 51%	Central 49%	Castle 42%	Dole 39%	Kalakaua 36%
k. Students attacked	Waipahu Inter. 42%	Waianae Inter. 41%	Farrington 40%	Campbell 37%	Ilima 30%
l. Students afraid	Ilima 48%	Washington 47%	Farrington King Waianae Inter. 45%	Campbell Dole Moanalua Inter. 42%	Maui Waipahu Inter. 40%
m. Teachers threat- ened	Nanakuli 31%	Ilima 26%	Waianae Inter. 25%	Kailua High 21%	Pahoa 20%
n. Teachers attacked	Nanakuli 11%	Waianae Inter. 9%	Kahuku 8.7%	Kalaniana'ole 7.8%	Mililani 7%

II. Violence	6	7	8	9	10
h. Students threatened	Kailua Inter. King 62%	Central Waianae Inter. 61%	Moanalua Inter. 58%	Dole 56%	Kaimuki Inter. Nanakuli 55%
i. Students beaten	Farrington 41%	Kahuku 40%	King Nanakuli 37%	Kalakaua ahoa 34%	Central Kaimuki Inter. 31%
j. Students hijacked	Waipahu Inter. 33%	King 32%	Campbell Ilima Kailua High Pearl City 30%	Washington 29%	Aiea Inter. Radford Waianae Inter. 28%
k. Students attacked	Kalakaua 27%	Kailua High 26%	Kahuku 25%	King Moanalua Inter. 24%	Wahiawa 23%
l. Students afraid	Castle 39%	Aiea Inter. Kula Stevenson 38%	Central 37%	Wahiawa Waiakea High 36%	Kailua Inter. Kalakaua Kalani 35%
m. Teachers threatened	Kau 19%	Washington 18%	Kahuku 16%	Kaimuki High Kauai 15%	Campbell Castle Kalani Maui Molokai Waiakea Inter. 14%
n. Teachers attacked	Hana Ilima Mt. View 5.6%	Washington 5.2%	Moanalua Inter. 4.8%	Pahoa Roosevelt 4.4%	Aiea High Farrington Kahului Kauai 4%

II. Violence

	1	2	3	4	5
o. Teachers insulted	Waianae Inter. 62%	Ilima 60%	Jarrett Kailua High 58%	Kalani 56%	Mililani Waimanalo Washington 54%
p. Teachers robbed	Waianae Inter. 45%	Campbell 36%	Mt. View 35%	Ilima 34%	Nanakuli 31%
q. Teachers' property damaged	Ilima Waianae Inter. 42%	Nanakuli 33%	Campbell Kalani 32%	Farrington 31%	Kauai Mililani 30%

	6	7	8	9	10
II. <u>Violence</u>					
o. Teachers insulted	Kalakaua King 53%	Campbell 52%	Molokai Nanakuli 51%	Waiakea Inter. 49%	Kailua Inter. Pahoa 47%
p. Teachers robbed	Kailua High 28%	Farrington Mililani Waimanalo 27%	Kahuku Roosevelt 26%	Jarrett 25%	Washington 24%
q. Teachers' property damaged	King 29%	Aiea High 27%	Waipahu Inter. 26%	Roosevelt 25%	Castle Kailua High Washington 24%

As Table 102 shows, rurally-based small schools seem to report relatively less atmosphere of violence than do the large Oahu-based schools. Most of the schools ranking in the lowest ten schools in perceiving a low frequency of violence are neighbor island schools. Exceptions are Oahu-based Monalua High and Leilehua High, which ranked among the lowest ten schools on all of the ten indices of violence, and Wheeler High which also ranked relatively well on most of the indices of violence.

Overall, smaller neighbor island schools ranked better and more often on the ten indices of violence than did Oahu-based schools. Paauilo ranked number one in perceiving the lowest frequency on nine of the ten indices of violence. For example, the respondents from Paauilo perceived violence to students as not occurring "often" or "always" (0% for all student related indices). Keolu Elementary and Intermediate was high among schools in reporting the lowest frequency of "students hijacked," "teachers threatened," "teachers attacked," "teachers insulted," and "teachers' property being damaged," and also ranked third with regard to "students threatened" and "students beaten." Lahaina Intermediate also ranks low in frequency for "students being beaten," "students hijacked," "students attacked," "teachers attacked," and "teachers' property being damaged."

In Chapter III the data analysis has focused on description and explanation of the variance in the responses among the occupational groups and schools. When relevant, a description

Table 102

RANKING OF LOWEST TEN SCHOOLS PERCEIVING OCCURRENCE OF
VARIOUS TYPES OF VIOLENCE "OFTEN" OR "ALWAYS", BY PER CENT

ii. Violence	1	2	3	4	5
n. Students threatened	Paauilo 0%	Hana 9%	Keaau 10%	Lahainaluna Laupahoehoe 19%	Moanalua High 22%
i. Students beaten	Paauilo 0%	Lahaina Lahainaluna 2%	Keaau Laupahoehoe Lihikai 3%	Moanalua High 4%	Hana 6%
j. Students hijacked	Keaau Moanalua High Paauilo 0%	Iao 1%	Kihei Lahaina Lihikai 2%	Laupahoehoe 3%	Kau Waialua Wheeler 4%
k. Students attacked	Laupahoehoe Paauilo 0%	Keaau Moanalua High 2%	Iao Lahaina Lihikai 3%	Kau Waialua Waimanalo 6%	Jarrett Lahainaluna Leilehua Wheeler 7%
l. Students afraid	Paauilo 2%	Keaau 10%	Iao Leilehua 12%	Hana Waialua 13%	Kau Moanalua High 15%

-165-

	6	7	8	9	10
<u>II. Violence</u>					
h. Students threatened	Iao 23%	Leilehua 29%	Kaimuki High Waiakea High 30%	Mt. View Waialua 31%	Lihikai 32%
i. Students beaten	Iao 6%	Hilo Inter. Waialua Wheeler 9%	Jarrett Kahului Kihei Leilehua Waiakea High 11%	Kaimuki High 12%	Honokaa Kawananakoa 13%
j. Students hijacked	Kula Molokai 5%	Hana Kahului Lahainaluna 6%	Aliamanu Hilo Inter. Honokaa 7%	Leilehua Maui Mt. View Waimanalo 3%	Pahoa 10%
k. Students attacked	Hana Hilo Inter. 8%	Kawananakoa 9%	Waiakea High 10%	Kailua Inter. Kihei Kula 11%	Hilo High Kalaniana'ole 12%
l. Students afraid	Kalaniana'ole 16%	Mt. View 17%	Lahainaluna Lauapahoehoe Lihikai 18%	Kawananakoa 19%	Waimanalo 22%

II. Violence

	1	2	3	4	5
m. Teachers threatened	Kahului Keaau Paauilo 0%	Iao 1.3%	Stevenson 1.6%	Aliamanu Moanalua High Waialua 2%	Lahainaluna 2.4%
n. Teachers attacked	Aliamanu Hilo Inter. Kaimuki Inter. Kawanakoa Keaau Kula Lahaina Linikai Paauilo 0%	Central .8%	Leilehua Radford .9%	Moanalua High Waiakea Inter. 1%	Aiea Inter. Iao Waialua Wheeler 1.3%
o. Teachers insulted	Keaau 7%	Laupahoehoe Paauilo 10%	Iao Lahainaluna Lihikai 11%	Lahaina Moanalua High 14%	Wheeler 17%
p. Teachers robbed	Iao Paauilo 0%	Kihei Laupahoehoe 3%	Kahului Wheeler 4%	Keaau Lahaina Lahainaluna 5%	Kula Leilehua 6%
q. Teachers' property damaged	Keaau Lahaina Paauilo 2%	Iao Laupahoehoe Moanalua High 4%	Hilo Inter. Kula 5%	Lihikai 6%	Kahului Lahainaluna Leilehua Stevenson 8%

	6	7	8	9	10
II. <u>Violence</u>					
m. Teachers threat- ened	Hilo Inter. Wheeler 2.7%	Kula Lahaina Laupahoehoe 3%	Kaimuki Inter. 3.3%	Leilehua 4.5%	Kihei Waipahu Inter. 5%
n. Teachers attacked	Highlands Honokaa Jarrett 1.4%	Laupahoehoe Molokai 1.5%	Castle Kihei 1.6%	Dole Wahiawa Waipahu Inter. 2%	Waipahu High 2.3%
o. Teachers insulted	Kahului 18%	Waialua 20%	Leilehua 22%	Aliamanu 23%	Highlands Kalaniana'ole 24%
p. Teachers robbed	Kawananakoa Moanalua High 8%	Highlands Waialua 9%	Hana Stevenson 11%	Hilo High Hilo Inter. Kaimuki Inter. Lihikai 12%	Central Dole 13%
q. Teachers' property damaged	Hana Kawananakoa Wheeler 9%	Waiakea High 10%	Aliamanu Kau Kihei Waialua 11%	Highlands Kaimuki Inter. Wahiawa 12%	Aiea Inter. 13%

and explanation of the variance by ethnicity, sex, grade, and length of time in Hawaii were also presented.

The following chapter focuses on differences in ethnicity, sex, grade, and length of time in Hawaii in further explanation of the variance within each of the four occupational groups.

Moreover, the content and analysis of the data in Sections A, B, C, and D in the following chapter are more specific in two important aspects. First, questions were specifically asked of only one particular occupational group. Second, specific acts of violence and vandalism in these sections are reported on the basis of personal experience.

Low Income Students and Size of School Enrollment

In the following Section existing aggregate DOE data on school enrollment and low income levels are cross-tabulated with the Crime Commission's indices of violence and vandalism. This is done to analyze two frequently proposed hypotheses--that having high numbers of students from low income families and large enrollments are two factors which cause schools to have higher levels of violence and vandalism. "Low income students" refers to the percentage of welfare recipients enrolled in the school.

Table 103

CROSS-TABULATION OF LOW INCOME STUDENTS WITH COMPOSITE
INDEX OF INCIDENCE OF VANDALISM
BY PER CENT

<u>% Low Income Students</u>	<u>% Never/Seldom Vandalism</u>	<u>% Often/Always Vandalism</u>
0-10%	33.6%	26.54%
11-20%	34.57%	26.31%
21-30%	26.18%	34.01%
31-40%	31.86%	27.95%

Comparing schools on the basis of what percentage of the student population is considered low income (ranging from 0 to 40%), responses indicate that there is negligible difference with regard to the incidence of vandalism. The variance in the often/always category is 7.7%, which is not statistically significant.

Table 104 shows the cross tabulation of low income students with the index of the frequency of acts of violence to students.

Table 104

CROSS-TABULATION OF LOW INCOME STUDENTS WITH COMPOSITE
INDEX OF INCIDENCE OF VIOLENCE TO STUDENTS
BY PER CENT

<u>% Low Income Students</u>	<u>% Never/Seldom Violence to Students</u>	<u>% Often/Always Violence to Students</u>
0-10%	31.86%	19.58%
11-20%	33.13%	21.24%
21-30%	20.2 %	30.67%
21-40%	22.09%	29.56%

Responses indicate a slightly positive correlation between a higher percentage of low income students and an increased perception of the incidence of violence directed toward students.

Table 105 shows a cross tabulation of low income students with the frequency of violence to teachers.

Table 105
 CROSS-TABULATION OF LOW INCOME STUDENTS WITH
 COMPOSITE INDEX OF INCIDENCE OF VIOLENCE TO TEACHERS
 BY PER CENT

<u>% Low Income Students</u>	<u>% Never/Seldom Violence to Teachers</u>	<u>% Often/Always Violence to Teachers</u>
0-10%	46.37%	12.48%
11-20%	45.71%	14.31%
21-30%	36.34%	19.31%
31-40%	38.67%	18.16%

As the percentage of low income students increases, the general perception of violence to teachers also increases slightly.

In all three of the comparisons made, the increased percentage of low income students did correlate positively with the higher level of both vandalism and violence. This correlation may not be significant.

Another variable that was checked by cross-tabulation is school enrollment. Table 106 shows cross-tabulation of total enrollment with incidence of vandalism.

Table 106
 CROSS-TABULATION OF TOTAL ENROLLMENT WITH
 COMPOSITE INDEX OF INCIDENCE OF VANDALISM
 BY PER CENT

<u>School Enrollment</u>	<u>% Never/Seldom Vandalism</u>	<u>% Often/Always Vandalism</u>
251-500	52%	15%
1001-1250	33%	29%
1751-2000	34%	24%
2501-2750	18%	40%

The preceding samples indicate that there is a direct and strong correlation between school enrollment and the frequency of acts of vandalism.

Enrollment in school was also cross-tabulated with the index of frequency of violence to students. (See Table 107.)

Table 107
 CROSS-TABULATION OF TOTAL ENROLLMENT WITH
 COMPOSITE INDEX OF INCIDENCE OF VIOLENCE TO STUDENTS
 BY PER CENT

<u>School Enrollment</u>	<u>% Never/Seldom Violence to Students</u>	<u>% Often/Always Violence to Students</u>
251-500	52%	12%
1001-1250	31%	23%
1751-2000	34%	19%
2501-2750	15%	31%

Larger schools reported a much higher (31 per cent) incidence of violence as "often" or "always" than did the smaller schools (12 per cent).

School enrollment was also cross-tabulated with the index of violence to teachers. (See Table 108.)

Table 108
CROSS-TABULATION OF ENROLLMENT WITH
COMPOSITE INDEX OF INCIDENCE OF VIOLENCE TO TEACHERS
BY PER CENT

School Enrollment	% Never/Seldom Violence to Teachers	% Often/Always Violence to Teachers
251-500	78%	2%
1001-1250	44%	13%
1751-2000	43%	14%
2501-2750	34%	20%

In the case of the frequency of violence to teachers, larger schools report a significantly higher incidence of violence to teachers.

In the preceding three tables, there is shown to be a dramatic increase in the perceived incidence of violence and vandalism as the enrollment of the school gets larger.

District Summaries

The following table summarizes the respondents' perception of frequency of incidents of violence to students, violence to teachers, and vandalism by district. This summary is done to check for any significant variance in level of violence and vandalism on a district basis.

Table 109
CROSS-TABULATION OF SCHOOL DISTRICT WITH COMPOSITE INDICES
ON INCIDENCE OF VANDALISM, VIOLENCE TO STUDENTS, AND VIOLENCE
TO TEACHERS, BY PER CENT

DISTRICT	VANDALISM		VIOLENCE TO STUDENTS		VIOLENCE TO TEACHERS	
	Seldom	Often	Seldom	Often	Seldom	Often
Leeward	26.6	40.69	23.06	36.5	42.58	23.77
Windward	30.11	36.94	26.25	33.55	44.48	22.78
Kauai	31.87	36	37.77	26.27	47	21.15
Honolulu	32.17	33.84	25.95	32.1	47.91	19.22
Central	42.25	25.38	40	23.39	58.8	13.49
Hawaii	43.29	28.66	50.35	19.6	59.69	14.96
Maui	51.13	22.73	54.49	18.15	66.99	11.16

The table above shows a consistency in the indices of vandalism and violence on the school district level. Maui ranks the lowest, weighing heavy on the never/seldom end of the incidence scales with Central and Hawaii Districts not far behind. At the opposite

end, the Leeward District on Oahu has the lowest showing in all three categories for never/seldom and is highest in all for often/always perceived occurrence of these incidences. By reviewing the tables of schools with higher and lower than state average reporting of specific acts of vandalism and violence, a clearer picture of the types of problems found in these districts would emerge.

CHAPTER IV

REPORTS OF INCIDENTS

CHAPTER IV: REPORTS OF INCIDENTS

A. TEACHERS

The teaching faculty, probably more than the other school personnel, comes into regular and extensive contact with large numbers of students during the academic year. The classroom teachers' interaction with students on a daily basis and their experience in the school environment makes them a valuable source of information regarding the problems of violence and vandalism in schools.

In order to determine whether the demographic characteristics of the teacher respondents were in any way related to their perceptions or experiences, their biodata were cross-tabulated with questions regarding violence and vandalism.

Questions 37-48 attempted to elicit information concerning the teachers' experiences with violence and vandalism at school. These questions were divided into three sections. The first section (questions 37-42) asked the teachers how frequently they experienced violent acts against either themselves or their property. These questions were on class disruption, abusive language, and fear or intimidation, since these are often the more common forms of violence directed at teachers. The second section (questions 43-47) inquired about the teachers' experiences with the school's system of discipline. The third section (question 48) examined the possible negative influence that violence and

vandalism have on the quality of education at each teacher's school.

Tabulation of Respondents' Sex

Teacher responses, when tabulated according to sex, indicate that a teacher's sex is not a major factor in explaining differences in teachers being the victims of acts of violence.

Table 110 is a summary by sex of teachers who reported that they were "seldom" or "never" victims of various forms of violence. It appears that insults from students and class disruptions are the more typical forms of violence directed at both male and female teachers.

Table 110

SUMMARY OF TEACHER RESPONSES BY SEX: FREQUENCY THEY REPORT BEING VICTIMS OF VIOLENCE AS "SELDOM" OR "NEVER", BY PER CENT

<u>Type of violence</u>	<u>Male</u>	<u>Female</u>
Threatened by student	81	83
Beaten by student	97	99
Property stolen/damaged	73	72
Insulted by student	57	50
Has class disrupted	40	31
In fear or intimidated	85	82

Teacher Responses

The relationship between ethnicity and victimization is provided in Table 111.

Table 111

RANKING OF COMPOSITE RESPONSES BY ETHNIC BACKGROUND FOR TEACHERS AS TO THE
FREQUENCY THEY REPORT ACTS OF VIOLENCE

Type of violence	1	2	3	4	5	6	7
Teacher threatened by student	Portuguese	Chinese	Korean	Japanese	Hawaiian	Filipino	Part Hawaiian
Beaten by student	Korean	Hawaiian	Chinese	Japanese	Filipino	Part Hawaiian	Portuguese
Property stolen/damaged	Chinese	Japanese	Korean	Portuguese	Part Hawaiian	Filipino	Hawaiian
Insulted by student	Chinese	Korean	Japanese	Portuguese	Hawaiian	Filipino	Part Hawaiian
Has class disrupted	Chinese	Korean	Japanese	Portuguese	Filipino	Hawaiian	Part Hawaiian
In fear or intimidated	Chinese	Japanese	Portuguese	Korean	Filipino	Hawaiian	Part Hawaiian

Note: Teachers of ethnic backgrounds which comprised less than 20 respondents are not included in the above rankings.

According to the ranking of responses in Table 111, Chinese teachers reported the most violence directed against them. Part-Hawaiian teachers reported the least violence. Japanese and Korean teachers also rank high in reporting frequency of experiencing violence. These data indicate the existence of cultural factors in vulnerability or receptibility to violence.

Teachers Threatened

Table 112 below shows how often teachers report being threatened by students.

Table 112
SUMMARY OF RESPONSES BY TEACHERS REPORTING
FREQUENCY THEY ARE THREATENED BY STUDENTS
BY PER CENT

<u>Frequency</u>	<u>Per cent</u>
Never	49.7
Seldom	32.1
Sometimes	13.4
Often	3.0
Always	.6
Other	1.2
TOTAL	100.0

Seventeen percent of the teachers reported that they received threats "sometimes," "often," or "always." Four per cent reported "often" or "always." A large majority (82%) reported that threats are not a major problem.

Schools where teachers reported a higher than average incidence of being threatened by students are listed in Table 113.

Table 113
SCHOOLS WHERE TEACHERS REPORT HIGHER THAN AVERAGE
"OFTEN" OR "ALWAYS" THREATENED BY STUDENTS
BY PER CENT
(State average - 10 per cent)

<u>School</u>	<u>Per Cent</u>
Nanakuli High and Intermediate School	18
Molokai High and Intermediate School	15
Kaimuki High School	14
Waianae Intermediate School	11
Ilima Intermediate School	10

Teachers Beaten by Student

Question 38 asked the teachers to indicate how often they were beaten by students. These responses are summarized in Table 114.

Table 114
SUMMARY OF RESPONSES BY TEACHERS REPORTING THE
FREQUENCY THEY ARE BEATEN BY STUDENTS
BY PER CENT

<u>Frequency</u>	<u>Per cent</u>
Never	91.6
Seldom	6.0
Sometimes	1.2
Often	.1
Always	.1
Other	<u>1.0</u>
TOTAL	100.0

A school-by-school analysis shows that no school has a significantly higher percentage of either "sometimes," "often," or "always" responses. About 7.5 per cent of teachers statewide have experienced some problem with physical assault.

Teachers' Property Damaged

Teachers were asked how often they had property damaged or stolen at school. Table 115 presents a summary of the responses to this question.

Table 115
 SUMMARY OF RESPONSES BY TEACHERS REPORTING THE
 FREQUENCY THEIR PROPERTY WAS DAMAGED OR STOLEN
 BY PER CENT

<u>Frequency</u>	<u>Per cent</u>
Never	28.1
Seldom	44.1
Sometimes	20.8
Often	5.3
Always	.9
Other	.8
TOTAL	100.0

More than two-thirds or 72 per cent of the teachers reported that their property was "never" or "seldom" damaged or stolen. Six per cent said that this occurred "often" or "always." About 21 per cent said "sometimes." Table 116 shows schools where teachers reported a considerably higher incidence of property being damaged or stolen.

Table 116
 SCHOOLS REPORTING HIGHER THAN AVERAGE INCIDENCE OF TEACHERS'
 PROPERTY DAMAGED OR STOLEN "OFTEN" OR "ALWAYS", BY PER CENT
 (State average - 6 per cent)

<u>School</u>	<u>Per cent</u>
Nanakuli High and Intermediate School	26
Mt. View Elementary and Intermediate School	17
Castle High School	16
Dole Intermediate School	15
Ilima Intermediate School	15
Kailua High School	13
Kaimuki High School	13
Campbell High School	12
Kalakaua Intermediate School	12

Teachers Receive Abusive Language

Question 40 asked teachers how often they received abusive language from the students. Seventeen per cent reported "often" or "always." More than 50 per cent of the teachers reported "never" or "seldom" responses. Table 117 summarizes these responses.

Table 117

SUMMARY OF RESPONSES BY TEACHERS REPORTING THE
FREQUENCY THEY RECEIVE ABUSIVE LANGUAGE FROM STUDENTS
BY PER CENT

<u>Frequency</u>	<u>Per cent</u>
Never	16.7
Seldom	36.1
Sometimes	28.8
Often	13.3
Always	4.3
Other	.8
TOTAL	100.0

Table 118 lists schools which reported a significantly higher than average incidence of this problem.

Table 118

SCHOOLS REPORTING HIGHER THAN AVERAGE INCIDENCE OF TEACHERS RECEIVING
ABUSIVE LANGUAGE "OFTEN" OR "ALWAYS", BY PER CENT
(State average - 17 per cent)

<u>School</u>	<u>Per cent</u>
Ilima Intermediate School	38
Kalakaua Intermediate School	38
Molokai High and Intermediate School	38
Kaimuki Intermediate School	36
Dole Intermediate School	35
Waianae Intermediate School	34
Kailua Intermediate School	32
King Intermediate School	30
Campbell High School	29
Kailua High School	29
Kaimuki High School	28
Kawananakoa Intermediate School	28
Kalani High School	26
Nanakuli High and Intermediate School	26

Class Disruption

Class disruption is a problem not often reported. The widespread occurrence of such a problem seriously interferes with the process of education and may contribute to an atmosphere stimulating violence and vandalism. Question 41 asked teachers to indicate the frequency of this problem in their classes. Table 119 provides a summary of these responses.

Table 119

SUMMARY OF RESPONSES BY TEACHERS REPORTING THE
FREQUENCY THEIR CLASS IS DISRUPTED BY STUDENTS
BY PER CENT

<u>Frequency</u>	<u>Per Cent</u>
Never	7.7
Seldom	26.8
Sometimes	34.9
Often	21.7
Always	7.7
Other	<u>1.3</u>
TOTAL	100.0

The responses fall approximately into three parts with nearly one-third (29.4 per cent) of the teachers reporting that class disruptions happened either "often" or "always." At the same time, about 35 per cent of the teachers reported that their classes were

"never" or "seldom" disrupted by students and close to 35 per cent had class disruptions "sometimes." The fact that 64 per cent of the teachers said that they faced this problem "sometimes," "often," or "always" indicates that class disruptions may be a pervasive problem.

Table 120

SCHOOLS WITH TEACHERS REPORTING A HIGH FREQUENCY OF
"OFTEN" OR "ALWAYS" RESPONSES TO CLASS DISRUPTION QUESTION
BY PER CENT

(State average - 30 per cent)

<u>School</u>	<u>Per cent</u>
Ilima Intermediate School	68
Waianae Intermediate School	63
Kaimuki Intermediate School	57
Kailua Intermediate School	54
Nanakuli High and Intermediate School	52
Washington Intermediate School	52
Kalakaua Intermediate School	50
Dole Intermediate School	49
Campbell High School	44
Molokai High and Intermediate School	43
King Intermediate School	41
Waiakea Intermediate School	41

Eleven of this list of twelve schools with severe class disruption problems are intermediate schools.

Teachers Feel Fear or Intimidation

Fearful and intimidated teachers pose a morale problem for a school. Such teachers may prove less able to control the behavior of students. Question 42 asked teachers how often they were afraid or intimidated. Table 121 summarized the responses.

Table 121
SUMMARY OF RESPONSES BY TEACHERS REPORTING THE
FREQUENCY THEY HAVE FEELINGS OF FEAR OR INTIMIDATION
BY PER CENT

<u>Frequency</u>	<u>Per Cent</u>
Never	50.9
Seldom	31.7
Sometimes	12.9
Often	2.5
Always	.6
Other	<u>1.4</u>
TOTAL	100.0

About 16 per cent of the teachers experience fear or intimidation to some degree, though only 3.1 per cent reported "often" or "always."

Table 122
RANKING OF TEACHERS' RESPONSES TO QUESTIONS 37-42
"SOMETIMES," "OFTEN," OR "ALWAYS,"
BY PER CENT

- Question
41. had class disrupted by a student
 40. received abusive language from a student
 39. had property stolen or damaged by a student
 37. been threatened by student
 42. had feelings of fear or intimidation in class
 38. been attacked or beaten by a student

Table 122 reveals that class disruption is the most frequently occurring problem reported by the teachers. Abusive language is the next most common problem. Theft of or damage to teacher property ranks as the third most frequently occurring problem.

As reported by the teachers, these three problems are common in classrooms and on school campuses across the State. It should be noted that threats and feelings of fear and intimidation, while occurring less frequently, are serious problems.

Tables 123 and 124 which follow, provide a ranking of schools according to the responses of their teachers to questions 37-42. These tables reflect the reported experiences of the responding teachers. Table 123 lists those schools reporting the highest frequency of reported experiences of violence, while Table 124 lists the schools reporting the lowest frequency.

Table 123

RANKING OF HIGHEST TEN COMPOSITE OF TEACHER RESPONSES TO
FREQUENCY OF THEIR BEING VICTIM OF VIOLENCE

Type of violence	BY PER CENT				
	1	2	3	4	5
threatened by student	Nanakuli 41%	Dole 38%	Farrington 37%	Ilima 33%	Kalakaua 31%
attacked/beaten by student	Nanakuli 8%	Kalakaua 5.2%	Molokai 4.7%	Pahoa 4%	Waianae Inter. 3.7%
property stolen/damaged	Roosevelt 58%	Ilima 53%	Nanakuli 48%	Kaimuki High 43%	Kalakaua 41%
received abusive language from student	Molokai 76%	Kalakaua Waiakea Inter. 71%	Ilima Jarrett Kailua Inter. Kaimuki Inter. Waianae Inter. 67%	Washington 64%	Stevenson Waimanalo 60%
class disrupted	Ilima 93%	Jarrett 89%	Kalakaua 88%	Kaimuki Inter. Waianae Inter. 85%	Pahoa Washington 84%
feelings of fear/intimi- dation	Nanakuli 50%	Ilima 31%	Kalani 30%	Kalakaua 28%	Campbell 26%

- 102 -

Type of violence	6	7	8	9	10
threatened by student	Kaimuki High Molokai 28%	Campbell King 24%	Castle Maui 23%	Pearl City Waianae Inter. 22%	Kailua Inter. Waiakea Inter. 21%
attacked/beaten by student	Farrington 3.3%	Kailua High 3.1%	Wahiawa Inter. 2.8%	Waimanalo 2.5%	Hilo High 2.3%
property stolen/damaged	Dole 39%	Waianae Inter. 37%	Farrington Kaimuki Inter. 36%	Radford 34%	King 33%
received abusive language from student	Dole 59%	King 57%	Aiea Inter. 56%	Nanakuli 55%	Kalani 54%
class disrupted	Dole Nanakuli 82%	Molokai 81%	Stevenson 80%	Kailua Inter. Kaimuki High 79%	Central King 72%
feelings of fear/intimi- dation	Kaimuki High Roosevelt 26%	Molokai Washington 24%	Farrington 23%	King Wahiawa 22%	Kailua Inter. Kaimuki Inter. Waiakea Inter. 21%

Note: Since actual experiences are being recorded in this table, "sometimes," often," and "always" responses are recorded.

Table 124

RANKING OF LOWEST TEN COMPOSITE OF TEACHER RESPONSES TO
FREQUENCY OF THEIR BEING VICTIM OF VIOLENCE

BY PER CENT

Type of violence	1	2	3	4	5
threatened by student	Iao 90%	Honokaa 83%	Waialua 69%	Moanalua Inter. 63%	Kahuku 62%
attacked/beaten by student	Iao 100%	Moanalua High 98%	Aliamanu Kau Waialua 97%	Moanalua Inter. Wheeler 96%	Radford 95%
property stolen/damaged	Lahainaluna 61%	Iao 60%	Kahuku Kawanānakoā 50%	Hilo High Hilo Inter. Waialua 44%	Waiakea High 42%
received abusive language from student	Lahainaluna 50%	Honokaa Iao Kahuku 40%	Waialua 31%	Kauai 30%	Aiea Inter. 24%
class disrupted	Waiakea High 32%	Lahainaluna 29%	Honokaa 26%	Aiea Inter. 24%	Waialua 22%
feelings of fear/intimi- dation	Waialua 88%	Iao 85%	Lahainaluna 79%	Kahuku 74%	Mililani 73%

Type of violence	6	7	8	9	10
threatened by student	Aliamanu Kailua Inter. 61%	Leilehua Waimanalo 60%	Pearl City Radford 59%	Moanalua High 58%	Highlands 51%
attacked/beaten by student	Highlands Maui 94%	Hilo High Kailua Inter. Lahainaluna Mililani 93%	Campbell Wahiawa Inter. 92%	Dole 91%	Ilima Kalani Stevenson 90%
property stolen/damaged	Waiakea Inter. 41%	Kau Leilehua 40%	Kauai Moanalua High 38%	Waipahu High 35%	Radford 32%
received abusive language from student	Castle Mililani Radford 23%	Waiakea High 21%	Moanalua High 20%	Highlands Waimanalo 18%	Wahiawa Waipahu Inter. 17%
class disrupted	Iao 20%	Kahuku 16%	Wahiawa 14%	Moanalua High 13%	Aiea High 12%
feelings of fear/intimi- dation	Honokaa 68%	Hilo Inter. Moanalua High Kawananakoa 67%	Kau Waiakea High 63%	Aiea Inter. Aliamanu Jarrett Pearl City Waianae Inter. 56%	Stevenson 55%

Note: Lowest frequency in the above table based on highest responses of "never."

Also based on schools where at least 20 teachers responded to the questions at the particular school.

Is Action Taken When Violent Students Are Referred?

Question 43 asked the teachers if any action at all was taken when a student was referred to either the principal or the counselor. Table 125 summarizes these responses.

Table 125

SUMMARY OF TEACHER RESPONSES: FREQUENCY WITH WHICH ACTION IS TAKEN AT ALL ONCE A VIOLENT OR DISRUPTIVE STUDENT IS REFERRED TO THE PRINCIPAL OR COUNSELOR BY PER CENT

<u>Frequency</u>	<u>Per Cent</u>
Never	1.0
Seldom	7.1
Sometimes	26.2
Often	28.0
Always	33.5
Other	<u>4.2</u>
TOTAL	100.0

Two-thirds of the teachers said that some action was taken when they referred a student. More than one-third reported that action was taken either "sometimes," "seldom," or "never," indicating a less than consistent system of discipline.

Is Action Taken Promptly?

Question 44 asked the teachers if action was taken promptly when a student was referred to the principal or counselor. Most teachers (56%) said that prompt action was taken either "often" or "always." (See Table 126 below.)

Table 126

SUMMARY OF TEACHER RESPONSES: FREQUENCY WITH WHICH ACTION IS TAKEN PROMPTLY ONCE A VIOLENT OR DISRUPTIVE STUDENT IS REFERRED TO THE PRINCIPAL OR COUNSELOR BY PER CENT

<u>Frequency</u>	<u>Per Cent</u>
Never	1.3
Seldom	8.2
Sometimes	29.7
Often	30.8
Always	25.5
Other	<u>4.5</u>
TOTAL	100.0

Thirty-nine percent of the responses of teachers to the question on the promptness of action taken when a referral was made fell into the "sometimes," "seldom," or "never" categories.

Frequency of Teacher Being Informed of Action Taken

When asked if they were informed of the action taken in a referral case, 55 per cent of the teachers said that they "often" or "always" were informed. (See Table 127.) However, 12.5 per cent reported "seldom" or "never," and 27.9 per cent reported an ambiguous "sometimes" response. Knowledge of the effectiveness of disciplinary referrals is important to the willingness of teachers to invoke disciplinary procedure.

Table 127

SUMMARY OF TEACHER RESPONSES: FREQUENCY WITH WHICH THEY ARE INFORMED OF THE ACTION TAKEN AFTER A VIOLENT OR DISRUPTIVE STUDENT IS REFERRED TO A PRINCIPAL OR COUNSELOR BY PER CENT

<u>Frequency</u>	<u>Per Cent</u>
Never	2.1
Seldom	10.4
Sometimes	27.9
Often	25.7
Always	29.3
Other	4.5
TOTAL	100.0

Frequency Teachers Fear Student Reprisal

Teachers were asked if they were inhibited by the possibility of student reprisals in taking action against violent or disruptive students. Sixty percent of the respondents said that they were "never" or "seldom" inhibited in such a manner. However, more than one-third of the teachers reported that this was "sometimes," "often," or "always" the case. (See Table 128 below.)

Table 128

SUMMARY OF TEACHER RESPONSES: FREQUENCY THAT POSSIBLE STUDENT REPRISAL INHIBITS THEM WHEN A DISRUPTIVE OR VIOLENT STUDENT IS REFERRED TO THE PRINCIPAL OR COUNSELOR BY PER CENT

<u>Frequency</u>	<u>Per Cent</u>
Never	36.3
Seldom	23.9
Sometimes	25.1
Often	6.2
Always	3.4
Other	5.1
TOTAL	100.0

Frequency Teachers Feel Backed by Administration

When asked if they felt that they were backed by the administration, nearly two thirds of the teachers said that they "often" or "always" were backed. (See Table 129.)

Table 129

SUMMARY OF TEACHER RESPONSES: FREQUENCY THEY ARE BACKED BY ADMINISTRATION WHEN A VIOLENT OR DISRUPTIVE STUDENT IS REFERRED TO THE PRINCIPAL OR COUNSELOR
BY PER CENT

<u>Frequency</u>	<u>Per Cent</u>
Never	1.1
Seldom	5.7
Sometimes	22.7
Often	33.4
Always	31.9
Other	5.2
TOTAL	100.0

This leaves a large minority of teachers who do not feel that they consistently receive backing and support from the administration of their school, though only 6.8 percent said "never" or "seldom."

Table 130 provides a summary of the teachers responses to questions 43-47.

Table 130

SUMMARY OF TEACHERS' RESPONSES TO QUESTIONS 43-47

BY PER CENT

<u>Question</u>	<u>Often/Always</u>	<u>Sometimes</u>	<u>Seldom/Never</u>
43. is any action taken at all?	62	26	8
44. is action taken promptly?	57	30	9
45. are teachers informed of action taken or not taken?	55	28	12
46. is the possibility of student reprisal an inhibiting factor to you?	10	25	60
47. does the administration generally back you up when you make a referral?	66	23	7

Impact on Violence and Vandalism on Quality of Education

Nearly one-third of the teacher respondents reported that violence and vandalism seriously affect the quality of education in Hawaii's public schools.

The largest group of respondents (53 per cent) said that these incidents had a moderately negative effect. Thirty-two per cent of the teachers said that the effect was either serious or very serious. As Table 131 shows only thirteen per cent of the teachers reported that violence and vandalism had "no effect at all" on the quality of education at their schools.

Table 131

SUMMARY OF TEACHER RESPONSES: EFFECT OF VIOLENT AND DISRUPTIVE BEHAVIOR OF STUDENTS ON THE QUALITY OF EDUCATION AT THEIR SCHOOL BY PER CENT

<u>Effect</u>	<u>Per cent</u>
No effect at all	13.3
A moderately negative effect	53.0
A serious negative effect	21.9
A very serious negative effect	9.7
Other	<u>2.1</u>
TOTAL	100.0

As Table 132 shows, all teachers in the different grades report about the same per cent of "serious" or "very serious" negative effects. Twelfth grade teachers report a slightly smaller percentage.

Table 132

SUMMARY OF RESPONSES BY TEACHERS: THE EFFECT OF VIOLENCE AND VANDALISM ON QUALITY OF EDUCATION BY GRADE, BY PER CENT

<u>Grade</u>	<u>No Effect At All</u>	<u>Mod Neg Effect</u>	<u>Ser Neg Effect</u>	<u>Very Ser Effect</u>	<u>Others</u>
7	12	54	21	12	1
8	8	53	26	12	1
9	15	47	23	13	2
10	14	52	22	10	2
11	15	49	24	10	2
12	13	59	17	8	3
Others	<u>15</u>	<u>55</u>	<u>21</u>	<u>6</u>	<u>3</u>
Column Sums	13	53	22	10	2

Table 133

SCHOOLS FROM WHICH TEACHERS REPORT A HIGHER THAN AVERAGE "SERIOUS" OR "VERY SERIOUS NEGATIVE EFFECT" OF VIOLENCE AND VANDALISM ON EDUCATION

BY PER CENT

(State average - 32 per cent)

<u>School</u>	<u>Per cent</u>
Washington Intermediate School	64
Waimanalo Elementary and Intermediate School	60
Nanakuli High and Intermediate School	59
Waianae Intermediate School	59
Ilima Intermediate School	53
Kalakaua Intermediate School	52
Campbell High School	50
Dole Intermediate School	50
Kalani High School	47
Castle High School	46
Kaimuki Intermediate School	46
Roosevelt High School	45
Pahoa High and Elementary School	44
Kailua High School	41
Kaimuki High School	41
Waipahu Intermediate School	41

The following section (B), describes and explains variations among student respondents as to the specific questions related to students only.

B. STUDENTS

The student respondents provide a perspective from the most likely victims and perpetrators of acts of violence and vandalism. The aim was to record the experiences of students with school violence and vandalism, their actual encounters with it, and their assessment of how it is dealt with.

Four sections of the student questionnaire addressed these concerns. The first section (questions 49-53) measured the students' actual experiences with acts of violence. The second section (question 54) asked the students how often they see the principal around the school campus. A third section (question 55) asked the students to evaluate their classes at school. The fourth section (question 56 and 57) included two questions on the efficiency and fairness of the school system of justice.

Student Threatened by Another Student

The first question on students' actual experience with violence asked how frequently they had been threatened by another student. Table 134 provides a summary of student responses to this question.

Table 134
STUDENT RESPONSES: HOW OFTEN HAVE YOU BEEN
THREATENED BY ANOTHER STUDENT?
BY PER CENT

<u>Frequency</u>	<u>Per cent</u>
Never	53
Seldom	29
Sometimes	14
Often	5
Always	4

Student responses indicate that threats do not constitute a major problem for most individuals. Nine percent said that they were threatened "often" or "always." Another 14 percent said "sometimes."

Table 135 presents a grade-by-grade summary of student responses to the frequency that they are threatened.

Table 135

STUDENT RESPONSES: FREQUENCY STUDENTS THREATENED BY GRADE, BY PER CENT

Grade	Never	Seldom	Sometimes	Often	Always
7	46	23	16	7	7
8	48	24	17	6	5
9	51	23	15	5	3
10	59	23	9	4	3
11	62	19	11	4	2
12	63	17	11	4	3

Table 135 indicates that the problem of threats is slightly more frequent among students in intermediate grades than in the high school grades.

Table 136

STUDENT RESPONSES: FREQUENCY STUDENTS REPORT BEING BEATEN BY ANOTHER STUDENT BY PER CENT

Frequency	Per cent
Never	78
Seldom	9
Sometimes	6
Often	3
Always	2

Student Beaten by Another Student

Question 50 was designed to measure the frequency a student was beaten by another student. In response to this question, a vast majority of students (78 per cent) reported no experience of being beaten. As seen in Table 136, 25 per cent said that this happened "often" or "always."

When answers to question 50 were compared by grade, grades 7 and 8 reported the highest frequencies. (See Table 137.)

Table 137

STUDENT RESPONSES: FREQUENCY EXPERIENCED BEATING BY ANOTHER STUDENT BY GRADE, BY PER CENT

Grade	Never	Seldom	Sometimes	Often	Always
7	71	11	9	4	3
8	76	11	5	4	3
9	82	8	6	2	1
10	83	6	5	2	1
11	83	5	6	3	2
12	83	8	4	2	2

Table 138

STUDENT RESPONSES: ETHNIC GROUPS REPORTING HIGHER THAN AVERAGE FREQUENCY OF HAVING BEEN BEATEN BY ANOTHER STUDENT "OFTEN" OR "ALWAYS," BY PER CENT

	Per Cent
American Indian	22
Black	13
Filipino	10
Korean	13
Portuguese	13
White	14

Frequency Students Hijacked

Hijacking (extortion of money) is difficult to detect. Victimized students are often too afraid to report incidents to the school administration. Table 139 summarizes student responses to question 51 on their experience with hijacking.

Table 139
STUDENT RESPONSES: FREQUENCY HIJACKED
BY PER CENT

<u>Frequency</u>	<u>Per cent</u>
Never	80
Seldom	9
Sometimes	5
Often	2
Always	2

Eighteen per cent of the students had experiences with hijacking. Four per cent reported that this occurred "often" or "always."

A grade-by-grade comparison indicates that hijacking is more frequent in the seventh and eighth grades than in other grades. (Table 140.)

Table 140
STUDENT RESPONSES: FREQUENCY HIJACKED BY GRADE
BY PER CENT

<u>Grade</u>	<u>Never</u>	<u>Seldom</u>	<u>Sometimes</u>	<u>Often</u>	<u>Always</u>
7	79	9	4	3	3
8	79	10	6	2	1
9	79	10	6	1	2
10	84	6	4	1	2
11	82	6	5	2	2
12	82	7	3	2	2

Ethnic groups reporting a higher than average "often" and "always" incidence of hijacking are listed in Table 141.

Table 141
ETHNIC GROUPS REPORTING A HIGH INCIDENCE OF STUDENTS
BEING HIJACKED
BY PER CENT

<u>Ethnic group</u>	<u>Per cent</u>
American Indian	14
Black	17
Korean	8
Samoan	12

Student responses indicate that most students do not get hijacked, yet, a sizable minority does experience this form of violence.

Beaten by a Group of Students

Question 52 asked students if they had ever been beaten by a group of students. This question differed from question 50 which asked if the respondents had ever been beaten by one other student. The intent of the question was to make a distinction between physical violence in which a student might be drawn into a fight with another student and physical violence which might involve groups or a gang of students.

Table 142 summarizes overall responses to question 52.

Table 142
STUDENT RESPONSES: FREQUENCY STUDENTS REPORT
BEING BEATEN BY A GROUP OF STUDENTS
BY PER CENT

<u>Frequency</u>	<u>Per cent</u>
Never	85
Seldom	6
Sometimes	3
Often	2
Always	2

Fear of Bathrooms

Because bathrooms in the schools have been reported to be the hangouts for tough students and gangs, students were also questioned about the safety of school bathrooms.

Table 143 summarizes overall student responses to this question.

Table 143
STUDENT RESPONSES: FREQUENCY OF AVOIDANCE OF BATHROOMS
DUE TO FEAR
BY PER CENT

<u>Frequency</u>	<u>Per cent</u>
Never	59
Seldom	16
Sometimes	11
Often	5
Always	6

A comparison of the responses to question 53 by grade is given in Table 144.

Table 144
STUDENT RESPONSES: FEAR OF BATHROOM BY GRADE
BY PER CENT

Grade	Never	Seldom	Sometimes	Often	Always
7	57	19	11	5	6
8	60	16	10	5	5
9	51	15	14	8	10
10	58	18	9	4	6
11	60	16	10	4	8
12	66	13	8	5	5

Table 144 indicates that some avoidance of bathrooms due to fear exists among students in all grades.

A breakdown by ethnic groups revealed that Chinese and Whites more frequently avoided bathrooms than other ethnic groups.

Table 145 shows those ethnic groups which reported a much higher incidence of "often" or "always" avoiding bathrooms.

Table 145
ETHNIC GROUPS REPORTING HIGHER THAN AVERAGE INCIDENCE OF AVOIDING
BATHROOMS "OFTEN" OR "ALWAYS"
BY PER CENT
(State average - 11 per cent)

Ethnic group	Per cent
Chinese	16
White	15

Visibility of the Principal

National studies have indicated that the principal is a key element in an effective school. An available and visible principal is a necessary aspect of good school leadership. A question designed to determine the availability and visibility of the principal was included in the questionnaire. The overall responses to this question are summarized in Table 146.

Table 146
STUDENT RESPONSES: FREQUENCY STUDENT SEES PRINCIPAL
BY PER CENT

Frequency	Per Cent
Never	13
Seldom	18
Sometimes	22
Often	23
Always	21

At many schools, the students do not see the principal often. This reveals another area in which the perceptions of students and principals are at variance. Principals were asked if they were visible and available (question 64) and 100 per cent of those responding answered yes. (See p. 237.)

Table 147
 STUDENT RESPONSES: FREQUENCY STUDENT SEES PRINCIPAL, BY GRADE
 BY PER CENT

Grade	Never	Seldom	Sometimes	Often	Always
7	10	14	21	26	27
8	9	15	21	27	26
9	16	19	21	21	21
10	21	22	23	16	16
11	18	26	23	20	11
12	16	22	22	24	15

Table 147 (above) indicates that students report seeing the principal slightly less often in the higher grades.

A comparison by ethnic groups did not show any large differences in the responses to this question.

Quality of Classes

Question 55 asked the student respondents to indicate the quality of their classes at school. The choices presented in the question were:

- a. interesting and important
- b. useful and practical
- c. okay
- d. boring
- e. worthless

Table 148 summarizes the student responses to question 55.

Table 148
 STUDENT RESPONSES: QUALITY OF CLASSES
 BY PER CENT

Quality	Per cent
Interesting	29
Useful	23
Okay	35
Boring	8
Worthless	2

More than half of the students reported that they found their classes to be interesting or useful. Ten per cent said that classes were either "boring" or "worthless." This question is important to the possible causes and controls of violence and vandalism, since most groups identified "boredom" or "educational curriculum" in either the survey or the interviews as casual factors.

When the responses were compared by grade, the ninth grade gave the greatest number of negative responses. Between seventh grade and twelfth grade there is a general decline in "interesting" and a rise in "useful" responses.

Table 149 summarizes the student responses to question 55.

Table 149

SUMMARY OF STUDENT RESPONSES AS TO THE QUALITY OF CLASSES
BY GRADE, BY PER CENT

<u>Grade</u>	<u>Interesting</u>	<u>Useful</u>	<u>OK</u>	<u>Boring</u>	<u>Worthless</u>
7	37	16	39	5	1
8	29	21	40	7	2
9	24	20	38	11	3
10	23	29	33	10	1
11	25	31	31	8	2
12	27	33	27	7	2

Comparisons by ethnic group revealed that Black students, Puerto Ricans, Samoans, Hawaiians and Caucasians found classes least interesting and most boring. By contrast, a sizable group of Part-Hawaiians, Samoans, Puerto Ricans, Koreans, Filipinos and Chinese found classes to be most interesting. (See Table 150.)

Table 150
STUDENT ATTITUDES TOWARD CLASSES BY ETHNIC BACKGROUND
BY PER CENT

<u>Ethnic group</u>	<u>Interesting</u>	<u>Useful</u>	<u>OK</u>	<u>Boring</u>	<u>Worthless</u>
American Indian	22	19	45	6	0
Black	9	26	35	22	4
Chinese	31	29	31	6	1
Filipino	31	26	33	6	1
Hawaiian	28	19	37	9	4
Part Hawaiian	35	18	36	7	2
Japanese	26	26	37	8	1
Korean	31	23	38	5	0
Portuguese	27	18	41	9	4
Spanish P/R	32	18	34	12	3
Samoan	35	12	33	11	5
White	25	28	35	9	1
Other	28	23	29	8	3

System of Justice at Schools

Questions 56 and 57 were designed to determine how students perceived the system of justice at their schools. Question 56 asked students how frequently violent students got caught, and question 57 asked how severely these students were punished. The assumption is that in a school where students perceive that rule breakers do not get caught very often, or get punished lightly when they do get caught, the incentive to obey the rules is undermined. Overall, 65 per cent of the students reported that offenders get caught, while 31 per cent said that they did not. The majority feels that the rules are enforced, but nearly one-third lack confidence in the enforcement of the rules.

When responses were compared by grade, it was discovered that confidence in the school's justice system diminishes in the higher grades. (See Table 151.)

Table 151
STUDENT RESPONSES: VIOLENT STUDENTS GET CAUGHT, BY GRADE
BY PER CENT

<u>Grade</u>	<u>Get caught</u>	<u>Do not get caught</u>
7	73	25
8	71	27
9	63	34
10	58	35
11	56	40
12	58	39

When compared by ethnic group, responses to the question about violent students getting caught produced no large variation.

Severity of Punishment

Question 57 asked about the severity of the punishment of those violent students who do get caught. Three possible responses to this question were:

- a. no punishment
- b. light punishment
- c. severe punishment

The overall responses to question 57 are summarized in Table 152.

Table 152

STUDENT RESPONSES: PUNISHMENT OF VIOLENT STUDENTS
BY PER CENT

<u>Punishment</u>	<u>Per cent</u>
No punishment	6
Light punishment	49
Severe punishment	41

While few students believe that violent students completely escape punishment, most believe that the punishment is light.

Of particular concern were the differences in ethnicity as to the perceived severity of punishment. As shown in Table 153, 49 per cent of all students feel that the students who do get caught get punished lightly. At the same time, 41 per cent believe that the punishment is severe. Several ethnic groups report significant variations. The great majority of Chinese and Korean students indicated that punishment was too light, and conversely the great majority of Samoan students felt that it was too severe.

Portuguese and Hawaiian respondents also perceive the punishment to be "severe," while on the other hand Japanese and White respondents were in close agreement in perceiving that punishment was "light."

Table 153
SUMMARY OF RESPONSES BY STUDENTS AS TO THE SEVERITY OF
PUNISHMENT OF VIOLENT STUDENTS BY ETHNIC GROUP, BY PER CENT

<u>Ethnic group</u>	<u>Do not get punished</u>	<u>Lightly punished</u>	<u>Severely punished</u>	<u>Other</u>
American Indian	9	44	31	16
Black	4	38	39	9
Chinese	4	58	34	4
Filipino	8	51	37	3
Hawaiian	8	42	46	4
Part Hawaiian	6	48	43	3
Japanese	4	51	42	3
Korean	8	62	26	5
Portuguese	7	41	50	2
Spanish P/R	6	46	44	4
Samoan	6	32	59	4
White	5	53	40	2
Other	9	43	43	5
State average	6	49	41	4

C. COUNSELORS

By Grade

On the average, Hawaii public schools have about 2 counselors per school. In some instances, however, a single counselor must attend to the needs of several schools. The counselor to student ratio at Hawaii's public schools is 1 to 300. Distribution of counselors by grade also varies, with some counselors responsible for more than one grade. Table 154 below shows the distribution of counselors by grade also varies, with some counselors responsible for more than one grade. Table 154 below shows the distribution of counselors by grade for the 129 counselors who responded to the survey.

Table 154
COUNSELORS BY GRADE
BY PER CENT

<u>Grade</u>	<u>Per cent</u>
7	9.3
8	10.9
9	13.2
10	7.7
11	6.9
12	17.1
Other	<u>34.9</u>
TOTAL	100.0

Ethnicity

Of the 129 counselors who responded to the questionnaire, over half (57 per cent) were Japanese, 15 per cent were Caucasian, 8 per cent part-Hawaiian, 8 per cent Filipino, 7 per cent Chinese.

All other ethnic groups were represented by one counselor each, except for the American Indian who was not represented in the sample.

Ethnicity was not significant in explaining differences in the factors reported by counselors as most limiting their effectiveness. Generally, counselors of all ethnic backgrounds agreed that "too many clients" and "paperwork" were the most important factors limiting their effectiveness.

The Part-Hawaiian counselors were the only exception, ranking "DOE policy" above "too many clients" as a factor most limiting their effectiveness.

Ethnicity was not significant in explaining differences among the respondents as to the most needed controls for violence and vandalism. Generally, counselors from all ethnic backgrounds ranked "special programs for student" as the most needed control. However, there were some differences in second choice. Filipino counselors ranked "additional counselors" second; Chinese ranked "teacher workshops and training" as second; Caucasians ranked "change in DOE policies" second; and both Part-Hawaiian and Japanese counselors ranked "severe penalties" second.

By Sex

Approximately 60 per cent of the counselors who responded to the questionnaire were male while 40 percent were female. Responses of counselors revealed no significant difference due to sex in respect to most of the factors limiting their effectiveness. Both sexes

agreed overwhelmingly that "too many clients" and "paperwork" were the most significant factors limiting their effectiveness as counselors. "Teacher attitudes" ranked a distant third and "DOE policies" fourth for both sexes as a factor limiting their effectiveness.

Male and female counselors were also in agreement in citing "special programs for students" as the most needed controls for violence and vandalism. However, additional security personnel, additional counselors, and change in DOE policy ranked second, third, and fourth, respectively, as the most needed controls among the male counselors, while severe penalties, additional counselors, and teacher workshop training ranked second, third, and fourth, respectively, for the female counselors.

Types of Counselors

Generally outreach and campus counselors tend to be more directly involved with students who commit acts of violence and vandalism. Table 155 indicates the number and per cent of each type of counselor in the sample.

Table 155
 SUMMARY OF TYPES OF COUSELORS AT SCHOOLS
 BY PER CENT

Type of counselor	Per cent
Regular	72.8
Campus	1.6
Outreach	11.6
College	.8
Other	13.2
TOTAL	100.0

Counselors hold various types of positions. Most respondents chose to describe themselves as "regular" counselors. These counselors (72.8%) usually handle more than one grade (Table 154.), counsel students through a full range of situations, and do necessary clerical work. Eleven and one-half percent of the respondents hold specialized positions. "Outreach" counselors go off-campus to work with problem students and their parents, in their homes. These counselors often return truants to school. "Campus" counselors (1.6%) work in the school environment and relate to students more informally. "College" counselors (0.8%) specialize in counseling students aspiring to go to higher education. They help students find an academic direction, choose a school and meet entrance requirements. Counselors numbered in the "Other" category (13.2%) chose not to characterize their positions.

Person Who Receives Violence Referrals

Counselors were asked to indicate who most often received violence-related referrals at their schools. Sixty-four per cent of the respondents replied that their vice-principal was the person who received such referrals. Nineteen per cent responded that this task was handled by the principal. (See Table 156.)

Table 156
 SUMMARY OF RESPONSES BY COUNSELOR:
 RECEIVER OF VIOLENCE RELATED REFERRALS BY GRADE, BY PER CENT

Grade	Principal	V-Prins	Other Couns	Yourself	Other
7	17	67	0	0	17
8	36	57	0	7	0
9	18	41	0	12	29
10	0	70	0	0	30
11	0	89	11	0	0
12	14	82	0	5	0
Other	24	60	0	9	7
Column sums	19	64	1.0	6	10

Factor Most Limiting Effectiveness of Counselor

When asked to identify the single factor that most limited their effectiveness as counselors, most respondents said that they had "too many client" (37 per cent). Another 30 per cent said that "excessive paperwork" limited their effectiveness. (See Table 157 below.)

Table 157
SUMMARY OF FACTORS MOST LIMITING TO
EFFECTIVENESS OF COUNSELOR
BY PER CENT

<u>Factors</u>	<u>Per Cent</u>
Too many clients	37.2
Paperwork	30.2
Teacher attitudes	9.3
DOE policies	4.7
Administrative attitudes	3.1
School policies	0.0
Other	<u>15.5</u>
TOTAL	100.0

A breakdown by grade revealed that counselors do vary according to grade level as to what factors are perceived as limiting their effectiveness. Most counselors involved with twelfth grade students feel the most overwhelmed by "paperwork" and "too many clients." Seventh and eighth grade counselors rank "teacher attitudes" second to "too many clients," and eleventh grade counselors see "DOE policies" as a significant limiting factor. (See Table 158)

Table 158

SUMMARY OF RESPONSES BY COUNSELORS AS TO THE
FACTOR MOST LIMITING EFFECTIVENESS BY GRADE, BY PER CENT

<u>Grade</u>	<u>Too Many Clients</u>	<u>Admin. Attitudes</u>	<u>School Policies</u>	<u>DOE Policies</u>	<u>Paper-work</u>	<u>Teacher Attitudes</u>	<u>Other</u>
7	42	8	0	0	25	29	25
8	43	0	0	0	29	29	0
9	18	6	0	12	29	6	29
10	40	0	0	0	10	0	50
11	56	0	0	22	22	0	0
12	41	5	0	0	41	14	0
Other	<u>36</u>	<u>2</u>	<u>0</u>	<u>4</u>	<u>33</u>	<u>9</u>	<u>16</u>
Column Sums	37	3	0	5	30	9	16

Most Needed Control of Violence and Vandalism

Counselors were asked in question 36 to identify one measure necessary for the control of violence and vandalism at school. The largest group of respondents (35 per cent) said that special programs for students would be most useful in controlling these problems. Responses to question 36 are summarized in Table 159.

Table 159
SUMMARY OF MOST NEEDED CONTROLS FOR
VIOLENCE AND VANDALISM AT THE SCHOOLS
BY PER CENT

<u>Necessary to help control violence/vandalism</u>	<u>Per cent</u>
a. Additional counselors	8.5
b. Additional vice principals	3.9
c. Special programs for students	34.9
d. Change in school policies	3.1
e. Workshops/training for teachers	7.8
f. Change in DOE policies	7.8
g. More severe penalties	8.5
h. More clear and frequent explanations of rules and good behavior to students	3.9
i. Additional security personnel and equipment	8.5
Other	13.2
TOTAL	100.0

Generally, counselors tend to identify "special programs for student" as a necessary step for controlling violence and vandalism. A variety of other controls were cited as necessary by counselors. But it is interesting to note that only 8 per cent of counselors believe that "severe penalties" are necessary for controlling violence and vandalism. However, this ranks as a second choice along with "additional counselors" and "additional security personnel and equipment."

A breakdown of needed controls by grade revealed that special programs are seen as the most important need among counselors handling twelfth graders.

E. PRINCIPALS

Questionnaires were sent by mail to 205 secondary school principals and vice-principals. Of these, 77 responded representing 46 schools. The first of these questions (1-32) were identical to those asked of all groups of respondents. Eight additional questions (58-65) were included which were specifically aimed at obtaining responses from principals.

Overall, principals perceive violence and vandalism as minor problems. The most frequently named solution was the use of more security personnel. A lack of sufficient staff was identified by the responding principals as the major factor limiting their ability to control violence and vandalism.

Records on Violence

Because the Commission had found in national studies on schools and in interviews with DOE personnel that accurate and complete records are an important part of the process of making a correct assessment of the extent and nature of problems of school violence, principals were asked whether clear and separate records were kept on incidents of violence. Of the principals who responded (77), all but one said that they did keep such records.

Seriousness of Violence Problem

Question 59 asked the principals to assess the degree of the problem of violence at their respective schools. There were three possible responses:

- a. It is a major problem.
- b. It is a minor problem.
- c. It is not a problem at all.

Table 160 shows the results of the 77 responding principals regarding their assessment of violence at their schools.

Table 160

PRINCIPALS' ASSESSMENT OF SEVERITY OF PROBLEM OF VIOLENCE
BY PER CENT

<u>Severity</u>	<u>Per Cent</u>
Major problem	14
Minor problem	69
Not a problem	17
TOTAL	100

Proposed Remedies for Violence by Principals

Question 60 asked the principals to select the one remedy they believed would be most effective in dealing with the problem of violence from a list of nine possible solutions:

- a. more security personnel and equipment
- b. additional training for teachers/staff
- c. innovative student programs
- d. additional school personnel
- e. more discretion for administrators
- f. greater coordination with criminal justice agencies
- g. fewer student rights
- h. more severe penalties
- i. better training for security personnel

Table 161 (below) summarizes the responses to this question.

Table 161

SUMMARY OF RESPONSES BY PRINCIPALS: PROPOSED ACTIONS
NECESSARY TO CONTROL VIOLENCE
BY PER CENT

<u>Action necessary</u>	<u>Per cent</u>
Additional security	29
Innovative student programs	25
Additional teacher training	19
Additional school personnel	13
More discretion for administrators	5
More coordination w/justice agencies	3
Better training for security personnel	1
Fewer student rights	0
More severe penalties	0
Other	5
TOTAL	100

Three remedies stand out among the responses of the principals' "more security personnel," "more teacher training," and "innovative student programs." "More school personnel" also appears to be a strong preference of the respondents. "Better training for security personnel" received only one response, and "fewer student rights" and "more severe penalties" received no response. These responses are somewhat different from the views elicited from interviews, as will be described later.

Records on Vandalism

Question 61 asked the principals if they kept clear and separate records of incidents of vandalism. Most of the principals (92 per cent) reported that clear and separate records were kept on acts of vandalism.

Seriousness of Vandalism Problem

Question 62 asked the principals to indicate the degree of severity of the vandalism problem at their respective schools. A summary of these responses is shown in Table 162.

Table 162

PRINCIPALS' ASSESSMENT OF THE SEVERITY OF THE PROBLEM OF VANDALISM
BY PER CENT

<u>Severity</u>	<u>Per Cent</u>
Major problem	23
Minor problem	70
Not a problem	7
TOTAL	77

Table 163 indicates those schools in which at least one principal said that vandalism was a major problem.

Table 163

SCHOOLS AT WHICH AT LEAST ONE PRINCIPAL REPORTED
VANDALISM AS A MAJOR PROBLEM

<u>School</u>	<u>Major Problem</u>	<u>Minor Problem</u>
Dole Intermediate School	1	1
Farrington High School	1	1
Kalakaua Intermediate School	1	1
Kaiser High School	1	1
Aiea Intermediate School	2	0
Campbell High School	1	2
Highlands Intermediate School	1	1
Waiānae High School	2	0
Kalaheo High and Intermediate School	1	1
Waimanalo Elementary and Intermediate School	2	0
Hilo Intermediate School	1	1
Kau High School	1	0
Pahao High and Elementary School	1	1
Kauai High and Intermediate School	1	0
Waimea High School	1	0

CONTINUED

3 OF 5

As is the case with the perception of the violence problem (question 59), there are variations in the perceptions of the severity of the problem of vandalism within an individual school.

Control of Vandalism

Question 63 offered the principals the same nine choices of remedies for the problem of vandalism as did question 60.

Table 164 summarizes the responses to these choices.

Table 164

SUMMARY OF RESPONSES BY PRINCIPALS: PROPOSED

ACTION NECESSARY TO CONTROL VANDALISM

BY PER CENT

<u>Action necessary</u>	<u>Per cent</u>
More security personnel/equipment	57
Innovative student programs	16
Additional training for teachers/staff	8
Additional school personnel	8
More severe penalties	4
More discretion for administrators	1
Greater coordination w/justice agencies	1
Fewer student rights	0
Better training for security personnel	0
Other	5
TOTAL	100

Visibility/Availability of Principal

When asked (question 64) if they considered themselves visible and available on campus, one hundred percent of the principals said that they were visible and available. This contrasts with student responses to this same question (question 54) in which 31 percent of the students statewide said that they "never" or "seldom" saw the principal.

Limiting Factors

In question 65, the principals were asked to identify the factor most limiting their ability to control violence and vandalism at their schools. The choices available to respondents in this question were as follows:

- a. not enough time
- b. not enough staff
- c. DOE policies
- d. teacher attitudes
- e. student attitudes
- f. too much paperwork

Table 165 (below) summarizes the responses to this question.

Table 165
FACTORS LIMITING PRINCIPALS' ABILITY TO CONTROL
VIOLENCE AND VANDALISM
BY PER CENT

<u>Limiting factors</u>	<u>Per cent</u>
Too little staff	36
Too little time	23
Student attitudes	21
Too much paperwork	5
Teacher attitudes	4
DOE policies	3
Other	8
TOTAL	100

Lack of staff was identified by most (36 percent) principals as the chief limiting factor. Lack of time was the second most frequently identified limiting factor (23 percent) and student attitudes was the third choice (21 percent).

E. OPEN-ENDED QUESTIONS TO PRINCIPALS

Introduction

The advantage of open-ended questions is that they do not severely restrict the respondent's range of reply and allows a fuller, more inventive answer to the question. Being free to respond in terms of their own particular experience, respondents may provide useful information not anticipated by the researchers or covered in the questionnaire. The major disadvantage of such questions is the time-consuming analysis required to make use of the responses.

Of the four occupation groups primarily involved in this study, (students, counselors, teachers, principals) the principals are the fewest in number. As the chief administrators of the school they are in a critical position in both policy-making and implementation of policy. On this basis, it was decided that open-ended questions would be asked of principals only.

The questionnaire sent to the principals contained the following open-ended questions:

1. What programs and policies to control violence and vandalism are now in operation at your school? How successful are these programs?
2. What additional programs and policies do you feel are necessary to improve the control of violence and vandalism at your school?

Of the 77 questionnaires returned, eight did not complete the open-ended questions. The total number of respondents to the open-ended questions was 69.

These responses were tabulated to determine the number of various responses made by the principals. The responses were then arranged according to the frequency that the respondents made a particular reply.

The responses of the 69 principals to the first open-ended question on current programs to control violence and vandalism were sorted into fifteen categories. A description of these categories follows.

CURRENT PROGRAMS TO CONTROL VIOLENCE AND VANDALISM

Security Aides

The most frequently mentioned program was the use of security aides. Thirty-two of the sixty-nine principals (46%) mentioned this type of program. Many of the respondents reported that these programs were useful in maintaining order on campus.²⁶ Some of the respondents did indicate that such aides needed more training. Also, several principals reported that they had managed to

²⁶Note: The Commission conducted a separate survey of all security aides in the state. See section F, on "Security Aides," p.244.

control vandalism successfully through the use of night security guards.

School Rules and Regulations

The second most frequently given response to the first open-ended question referred to the explanation of school rules and regulations. Twenty-six (37 per cent) of the principals replied that the periodic explanation of school rules was a part of their program to control violence and vandalism.²⁷

Student Activities

Seventeen (25 per cent) of the principals said that student activity programs were successful in controlling problems of violence and vandalism. These programs range from special activity periods to lunch time intramural sports programs. The general purpose of these programs is to channel student energies in a creative and positive fashion.

Campus Counselors

Fifteen (22 per cent) of the principals who completed the open-ended questions reported that they used campus counselors to

²⁷In the survey portion of this study, two questions were asked concerning the explanation of school rules. See p. 66.

control violence and vandalism. The duty of the campus counselors may vary from one school to another, but these persons generally roam the campus in a peace-keeping capacity. They also coordinate the activity of the campus security aides.

Alternative Learning Programs

Eleven (16 per cent) of the principals pointed to Alternative Learning Programs as a successful means of controlling violence and vandalism. These programs are usually off-campus, and are directed at those students who are the most alienated. In theory, these are the students who most often engage in acts of violence and vandalism, and removing them from campus in a constructive manner improves campus safety and security.

Special Classes

Ten of the principals (14 per cent) said that special classes were used successfully to control violence and vandalism. These classes are conducted on campus. Students who have learning or adjustment problems may attend one or more of these special classes per day, and remain within the general school population. The special classes are similar to but less intensive than alternative learning programs. Special classes might also include cultural or language classes for immigrant students.

Suspension

Ten of the principals (14 per cent) also said that suspension was a useful means of controlling violence and vandalism.

Parent Involvement

Parent involvement in school activities was mentioned by nine (13 per cent) of the responding principals. None of the respondents were specific about how the parents were involved in school affairs.

Campus Supervision by Teachers

Eight of the principals (12 per cent) indicated that teachers on campus supervision duty served to keep violence and vandalism at a minimum.

Student Involvement

Seven of the principals, or 10 per cent of the respondents, identified student involvement in school affairs as a useful means of curbing violence and vandalism. This involvement was mentioned in terms of student government, clubs, discipline and rules committees, student campus patrols, beautification programs, and other functions.

Other Programs

The ten programs discussed above constitute the most frequently mentioned programs for the control of violence and vandalism mentioned by the principals in response to question 1. Five other programs were mentioned less frequently. These are as follows:

Law and Justice Awareness Program

This is a program conducted by the Police Department to inform students about the criminal justice system.

Guidance Programs

Four of the principals mentioned that guidance classes were useful in controlling problems on campus. No other comments were provided.

Cooperation with Police

Three principals identified cooperation with the police as effective as maintaining a peaceful campus.

Attendance

One principal identified careful attendance procedures as a step in the control of violence on campus.²⁸

The second open-ended question asked principals to identify steps or programs which they felt were necessary to improve the safety and security of their schools.

ADDITIONAL PROGRAMS AND POLICIES

The responding principals mentioned 19 different provisions which they said were necessary to help control school violence and vandalism. These responses were also ranked according to the frequency with which they were given.

More Security Aides

Nineteen of the respondents (28 per cent) said that the best way to control violence and vandalism at their schools was through the increased use of security aides. This was the response most frequently given by principals. For example, one principal stated:

"Additional aides are needed to continue supervision during school hours. SCET and CETA positions should be made into permanent positions to seek individuals that

²⁸Some principals interviewed also mentioned attendance as one of the prevalent problems in the schools. The hiring of attendance monitors was seen as a necessity to help curb truancy.

are willing to do an effective job in a school setting. Presently it is very difficult to retain individuals who are reliable and conscientious because the positions are only temporary and these individuals are constantly seeking jobs that will provide better security for their family."

Student Activities/Activities Coordinator

The second most frequent response was given by 10 of the principals (14%). These principals said that more student activities were necessary to control violence and vandalism. Some of these respondents also said that the optimum solution would be to hire a student activities coordinator. This person would have the full-time responsibility of organizing student activities to channeling student energies in a positive direction. Two principals offered these comments:

"It would be of some help if students could be provided with activities which would meet their interests in non-academic areas. We have some going on now but an increase in the variety of options would help. This would mean getting the services of persons with specific talents in art, craft, music, motor mechanics, etc. to conduct mini sessions once or twice a week for a number of weeks for a one-period session."

"A student activities coordinator who can develop activities for students during non-instructional time could keep students involved in constructive activities and thereby reduce the opportunities to vandalize or to become involved in violence."

Alternative Programs

Nine principals indicated that they would like to have alternative learning programs either instituted or expanded. These programs involve off-campus alternative schools for students who have serious difficulties adjusting to the regular school environment. One principal made this comment:

"Alternative schools for not only the alienated but those whose interest are not academic, e.g., technical high schools. Must meet needs of all students."

Additional Personnel

Nine of the respondents also said that they needed additional personnel to better control the safety of the school environment. A principal stressed the point this way:

"Schools are shorthanded as for personnel. There is a definite need for more vice-principals in the high schools, according to needs and not numbers. Counselors, students activities coordinators, attendance directors are some of the other much needed programs for the high schools."

Staff Training

Five principals (7%) reported that in-service training for their teachers in the techniques of crisis management would help to control problems in their schools.

Eliminate Rule 49

Four of the principals (6%) replied that DOE Rule 49 was a detriment to the peace in their schools. This rule forbids the suspension of special education students. These principals reported that special education students at their schools are often involved in fights, but are essentially immune to punishment because of this rule.²⁹

Additional Counselors

Four principals (6%) said that more counselors were necessary. The case load of the present counseling staff is too large for them to do the job properly.

Security Devices

Four principals (6%) also asked for additional security devices. Such items as fences, lights, alarm systems were requested to better control violence and vandalism. A principal reported:

²⁹See individual school interviews starting on p. 278.

"Ninety-five per cent of the incidents occur during evening and weekend hours. Requires greatly improved security, lighting system, and security officers."

Security Aide Training

Four principals (6 per cent) reported that their security aides needed more training to do their jobs effectively.³⁰

The ten programs discussed above were those most frequently mentioned by the principals in answer to question #2. Several other suggestions were made by the principals.

- Community Participation
- Lower School Attendance Age
- Improve Repair & Maintenance Service
- Increase Parent Responsibility
- Institute Closed Campus
- Tougher Juvenile Courts
- Full-time Attendance Clerk
- Greater Inter-agency Cooperation

³⁰See security aide responses, p. 262.

Responses to the first open-ended question reveal that there are many existing programs to aid in the control of violence and vandalism. Security aides, student activities and alternative learning centers are some of the more frequently identified successful programs.³¹

As might be expected, replies to the second open question were more varied; yet a pattern emerges. Security aides, student activities and alternative learning programs were frequently cited as desired future programs. It is clear that these programs are seen to have merit.

The responses of the principals to these open-ended questions show that a variety of effective programs are currently in operation across the State. However, their responses also indicate that there is a need to develop other programs and expand existing ones.

³¹In a 1976 study on methods to prevent school violence, Michael Marvin and associates identified four types of programs necessary to produce safer schools. These types of programs are as follows:

1. Organizational Modification
2. Curricular/Instructor Program
3. Security Systems
4. Counseling Services

These four categories provide a framework within which the problems of violence and vandalism in schools can be analyzed and through which remedial programs can be organized.

Marvin, Michael, et.al. Planning Assistance Programs to Reduce School Violence and Disruption, Phila. 1976, p.52

F. SECURITY AIDES

Three hundred questionnaires were sent to school security personnel in all of the public schools in Hawaii. The questionnaire was a modified version of the one sent to the other respondents. Security personnel were asked to answer 21 questions on the frequency of incidents of violence and vandalism in the schools (these were questions 16-32 on the original survey). In addition, the security aides were given three open-ended questions to answer.

Ninety-four of the security aides returned the questionnaire. Only the responses (Tables 166 through 186) and answers to open-ended questions are reported in this section.

Questions on Vandalism

Table 166
BREAKING WINDOWS

<u>Frequency</u>	<u>Per cent</u>	<u>Number</u>
Never	14.89	14
Seldom	32.97	31
Sometimes	34.04	32
Often	12.76	12
Always	5.31	5

Table 167
SETTING FIRES

<u>Frequency</u>	<u>Per cent</u>	<u>Number</u>
Never	28.72	27
Seldom	34.04	32
Sometimes	21.27	20
Often	12.76	12
Always	6.38	6

Table 168
BREAKING FURNITURE

<u>Frequency</u>	<u>Per cent</u>	<u>Number</u>
Never	34.04	32
Seldom	37.23	35
Sometimes	20.21	19
Often	4.25	4
Always	2.12	2

Table 169
MARKING UP WALLS

<u>Frequency</u>	<u>Per cent</u>	<u>Number</u>
Never	4.25	4
Seldom	9.57	9
Sometimes	14.89	14
Often	29.78	28
Always	40.42	38

Table 170
BREAKING UP BATHROOMS

<u>Frequency</u>	<u>Per cent</u>	<u>Number</u>
Never	19.14	18
Seldom	28.72	27
Sometimes	23.40	22
Often	20.21	19
Always	5.31	5

Table 171
DAMAGING BOOKS AND EQUIPMENT

<u>Frequency</u>	<u>Per cent</u>	<u>Number</u>
Never	21.27	20
Seldom	30.85	29
Sometimes	21.27	20
Often	15.95	15
Always	5.31	5

Table 172
OTHER ACTS OF DESTRUCTION

<u>Frequency</u>	<u>Per cent</u>	<u>Number</u>
Never	14.89	14
Seldom	30.85	29
Sometimes	21.27	20
Often	15.95	15
Always	7.44	7

Questions on Violence

Table 173
STUDENTS THREATENED

<u>Frequency</u>	<u>Per cent</u>	<u>Number</u>
Never	11.70	11
Seldom	9.57	9
Sometimes	36.17	34
Often	25.53	24
Always	12.76	12

Table 174
STUDENT ATTACKED OR BEATEN BY ANOTHER STUDENT

<u>Frequency</u>	<u>Per cent</u>	<u>Number</u>
Never	14.89	14
Seldom	12.76	12
Sometimes	41.48	39
Often	17.02	16
Always	10.63	10

Table 175
STUDENT HIJACKED

<u>Frequency</u>	<u>Per cent</u>	<u>Number</u>
Never	32.97	31
Seldom	25.53	24
Sometimes	19.14	18
Often	14.89	14
Always	3.19	3

Table 176
STUDENT ATTACKED BY SEVERAL STUDENTS

<u>Frequency</u>	<u>Per cent</u>	<u>Number</u>
Never	24.46	23
Seldom	31.91	30
Sometimes	20.21	19
Often	11.70	11
Always	4.25	4

Table 177
STUDENT ACTS AFRAID

<u>Frequency</u>	<u>Per cent</u>	<u>Number</u>
Never	19.14	18
Seldom	24.46	23
Sometimes	30.85	29
Often	15.95	15
Always	5.31	5

Table 178
TEACHER THREATENED BY STUDENT

<u>Frequency</u>	<u>Per cent</u>	<u>Number</u>
Never	26.59	25
Seldom	36.17	34
Sometimes	20.21	19
Often	9.57	9
Always	1.06	1

Table 179
STUDENT ATTACKS TEACHER

<u>Frequency</u>	<u>Per cent</u>	<u>Number</u>
Never	46.80	44
Seldom	31.91	30
Sometimes	8.51	8
Often	2.12	2
Always	1.06	1

Table 180
STUDENT INSULTS TEACHER

<u>Frequency</u>	<u>Per cent</u>	<u>Number</u>
Never	15.95	15
Seldom	34.04	32
Sometimes	14.89	14
Often	18.08	17
Always	11.70	11

Table 181
STUDENT STEALS FROM TEACHER

<u>Frequency</u>	<u>Per cent</u>	<u>Number</u>
Never	26.59	25
Seldom	31.91	30
Sometimes	17.02	16
Often	10.63	10
Always	2.12	2

Table 182
STUDENT DAMAGES TEACHERS' PROPERTY

<u>Frequency</u>	<u>Per cent</u>	<u>Number</u>
Never	23.40	22
Seldom	31.91	30
Sometimes	17.02	16
Often	3.19	3
Always	5.31	5

Table 183
AIDE THREATENED BY STUDENT

<u>Frequency</u>	<u>Per cent</u>	<u>Number</u>
Never	53.19	50
Seldom	4.25	4
Sometimes	11.70	11
Often	3.19	3
Always	3.19	3

Table-184
AIDE ATTACKED OR BEATEN BY A STUDENT

<u>Frequency</u>	<u>Per cent</u>	<u>Number</u>
Never	90.42	85
Seldom	5.31	5
Sometimes	4.25	4
Often	0.00	0
Always	0.00	0

Table 185
AIDE'S PROPERTY STOLEN OR DAMAGED BY STUDENT

<u>Frequency</u>	<u>Per cent</u>	<u>Number</u>
Never	75.53	71
Seldom	9.57	9
Sometimes	5.31	5
Often	1.06	1
Always	0.00	0

Table 186
AIDE RECEIVES ABUSIVE LANGUAGE FROM STUDENT

<u>Frequency</u>	<u>Per cent</u>	<u>Number</u>
Never	32.97	31
Seldom	30.85	29
Sometimes	17.02	16
Often	12.76	12
Always	4.25	4

Open-Ended Questions to Security Aides

In addition to the closed frequency questions, the security aides were asked three open-ended questions.

"How Long Have You Been a Security Aide?"

More than half (54 per cent) of the respondents said that they had been on the job less than one year. Thirty-six per cent had started in September of 1979. Twenty-five per cent said that they had worked as security aides for more than two years.

In general, most of the security personnel have little job experience.

Major Problems

The second open-ended question inquired about the major problems encountered by security personnel in their work.

Fighting. Student fighting was the problem most often reported by the respondents as their major problem. Twenty-one per cent of the respondents identified this problem.

Cutting Classes. Many (20 per cent) of the respondents said that students cutting classes and loitering around the campus was a major problem.

Lack of Respect. This was listed as a major problem by many respondents (17 per cent).

Smoking. Sixteen per cent of the respondents identified smoking as a serious problem in schools. Students cut classes and loiter in bathrooms and secluded areas of the school campus to smoke.

Vandalism. Fifteen per cent of the security aides said that vandalism was a serious problem.

Vehicle Violations. Fourteen per cent of the respondents said that students create problems with cars on campus, both during school hours and after school.

Teachers' Lack of Control. Thirteen per cent of the respondents said that many teachers either can't or won't control students, in classes and out.

Leaving Campus Without Permission. Seven per cent of the respondents also said that many students leave campus without permission.

"What Needs to be Done?"

The third open-ended question asked the security personnel what measures they thought were necessary to improve the situation at their schools. There was a large variety of answers. Five recommendations were prominent:

1. Additional security aides.
2. Increased parental responsibility.
3. More communication between administration/faculty staff/students/aides.
4. Night and weekend security aides.
5. More student activities.

Additional Security Aides. Many of the respondents indicated that they were unable to effectively control the campus with the present number of school security aides.

Increased Parental Responsibility. Security aides reported that many parents either deny that their child was involved in an incident, or come to school in angry defense of their accused child.

More Communication. Some respondents reported that teachers and administrators lack good communication with the students, especially with those students who get into trouble.

Night and Weekend Security. Respondents said that many acts of vandalism occur when school is not in session. They stated that these problems can be greatly diminished by employing night and weekend security guards.

More Student Activities. Respondents reported that many of the incidents in which they become involved are caused by boredom. During recess and lunch, there are no structured activities for the students, so they mill about the campus. Such a situation contributes to fights and arguments. More activities for the students should be introduced.

CHAPTER V: INTERVIEWS

A. GENERAL SUMMARY

Introduction

Thirty-minute interviews, many of them taped, were conducted at eight representative schools on Oahu, Kauai, Hawaii and Maui. Generally, individuals responded consistently with the prevailing views of their subgroup. There was a clear difference in the kind of responses from principals and counselors on one hand, and teachers and students on the other.

Violence

The majority of the principals and vice-principals interviewed believed that violence is not a major problem. Usually, incidents consist of threats or intimidations between students. Fighting between students, according to the principals, seldom occurs, perhaps about twice a week. Most of the principals and vice-principals also said that only a small minority of the student population is responsible for most of the trouble on campus. Two principals were of the opinion that a decrease in school enrollment is partly responsible for the decline of violent incidents on their campuses. All believed that violence and hostility were not as bad as they were two or three years ago.

The sixteen counselors interviewed also generally minimized violence as a problem on their campuses. Fighting and hijacking occur infrequently and verbal abuse (teasing and threatening) appear to be the most common form of violence.

Interviews with teachers reflected a more serious concern about violence, though the problem was not of crisis proportions. Most teachers believe that the situation in their schools has improved in the past two or three years. However, a group of teachers from one Honolulu school specifically asked the Crime Commission to interview them. These teachers gave details of what they believed to be a dismal situation. One teacher from a rural school said some of the teachers were afraid to leave the campus until the students were gone and that there was frequent physical and verbal abuse. (See individual school summaries.)

Security aides believed, in general, that the violence on their respective campuses was not much of a problem and that, for the majority, the atmosphere on campus was not tense and the students seemed relaxed. If there were fights, they were not racial and were usually between students who knew each other. Two aides made the observation that it was usually the same students who are always in trouble.

Students who attend schools located on the Neighbor Islands generally believed that violence was not a serious problem. For the Neighbor Island students, only one student said there was a serious problem, with fights and arguments occurring daily. The rest of

the rural students believed that fighting was either rare or an infrequent occurrence, and there was little or no hijacking. On the other hand, students interviewed at one rural school believed that there was a definite problem with violence on their campus.

For urban and suburban schools, students reported that there are frequent fights. Many of these fights, however, are not serious. They are mostly shouting or pushing and shoving matches. Some students also mentioned that food fights in the cafeteria during lunch was a problem. Most of the incidents occur at recess, lunch, or after school. Most students believed that the bathrooms were safe to enter even though groups congregated there.

Four out of six students interviewed at a rural school stated that the problem is not as bad as it used to be and seems to be improving. However, at this school, two of the students mentioned that fights may escalate into family feuds when fighting starts out between two students and then brothers and sisters join in to help their sibling. There is also some hijacking on campus. Most of the students believed the trouble on campus is caused by students who do not attend classes or by outsiders coming on campus.

Vandalism

The principals and vice-principals were evenly divided on the issue of vandalism, with one-half of the principals and vice-principals saying that vandalism is a problem and the other half saying it is not. Nevertheless, similar examples were mentioned by both groups, some of which were: marking walls with graffiti, break-ins at night and weekends, theft of equipment, some walls punched in.

The majority of the counselors interviewed stated that, on their campuses, vandalism is not much of a problem. The kind of vandalism most common on these campuses that were mentioned by the counselors are: writing graffiti on the building and, especially, the bathroom walls, the marking of books and desks. Occasionally, doors and windows are broken or the walls punched in.

A majority of the teachers reported that vandalism was a minor problem, mostly limited to the marking of school walls, bathroom walls, desks, and books. However, over one-third of teachers interviewed believed that vandalism was a serious problem in their schools. Some of the incidents given as examples of vandalism included the marking up of desks and bathroom walls, the blowing up of bathroom fixtures, and attempts to kick in doors and walls. Teachers from a rural school also spoke of retaliatory acts of vandalism against them such as tires being flattened, windshields that were cracked, or rocks thrown in the classroom.

The security aides at the schools selected for interviews saw vandalism as a minor problem. Three out of six aides interviewed said that the most frequent expression of vandalism was the marking up of walls.

About two-thirds of the students, however, did feel that vandalism was a serious problem. Some of the acts included the marking of walls, desks, books, and doors; ripping pages out of books; throwing dirt and paint in the water fountains; blowing up

fixtures in the bathrooms; throwing rocks at buildings; and breaking windows and doors.

Causes of Violence and Vandalism

Principals and vice-principals from eight schools were asked about the causes of violence and vandalism. The most frequent response (given by about half of the principals and vice-principals) was that violence was usually the result of personal conflict between two individuals. This conflict might be the result of a variety of provocations inherent in the campus situation. The second most frequently mentioned cause was that students brought problems and anger generated at home or in the student's neighborhood to school. Conflict and violence may also arise from clashes between groups of students who come from different feeder schools and who tend to stay with their classmates from the feeder schools. Frustration due to a general lack of basic academic skills was also mentioned as a cause. Some principals said these problems are simply the usual problems of adolescence. Other causes mentioned by the principals were: the student's desire to be tough; socio-economic differences; outsiders coming on campus, racial conflict; and difficulty with teachers.

Other answers included: Boredom and idleness, dislike of school, anger, parental neglect, general mischief, and inconsistent disciplinary systems.

Counselors identified 15 reasons that students engaged in acts of violence. The cause most cited was that students bring problems from home and express their anger at school. Academic frustration was also mentioned as being important. Some counselors said the lack of alternative programs promoted school violence. Another reason was poor parental example. Students see their parents resorting to violence and imitate them. Other responses included lax and inefficient administration; lack of parental concern; a curriculum that fails to meet the needs of the students; gossip and rumors; and feeder school rivalry. One counselor said violence was just spontaneous. Another said that students committed vandalism for fun.

Teachers identified four major causes of school violence. The cause most identified was academic frustration. Violent students are those having little success in the classroom, who vent their frustration through violence. Home life was the second most frequent cause that teachers identified. Students who commit violent acts often come from unstable home environments. Petty personal conflicts were suggested as another source of school violence. Racial conflict was also identified. Other casual factors identified by the teachers included: boredom, neighborhood influences, parental neglect, the usual problems of adolescence, outsiders on campus, and a curriculum not relevant to the needs of the students.

Security aides said that frustration with school and home life were important casual factors. Students who dislike school were said to engage most often in acts of violence. Sometimes, students just fool around and violence results. Feeder school rivalry was also mentioned as a casual factor.

The cause of violence most often identified by students was petty personal conflict that might be triggered by any number of small incidents. The desire to act big or to be tough was also indicated by the students as a major cause of violence. Frustration with school was pointed out by the students as another cause of school violence. Students also mentioned unhappy home lives. Students also identified boredom, racial conflict, a need for recognition, alienation, and teachers who shirk their duties as sources of school violence.

Students said that vandalism was the result of a desire for recognition. Some students reported that acts of vandalism were committed "for fun." Boredom and hatred of school were offered by the students as other causes of vandalism.

Is There a Standard Disciplinary System at This School?

Interviewees were asked to comment on the existence of a standard disciplinary system. The structure of questions were designed to elicit 3 separate types of responses in respect to standardization, student awareness, and effectiveness of the system.

The majority of the responses from the interviewees indicate that the disciplinary system at their respective school is standardized. However, one-fourth of the teachers and nearly one-third of the students expressed either disagreement or confusion as to the standardization of the disciplinary system.

All groups expressed general agreement that students are aware of the disciplinary system. However, over a third of the teachers expressed doubt about the students being aware of the disciplinary system. Interestingly enough, the students themselves (four-fifths of the students interviewed) overwhelmingly said they were aware of the disciplinary system. Several students even remarked that they are made aware of the system through announcements. However, this awareness apparently does not act as an effective deterrent to students, as shown by the respondents' answers about the effectiveness of the disciplinary system.

There seems to be a basic disagreement between the groups as to effectiveness of the disciplinary system at their schools. Principals and security aides are overwhelmingly of the opinion that the system is effective. Only one security aide did not think it was effective, while one principal said he did not know. A principal explained that "you have to take the time and energy to let students know exactly what you expect from them in terms of their responsibilities to the school." However, counselor and teacher interviewees were much less positive about the effectiveness of the system, with several respondents saying "it's just not working" and "generally the same students get into

trouble over and over again."

About half the students, on the other hand, were either generally negative or did not know about the effectiveness of the system. Some typical remarks by the students on this area included, "most of the students know they won't get caught . . ." "Things are loose, but this is not a bad thing. Violence and vandalism can't be stopped. . . it's inevitable, just part of school life."

Current Programs

Sixteen special programs were mentioned by principals and vice-principals as being effective. The one program mentioned most often was the Alternative Learning Center, an off-campus class for alienated students. This program often includes a work-study plan. Special motivation classes were also often mentioned; these are on-campus classes for students who find it difficult to adjust to the school environment. The use of outreach counselors was mentioned by several of the principals as a successful program. These counselors go into the community to attempt to bring truant students back to school. Security aides are in use at many schools and many principals and vice-principals felt they provide a valuable service. Other programs include: after school and weekend activities; a humanistic approach to discipline; close police cooperation; cultural clubs; immigrant orientation classes; YMCA counseling; Teacher Discipline Workshops; lunchtime activities; campus patrol; guidance classes; and classes for students of limited English proficiency (SLEP).

Limited English proficiency (SLEP).

The program most often mentioned by the counselors as being effective was the use of security aides. The second program most frequently mentioned was the Alternative Learning Center. Some other programs noted were the Special Motivation Classes, Campus Patrol, the use of outreach counselors, student clubs, and intramural sports activities. Also mentioned were work-study programs and guidance classes.

Fourteen different programs were mentioned by the teachers who participated in the interview phase of this study. Most of the teachers mentioned security aides as a useful program. Alternative Learning Centers were often suggested. Special Motivation Classes and teacher patrols were also listed. Other types of programs included: YMCA counseling, outreach counseling, intramural sports, campus patrols, early college programs, (i.e., allows 11th and 12th graders who are capable to take one or two college courses), immigrant orientation programs, and classes in English as a second language.

Security aides mentioned lunch-time activities, Alternative Learning Centers, and campus patrol as useful programs.

Many students were not aware of any programs in operation at their schools. Most of those students who knew of special programs at all mentioned security aides. Student reaction to these aides was mixed. Some said the aides were not very effective, while others reported that the aides were very good.

Some of the students were aware of the Special Motivation Classes. Campus Patrol was mentioned by a few students as a good program. Counselors, student clubs, intramural sports programs, and Alternative Learning Centers were listed by a few of the students. Special English classes and student activities were mentioned by one or two students.

Remedies

Principals and vice-principals described a total of 21 remedies for the problems of violence and vandalism. The remedy mentioned most by principals was the need for increased parent and community participation and support. Expansion of the Alternative Learning Centers and Special Motivation Classes was the second most frequent choice. The third choice selected by principals was the use of additional counselors. In-service training for teachers to help principals to deal more effectively with violent or disruptive situations was fourth. The need for more teachers and curriculum reform were also mentioned. The remedies listed above are those identified by two or more principals.

In addition, several other remedies were suggested by individual principals. These are listed below:

- Greater parental responsibility
- Student and teacher input on policy decisions
- Additional vice-principals
- Attendance monitors
- Student patrol
- Use of detention
- More security aides
- More student activities

Night and weekend security
Programs for good students
Value instruction
Peer counseling
Better use of community agencies
Basic skills training

Sixteen counselors were interviewed in the eight schools. The most frequent remedy was to employ more counselor aides to help relieve counselors of excessive paperwork. Counselors, like the principals, said more parent and community involvement in the schools was necessary. The need for an attendance monitor was mentioned frequently as a remedy for truancy. In addition, the counselors said, more security aides are needed, and these aides should be trained for their jobs. New or expanded Alternative Learning Centers, curriculum revision, more recreation programs, special education teachers, value education, increased use of detention, student participation in rule making, cultural assemblies, and guidance classes were also suggested.

Teachers suggested an array of 26 remedies to the problems of violence and vandalism. The 5 remedies most frequently mentioned were: firmer school administration, changes in the curriculum, more counselors, more student activities, and more parental involvement in school affairs. Six other remedies were also frequently suggested: better administrative support for teachers, more security personnel, earlier identification of problem students, shorter lunch break, emphasis on basic skills education. Other remedies offered included:

More student responsibility
More social events for students
Help for good students
Change or end Board of Education Rule 49
Corporal punishment
Aides for counselors
Quicker discipline
Special motivation classes
Value training
Alternative Learning Centers

Security aides suggested as a remedy permanent positions for security aides. A need for more organized activities for the students was also noted. Teachers patrolling the campus would also alleviate problems. They also suggested parents should become more involved in school affairs.

Students were not as certain about remedies as the adults. Many offered no response to this question. Some said they like their school as is. Many said schools should hire better security aides, ones who do the job. Others felt that the rules should be communicated to the students more clearly. Students also asked for more security aides. More activities, more control of the cafeteria to end food fights, firmer rule enforcement, changes in the curriculum, and a teacher patrol of the campus were other suggested remedies.

B. ARCHETYPAL SCHOOLS

Large Urban High School, Honolulu District

This school, one of the largest in the State, has a student population that contains many immigrants. Interviews with the administrators indicated there was very little violence or vandalism. Both administrators said that such problems had decreased in the past few years. The decrease in incidents, perhaps compared to the 1974-1975 period, was confirmed by other sources.

However, teachers and students said that violence and vandalism were recurring serious problems at this school. Fights, threats, and intimidation are common forms of violence. Bathrooms are heavily vandalized. Two have even been blown up.

Respondents said that these problems were caused by frustration, boredom, and cultural conflicts.

This school has security aides and alternative programs, but they were not enough to control the existing problems completely.

The students interviewed here believed school rules were not well enforced. They said that this situation encouraged students to break rules.

Since existing programs are less than completely adequate, additional measures are needed to better control violence and vandalism.

The following comments are representative of the interviews with students and teachers at this school.

One teacher pointed out that the problem of violence can be subtle and frightening:

Violence is somewhat of a problem; there are minor incidents here and there. It depends on who you speak to. It's less of a problem for the men teachers than the women teachers. There are incidents that occur that make the women teachers feel threatened--it may not be verbal threats but subtle threats as a result of non-verbal behavior. For example, a student stood in front of the door and bodily blocked the door. I felt like I had to fight him to get out. Things like this are somewhat of a problem; it causes underlying feelings of anxiety among teachers, especially without the support from the administration who tend to downplay it and ask, "What are you so upset about?"

There are students in my classes who go to the bathroom during classtime because they are afraid to go in there during recess. There are certain areas known to be bad spots. My former class-room was located near a bad spot--the students would loiter around and the boys would hang around the bathroom near-by. The door-knob to my class-room door was broken off many times and there were always strange students hanging around the class-room. I wouldn't know the frequency of fights or confrontations--the frequency observed depends if your class-room is located in an okay area or a bad spot. If it is in a bad spot, you tend to see more confrontations. The administration is aware of the group who causes the problems.

Another teacher said that male students are not the only violent students:

Violence is a distinct problem--something should be done about it. I have never been threatened but have heard about it from other teachers. There was a case where a teacher was threatened verbally and another where a teacher was physically manhandled. Hearing these kinds of things causes feelings of apprehension on my part. Also, some personal items were stolen from me and equipment was also stolen. This also contributes to the feelings of anxiety because one feels there is a lack of security. Girls won't go to the bathrooms during recess because they are afraid of the other girls there. The girls' fighting is almost as violent as the guys. They fight about boys or because of gossip. The incidents of fights occur in cycles and I have seen no knives or guns used in fights. The areas where these incidents of violence happen is the front lawn (because it is open and wide) and the amphitheater (like a stage setting) where fights can be watched by everyone. I am not aware of any cliques that tend to cause the trouble. Certain areas in certain buildings tend to collect more people (the lanai area, the corner, the parking lot where the students can't be seen by the office). The campus is very open; anyone can walk in.

A student described a cultural conflict at the school:

Violence is a problem. The Samoan boys travel in groups carrying blunt instruments and acting rowdy. There are fights but this is not based on personal knowledge. There are ethnic conflicts among the Filipinos, the locals, and the Samoans--each stick with their own group. The conflict is usually one group hassling and namecalling the other group. Occasionally, students swear at the teachers--the situation is really bad with the substitute teachers.

This teacher remarked on the vandalism at the school:

The problem is very visible. It is not so much graffiti as it is the littering. It bothers me. Also, the corridors that are very narrow and certain stairwells that are more secluded are used as urinals--mostly places that are secluded or where it is dark and can't see.

A student reported that:

The fights are usually between immigrant students,

especially between the Samoans and the Filipinos. Hardly see local students fighting. Some girls are afraid of going to the bathrooms but these are what I call the timid girls. They're afraid because other girls smoke in there and when the timid girls go in, the other girls stare at them. But they don't hassle me when I go in. The situation has improved since an article about the girl's bathroom was written in the school paper. Sometimes, hijacking occurs. Recently, a Samoan student hijacked a Japanese guy. When the Japanese guy told the vice principal, the Samoan later found out and beat him up. So, a lot of hijacking goes unreported. Generally, when there are people making trouble, I ignore them--mainly because I don't go in for violence--and because I don't know how to fight.

Another teacher reported on vandalism:

Recently, the bathrooms were blown up. There were two separate incidents. However, the students won't say anything. After the first incident, the principal sent out a bulletin and mentioned that a toilet was blown up but nothing was mentioned about the second incident.

A student reported on bathroom conditions:

Vandalism is a problem at this school, especially in the bathrooms. There, the paint is peeled off, the toilet seats are broken, the walls separating the toilet stalls are dismantled. There is also some damage done to the school furniture; textbooks are marked up. Trash is thrown out windows.

Although the interview data indicate serious problems with violence and vandalism, when the interviewees were asked for suggestions or remedies to help cope with violence and vandalism, most of the responses seemed inadequate. Some of the better suggestions were:

1. Expansion of the alternative school is necessary; it requires more manpower and more funds.

2. Rules should be clarified for the students.
3. Different nationalities should be hired as security aides.³²
4. Get the teachers, counselors, and the parents involved and working together.
5. Specific problem areas, such as one or two bathrooms or open area, should be the target of more on-the-spot scrutiny.
6. Student organizations should take a better lead in promoting campus beautification.
7. Rules should be more clearly explained and enforced strictly.

Medium-large High School, Maui District.

Interview results were more favorable than at any of the other schools. The existence of some violence and vandalism was acknowledged. But without exception the responses indicated that the problems were minimal. Infrequent fights and some class disruptions seem to be the most frequent incidents. Some students mentioned the need to be wary when bigger boys were standing around the bathrooms. Vandalism more than violence was described

³²At this school, there are only Samoan security aides. Several people feel that they are ineffective, tend to favor the Samoan students, and do not contribute as well as they should. However, this judgment has not been confirmed by a wider base of responses.

as a problem. Making holes in school walls and marking the walls were the two most frequent types of vandalism reported.

This school has had a new administration since September. Both the principal and vice principal have implemented a strong system of discipline. Teachers reported a sense of support from and communication with this administration. Students were aware of the new disciplinary system and did not express negative feelings about it. They seemed to welcome the new situation. They confirmed that the new administrators emphasized the prevention of problems before they began.

The principal said various types of counselors and alternative programs are in operation. There is a special orientation program for immigrant students. A close relationship exists between the school and the police, which seems to be an exceptionally useful arrangement. There is a vocational education program on campus called PIP (Pre-Industrial Preparation). A guidance class is in operation for freshmen students, and this class will be expanded next year. Students work as teachers' aides and campus walkers. There are several programs in operation, and respondents believed that they worked well.

This appears to be a controlled situation, though the students selected for interviews were probably better than normal students. The teachers had selected these students and may have given us their best students. Many of the elements of good school governance are

evident. The campus at recess time seemed pleasant and relaxed. Few students were seen wandering around the campus during class hours. Even with a strike of clean up workers in progress, the campus was clean and quite free of litter. Good community relations seem to be an important part of the success of this school. Police-school cooperation is excellent. The relationship between the staff and the administration also seems to be good. The principals are visible and available to the students much of the time.

The principal described the situation in this manner:

This school does not have very much of a problem with violence although there's always the concern that there could be. In the last two months, there have been only three fights. There are certain patterns to outbursts of violent activities--the students get restless before and after vacations, and during the third quarter.

A teacher said:

There is not much violence here. There are normal disagreements between students and other harmless disruptions, but no fights occur in class and there are no threats made to teacher or students. On the whole, the kids are very good.

Another teacher agreed:

This school is not violent; the atmosphere is free of fear and tension. There are scattered fights, but this school is mellow compared to Honolulu schools. It is doubtful that students threaten their teachers.

One student was just slightly less positive:

Violence is minimal here. Most students think highly of the school and the atmosphere is pretty relaxed. Fights are rare and class disruptions are infrequent. There is some food-throwing in

the cafeteria, but not much. The bathrooms are a little scary because large groups of students hang around in them.

A second student had this comment to make:

There is not much violence here because everybody knows everybody else, and because "no more radical guys hanging around" anymore. Once in a while, kids harass the teachers, but these are usually the kids who are failing in class.

Security aides and student patrol help to keep the campus peaceful and hurry students to class.

The principal described some of the other current programs:

1. Outreach Counselor and Aide: Works with alienated students. They deal with approximately 60 students.
2. Alternative School: Shares with another school. Has approximately 66 students. The school serves those who need an alternative means of education. Two basic kinds of students are referred: those not able to handle large school environment and those who have personal problems and need a one-to-one personal relationship. The program seeks a) to try to develop positive self-concept, b) to develop in the student the ability to accept more responsibility, c) to instill (academic) goals in the student, and d) to get the student to meet the graduation requirements.
3. Compulsory Guidance Program for Ninth Graders: To

address problems that freshmen generally face when entering high school; to lessen the trauma of starting high school. This program helps reduce the adjustment they have to make:

4. Orientation Program for immigrant students: A couple of periods a day is spent in helping the immigrant student get adjusted to the local culture.

The vice principal described one successful program:

Police Department, Juvenile Section ("very effective"): Juvenile counselors are available within this section. If the student has not gotten into trouble with the law but is on the borderline, he/she is referred to the juvenile counselor. If the student does get into trouble with the law, the school is informed and keeps track of the student's attendance. If the student does not attend school, the Juvenile Section is informed and the counselor follows up with counseling, or parental conference; or refers the student to family court. The Police Department also takes care of truants if the outreach counselor can't do anything.

Things are working quite well at this school, though suggestions were made to improve the situation.

Principal:

More emphasis is needed on programs for gifted students.

Counselor:

Extend ninth grade guidance class through grades 10, 11, 12.

Teacher:

Make basic courses like English and History four-year requisites. Reduce electives.

Intermediate School, Hawaii District.

Although this school has no vice principal, violence and vandalism were reported by all interviewees as tolerable problems. Conditions, it was reported, have improved very much over the past three years. A major reason given for this change is the removal of the ninth graders to another school. Reducing the school population and removing older, rowdy students has served to pacify the school.

Vandalism appears to be a greater problem than violence at this school. Still, it is not reported as a major problem. Writing on walls and destroying books were mentioned as the most frequent forms of vandalism engaged in by the students.

There are security aides and alternative programs at this school. The alternative school serves eight schools and has a capacity of 30 students. Many students who need this type of class are not able to attend.

One counselor reported:

The alternative learning program has been helpful in removing problem students from classes, but it can only handle a limited number of kids with very serious problems. The

school has to put up with all of the other troublesome students. However, some of the "good" students are afraid of the troublemakers and this has been interfering with their education--the alternative learning program has provided a valuable service by removing the problem kids from the regular school setting.

Another program was mentioned by the principal:

The C.P.O. Program is a student organization responsible for patrolling campus in the mid-morning and during lunch and recess. There is an attempt to enlist not just the "good kids"--the recognized leaders--but also those students who are the "underground leaders." The C.P.O. Program has been very successful as a deterrent of violence and vandalism.

The principal and the counselors report that the disciplinary system is effective. The teachers said that it is not effective. The reason given by two teachers about the disciplinary system's ineffectiveness is the lack of communication between the faculty and the administration when a student has been referred to the counselors or vice-principal. Apparently, the teachers are not informed as to what action was taken and what happened to the student after referral.

The students are evenly divided on this question. For those who feel the system helps deter violence and vandalism, most gave detention³³ as the most effective form of discipline. Those who feel the system is not effective gave conformance with school rules as the reason. These students commented that the system does

³³A student on detention usually goes around the school during the lunch break and picks up litter.

not prevent the occurrence of misbehavior since the students keep on repeating the offenses.

Respondents were asked about remedies for existing problems. The principal made these suggestions:

1. Place more emphasis on preventive rather than deterrent measures.
2. Security Aides - Make them permanent; offer higher wages to attract more qualified people; and train them as part-time counselors.
3. There is a need for an administrative aide to implement preventive and motivational measures to curb violence and vandalism. This should be a specialized position with a major function of identifying problems early and working with them.

One counselor pointed out:

Counselors need more time to work with individual and group guidance. Right now, too much time is spent on clerical duties. There is a need for either more counselors or some counselors' aides.

Another counselor said that a basic reform of the curriculum is necessary.

The basic curriculum should be examined. Some kids are not suited for BOE requirements and need training in life skills and other courses that are of interest to them. The State should take responsibility for initiating this change.

Some of the suggestions from teachers include:

1. Records should be kept on problem students so that teachers are aware of potential problems before they

have to deal with these students in their classes.

2. More administrative support and consistency are needed in disciplinary matters.
3. Parents should be more responsible and accountable for their children-- both legally and personally.
4. Speed up the disciplinary process. From a learning standpoint, the cause and effect lesson (misbehavior followed by some immediate consequence) is lost for the offender if the process is too slow.

Some student suggestions are as follows:

1. Make sure that offenders are consistently punished.
2. There is a need for more rules, and a need for clearer rules. At a meeting last year, "plenty kids wanted more rules."
3. It may be helpful for students to participate in making up the rules and regulations.

Intermediate School, Central District

Responses to the questions on the extent of the problems of violence and vandalism varied. Some respondents said that no problem exists, but many more said that problems certainly do exist.

Teachers and students indicated that violence and vandalism were more serious than did the principals and counselors. Fights and class disruptions were reported to be the major forms of violence at this

school. Breaking windows, marking walls, and defacing books seem to be the major forms of vandalism.

This school has clubs and activities during recess and lunch-time to channel the students' energies. This is a positive step, but as some of the respondents indicated these programs are not sufficient to involve large numbers of students. Many students do not participate in these activities.

Teachers gave the following statements:

There is some violence, but it is not a serious problem. This school is fairly mild when compared to other schools. There are frequent fights, but they are not serious and are easy to break up. Usually, the same kids get in trouble, and most of these are the kids who don't participate in any activities.

There are lots of problems with regard to class disruptions, especially after lunch when students won't settle down and talk very loudly. Usually the same group of students is responsible for this.

There is some violence at this school, but probably less than at the average school. The violence is more verbal than it is physical; kids at this age want to be stopped before they get into physical confrontations. There is a lot of pushing and shoving, and there are some fights although the fights are not that frequent and seem to occur in spurts. It seems that the same kids are always the ones getting into trouble.

Students responded in the following manner:

Yes, there is a problem with violence at this school. There are lots of fights between students, about three or more per week, and there's lots of swearing.

Yes, there is a problem with violence at this school. There are many fights between students, about four each day. The same students fight all the time (a large

number of kids are involved). The security aides get sworn at quite a bit.

There is hardly any problems with violence at this school. There's a lot of pushing and shoving, which aren't really fights. The bathrooms are safe to use.

Violence is not much of a problem at this school. Most of the fights are verbal; physical fights are infrequent. The bathrooms are safe, but not too sanitary.

Most respondents attributed the violence at school to petty quarrels and misunderstandings.

Counselor:

Name-calling leads to pushing and shoving, and pushing and shoving leads to fights. Fights are usually the spontaneous results of problems with peer relationships.

Teacher:

Fights are generally caused by petty things like rumors and verbal harassment. There are no deep-rooted causes; most kids fight to save face or put on a show. They are not out to hurt one another.

Student:

Anything can cause a fight. Usually someone says something, somebody else gets mad, and a fight starts.

Most interviewees agreed that a standard disciplinary system existed and that it was generally effective. However, half the students interviewed did not feel the system was really effective because the system works only for those students who are "afraid to get caught" but not for those students who don't care about the consequences they may receive. One student felt that one way to make the system more effective would be to inform the student body on any action taken against students who are referred for misbehavior.

Suggestion for improving conditions at this school included:

Principal:

1. The mandatory age of attendance should be lowered from 18 to 16.
2. Amend Rule 21 which provides due process requirements for students. For example, if a student fails more than half of his courses, he is put on academic probation and must show improvement in order to regain regular status. But because of Rule 21, the school cannot deny the student an education even if he does not improve. There is no real teeth to this law.
3. DOE should review and clarify Rule 49 on special education rules.
4. Set aside perhaps three weeks in the school year as an activity time for the students. Students can participate in the planning and have something to look forward to.

Counselor:

1. When hiring security personnel, people with expertise in some areas should be considered so that security can function as something more than just a "police force."
2. Also, require all security personnel to undergo training in how to deal with problem situations.

The following suggestion was made by several teachers and students:

Because many incidents occur during the long lunch period, the administration should consider either making it shorter or develop more lunchtime activities for the students.

Large High School, Leeward Oahu District.

Both violence and vandalism are serious problems at this high school. Most respondents gave clear indication that fights, threats, and property damage occur frequently. The administration is new this year, and an attempt is being made to improve conditions.

Some alternative programs are in operation at this school.

When respondents were asked about what needed to be done to improve school conditions, the administration mentioned alternative programs, curriculum revision, and community involvement in the school. Teachers mentioned more security, more programs and activities for the students, and the need for parental involvement. Students all replied that the school needed stricter rules and better enforcement of the rules.

The problems have roots in the home and community life of the students, but these are not the sole causes. Administrators and teachers indicate by their responses that they are aware of possibly successful approaches but it appears that far too little is being done. Students indicate there is a certain amount of reluctance among

the teachers to firmly enforce school rules.

The principal assessed the problem in this way:

Violence is a problem at this school. The problem ranges from fistfights, which occurs approximately twice a week between students to verbal abuse between students. There is a tendency for the students to use sticks, rocks, etc. as weapons in the fights.

A teacher views the problem as follows:

Violence is definitely a problem. There are fights at least every day between students--big guys against small, bullies pushing other kids around. Some hijacking exists and some students get threatened by other students. There is a group of "bad kids."

One of the students described the situation in this fashion:

Yes, there is a problem. There are lots of fights on campus, at least two to three times a week. These fights involve families, such as the brothers or sisters of the involved parties. Students also threaten teachers when the report cards come out (if they did not get good grades). There is a group of troublemakers--they aren't too smart.

The vice-principal identified the causes of violence as follows:

Students who cannot handle interpersonal relationships or who cannot cope with the classroom situation. Most fights start as arguments--somebody says something then they start pushing and shoving which later erupts into a fight. In this school, the students tend to react more physically than verbally or mentally. The behavior manifested in the school is often carried over from the home.

A counselor points to frustration as a basic cause:

Community problems carried over in school, frustration with academics, frustration with home (parental abuse). The students see that violence is used to settle problems at home--this is carried over to the school.

A teacher said:

Causes may stem from frustration--they cannot function in the classroom situation, they aren't successful as students. Or the problem may be boredom--nothing to do. Family problems may also be a factor.

One student sees the teachers as a part of the problem.

Silly, small reasons. Students don't have respect for teachers, teachers try too hard to get down to the student's level. Teachers don't have enough backbone to keep the students in line.

Another student described the situation this way:

Dislike of teachers and classes; to get attention; peer pressure to go along; or for petty reasons: cutting in line, and throwing food around.

Although this school has security aides and several alternative programs at the present time, the problems apparently still continue.

The interviewees are in agreement that the disciplinary system, starting this year, is standard and that students are aware of the rules. The teachers and counselors see the system as effective because this has been the first year that disciplinary procedures are being carried out consistently and because the students are aware of the consequences of misbehavior. However, most of the students do not feel the system is effective, saying that although there may be rules and a standard disciplinary system, there is no strict enforcement of the rules.

When they were asked about what must be done to improve conditions at school, interviewees gave the following suggestions.

Principal:

1. Have alternative programs for students not able to

work in the regular classroom situation.

2. The curriculum should be reviewed to make courses more interesting and relevant to the students; teachers must consider the unique nature of the community and realize that reading, writing, and arithmetic are not enough to hold the student's attention.
3. Expand the program allowing for community use of school facilities (helps deter vandalism).

Vice-Principal

1. Work with the community, get the parental attitude towards the school changed. Involve the parents of students with disciplinary problems.
2. Have more special motivation-type programs--take the students with problems out of the normal class-room environment. Right now, the alternatives to regular school can only handle a limited number of students.
3. Examine the teacher's attitudes toward discipline; train teachers to cope with disciplinary problems.
4. Have a statute which strengthens the obligation of the student and the parents in making restitution for damages to school property.

Both the principal and vice-principal feel the due process requirements (Rule 21) tend to hinder the disciplinary process because of the paperwork involved for each case. The principal suggests that more skill and knowledge in court procedures is needed in handling truancy cases.

Teachers:

1. Involve parents and students when discipline is a problem.
2. Make the parents or the students responsible for any damages.
3. Beautification program to increase school pride.
4. Integrate the values taught at home and at school to diminish value conflict.

Students:

1. Need stricter rules and stronger punishment, better enforcement of the rules.
2. Need stricter campus walkers. The school can't do much. It is up to the students and their parents.
3. Need better enforcement of rules and regulations; more campus walkers who will be stricter and fairer and who will really enforce the rules. Females are not effective. Need some on-campus programs to deal with the problem students.

Medium-Large Urban High School, Honolulu District

This medium-large urban high school in the Honolulu District

has significant problems with violence and vandalism but most of the interviewees viewed the problems as moderate. Fights, intimidation, clashes between cultural groups, and class disruption were reported by interviewees. Littering, marking on walls, and the messing up of bathrooms were mentioned. Many of the respondents said the situation was worse before, and they attributed the improvement to a change in administration.

The following is a counselor's description of the problem of violence.

This year, there is more of a calmness. Before there would be a lot of students walking around who were a threat to other students. The atmosphere was really tense--students didn't want to go in the bathrooms, teachers would go to their classes and close the door. They wouldn't come out even if a bomb went off. At one time, there was a group of students who stationed themselves in one particular area--even the teachers were afraid to go there. These students used to string fishnet wire off the ground then watch people trip. This year, I don't notice the students loitering as much. There is some intimidation of the non-English speaking immigrant students but they are afraid without the threat being present. It is due to their unwillingness to mingle with the other students--they stick together. But after one year, they venture out from the group. Most of the teachers do not feel afraid or intimidated. Those that do feel afraid, they don't like the students and the students perceive this. These are the ones who are retaliated against, for example, smoke bombs being thrown in a certain teacher's class-room. As for the students, the majority go their own way. There may be some ringleaders with a few followers but the majority does not respond to this and to drugs, alcohol, violence and vandalism. Most of them think it is terrible. Those that do get involved do not have the support of the majority.

Two students described the school atmosphere and the problem of violence as follows:

On the whole, the campus atmosphere is alright. Some things are terrible like the fire we had last year, some fights. But this year there are no fires and hardly see fights. Sometimes you hear that there's going to be a fight but when you get there, there's only people arguing. Most arguments and yelling do not lead up to fistfights. Not too much threats, either. I guess the trouble has diminished because all the people who were the ones who caused most of the trouble graduated last year. Don't see any hijacking or hear about it. There is some tension among the students from three different feeder areas but it is not as bad as last year. The tension has also decreased between the immigrants and the locals because the immigrants are starting to mingle now. There are class disruptions where, after the bell rings, it takes the teacher about 10 minutes to quiet the class down.

The school is okay if you know all the people. I don't feel worried. I mind my own business so I won't get into trouble--it's the safe way to go. Around school, the places are pretty safe and the people are not threatened as long as you remain onobtrusive and they aren't jealous or something at you. Then they won't cause trouble. There aren't many fights this year. I've heard about hijacking sometimes but most time it goes unreported because the person doesn't want to get in trouble with the hijacker.

Two students commented on the vandalism problem:

Some broken windows but not a lot. It usually happens when the guys upstairs throw things to guys by the downstairs bathroom and they accidentally hit one of windows. Some desks are scratched up but otherwise, they're okay. Mostly the bathroom walls are marked up. There's some damage to the fixtures in the bathrooms--some people throw things down the toilet bowls to clog them up. They also scratch up the mirrors. Most of the books are still in good condition although some may be marked up or have the pages ripped out.

There's a certain amount of vandalism but you can't do anything about it. If students see someone doing something, they just let it go--they don't react to it, they don't care. It happens everyday--people pretend it's not happening. There's a lot of broken windows. The

bathrooms are kind of clean though there is writing on the walls.

When asked why such acts of violence and vandalism occurred, several respondents replied that immigrant-local misunderstandings were a cause. Also, students who lack basic academic skills easily become frustrated in classes and vent their feelings. Students at this school come from three distinct and different neighborhoods. This creates factionalism within the school that has not been resolved. A core of alienated students also contributes prominently.

One teacher, for example, remarked that the troublemakers were a group of students who are alienated from the rest of society and who lack the basic academic skills and, as a result, feel frustrated and locked out. The vice principal echoed this feeling, commenting that some contributing factors to the causes of violence and vandalism were: 1) a lack of basic skills which prevents the student from coping adequately with his or her classes, 2) a lack of consistency with discipline, 3) a lack of alternative programs for the alienated students, and 4) a lack of parental involvement. Some of the students responded to the question by answering that some students commit acts of vandalism and violence because they are frustrated with school and lack respect for themselves, for others, and for the school.

One student commented that using frustration towards school

as a cause of violence and vandalism is too simple a reason:

Reasons like the student is not doing well in school and so feels inferior or frustrated and causes or provokes a situation because of these feelings--that's a copout. It is not the situation in school itself or frustration. Everyone feels frustrated but they don't all go and create a situation. It goes deeper--these people have a lot of resentment--it could be because of their home situation or personal interaction; they're social misfits. They can be very intelligent. They choose not to learn how to interact with others. It is not that they haven't learned how to deal with conflict but that they choose not to. Anybody can learn how to interact with others.

Teachers in particular are aware of the changes brought about by the new administration. At present, according to the teachers, there is strong, positive leadership at the school. This, they feel strongly, has diminished the problems a great deal. As one teacher said, "The improvement at this school has been due to the strong administration and leadership. It's the difference between taking action versus reacting to a problem. There is follow-up to most actions taken." Numerous special projects and classes have been developed to assist those students who can't function well at school. However, these programs are limited in size and are able to assist only a small number of students.

There seems to be an awareness of difficulties at this school, and some steps are being taken.

The principal suggested the following would be helpful in controlling violence and vandalism:

1. Improve school facilities and equipment.
2. Reduce the workloads of teachers somehow, perhaps to give them more time to meet and work on things that they feel are necessary to classroom instruction and on counseling students.
3. Give teachers a semester's sabbatical to take courses and revitalize themselves every so often.
4. To help curb vandalism, charge rental or use fees for school equipment and supplies. This may give the students a sense of responsibility for property. Also, reestablish the janitorial care of classroom by students. They may think twice before littering the room.
5. Establish a baseline of values and accepted behavior for students.

The vice principal offered the following suggestions:

1. There should be peer counseling groups for students who could benefit the most from working with their peers.
2. There is a need for more innovative programs. Otherwise, a further reduction in violence and vandalism may not be possible.
3. Some students have to be removed from the structure of regular school and basic courses--these students need

vocational training with academics worked in the structures.

4. Identify community resources to which problem students can be channeled.
5. There is a need for more alternatives for students with disciplinary or emotional problems, just as there are for students with specific problems like pregnancy and drugs.
6. There is a need for more parental involvement. Right now, if the parents feel they cannot control their children, the responsibility is shifted to the school.
7. There should be more emphasis on the basic skills, especially reading.

A counselor at this school had three suggestions:

1. There should be early identification of the potential problem students. This year, for example, the high school was informed about potential troublemakers from the intermediate schools and, as a result, an eye was kept on these students.
2. End compulsory education up to completion of the ninth grade. If the students are able to pass the minimum competency test (aimed at ninth grade level) or have completed the ninth grade, this should mark the end of compulsory school for them. At that point where

the student can pass the test, the school has educated the student as far as the school has to, and beyond that point, it is the student's responsibility to make the school want to keep the student if the student wants to further his education. This acts as a leverage for the school by placing the burden on the student for proper conduct in school or he gets kicked out. Right now, too much time is spent with a small minority of students who don't want to be in school at the expense of those who want to be educated, who want to be in school. Getting rid of the students who don't want to be in school by lowering the compulsory attendance age would solve the majority of our problems.

3. We are not doing the best in following state law regarding absences and because of this, we are making a mockery of the law which states that if a student is absent from school for 20 days, we have to refer the student to Family Court. We cannot follow the law as it is written. The procedure for Family Court is too long. The teacher has to do paperwork to show the student didn't show up for 20 days; the counselor has to set up meetings with the parents

and the student and follow another lengthy procedure.

If everyone followed the procedures as set down by law for every student who was absent 20 days, it would take Family Court a year to go through maybe half of all the cases developed during the school year.

Another counselor made the following suggestions:

1. Identify the problem students; obtain jobs for the alienated students that don't want to be in school. There has been a tremendous growth in a lot of these students who are in the work-study program.
2. Curriculum: offer more classes to lower level students. The kinds of courses now offered are very limited. It doesn't make sense to offer only college prep courses if only, say, 30 per cent of the student population is going to college.
3. Improve communication among the faculty: we had three to four factions about 4 to 5 years ago. This was due to the union rivalry problems (HFT, HSTA, and the independents), the union election, and because of the teachers' strike. A lot of faculty were not on good terms and the students could sense this. Have workshops to try to open up the lines of communication among the teachers to make this school a better place to work so there's no distress or tension at the

faculty level.

4. Training the campus walkers: teach them how to deal with the students--it seems to make them more effective. The walkers before weren't as effective as the ones who underwent training. The ones now know what is expected of them.
5. Having a strong administration and good leadership helps. The school atmosphere is determined by the principal--it filters down from the top. Improvements in the school can be attributed to the present principal.

A student pointed out a need for more control on campus:

1. There should be more control in the cafeteria--lunchroom monitors are not enough.
2. Should get more teachers to patrol the campus so that they can watch the students more and keep the students from roaming the campus.
3. Establish more boundaries and off-limit areas.

Another student wished for some control of existing cultural conflict:

1. Explain to the Hawaiians about the Koreans in an assembly about how it feels to be threatened; establish better understanding between the two groups.
2. Get better security aides who do more than just watch

fights.

A third student offered suggestions to improve conditions generally:

1. Get new campus aides who do their job.
2. There should be campus beautification to make students feel better about being in school.
3. More intramurals (especially during lunch-time), more clubs, more time to use the gym.

Suburban Intermediate School, Windward Oahu District

Respondents at this large school reported moderate but pervasive problems with violence and vandalism. Several staff respondents mentioned that conditions were much worse a few years earlier. Nevertheless, threats, fights, and class disruption are common occurrences here. Some areas of the school campus, including the bathrooms, are the hangouts for rough students who intimidate others. Acts of vandalism reported included breaking lockers, setting fires, and marking on walls.

This school employs four security aides and also offers a variety of programs to students who have problems at school. The principal indicated that these programs are working well but need to be expanded.

One of the teachers at this school summarizes the violence situation this way:

We have fights but it's normal for kids to fight--it's like in a family when siblings fight. It may be fistfights or verbal fights. It is not really bad nor gets out of control. Percentage-wise, it's not that bad. Usually the same kids would be fighting--not too many Oriental kids; a lot of Portuguese, Hawaiian, and Part-Hawaiian students.

Students do make threats. As for whether it is a problem, it depends on whether you get the backing from the administration and how they handle it. If the kids feel that nothing will happen to them, the situation can get out of hand. Here, if there is a problem, I think the parents are brought in and suspensions may be used.

There is hijacking. The older, bigger, tougher kids go after the young ones. I've only seen it a couple of times, but there's a lot more going on. Students may be afraid to report it.

Another teacher put it this way:

Yes, I see it as a problem. It is not that there is so much violence but the fact that it does exist--even a little bit is a factor. There are students hanging around certain areas where other students are afraid to walk by, for example, the bathrooms, behind the school. There are fights and disruptive behavior but this is normal with junior high students. It's a recurring problem but it is not widespread or unmanageable.

Some of the students responded to the question on violence as follows:

There are some big guys who hang around the buildings' steps, sometimes they stop you and ask questions when you have to use the stairs to go somewhere. This makes the students afraid. You hear some threats like, "You going get it." I was threatened by this student who started pushing me around and who swore at me then told me, "You dead." It's mostly the ninth grade Hawaiians who stand around the stairs and pick on the seventh grade Japanese. I haven't seen any hijacking but have heard about it. Last year there was gambling but haven't seen any this year.

School is safe--nobody hassles me. There aren't many fights in the classes though there have been a lot of fights, especially after school. A fight occurs about once a week. Verbal abuse is common--some students make threats just to play around. There is some pick-pocketing.

There's violence--off and on. There are plenty of fights, mostly lunchtime and in the afternoons. These are one on one fights. There are no fights in class. The seventh graders are usually scared but they grow out of it. The school would be okay if the students didn't hassle so much. Usually a lot of hassling on Mondays and Fridays.

The security aide who was interviewed made the observation that the problem used to be very bad but the incidence of violence has tapered off since 1976. Further comments made by the aide were:

The change may be due to the kind of students that are coming on campus--the attitudes have changed. There are less fights, usually one on one and between students who know each other. The students used to be afraid but are now more relaxed. The teachers are not afraid. There are lots of threats made by students but no follow-up action by the students. There are not too many incidents in the classrooms.

A teacher commented:

The students sometimes flatten car tires, or scratch the car, break the antenna, or break the mirror. Vandalism was a problem at one time. For example, there was a soda machine in my class. The kids would try to break into the machine to get money. When they couldn't, they would mess up the room.

Another teacher reported:

It's bad--the things the students do is outright vandalism and not the result of an accident. For example, the P.E. locker room and the band room are a mess. In the locker room, the lockers are damaged by students kicking the doors

in or ripping the doors off. The bathroom shelves in the locker room are broken off. The toilets there are stuffed. There is also marking on the walls. Sometimes, fires are set--in the lockers, in the trash cans. Some students throw matches in the lockers. The clothes in there catch fire, and we have to throw water through the air vents to put the fire out because the lockers are locked.

Seven factors identified by the interviewees as causes of violence and vandalism were:

1. Students coming from a large geographic area with 8 feeder schools and from different socioeconomic strata.
2. Students' inability to handle problems except through fights and other aggressive acts;
3. Boyfriend and girlfriend problems.
4. Gossip or rumors.
5. Students who are bored or have learning problems.
6. Student's home life.
7. Student's values learned at home conflict with the values of the school.

The following are some of the comments made by the interviewees on causes of violence.

Counselor:

One of the factors that contributes to the problem of violence is the student's home life. Nowadays, we see younger and younger parents who are not able to handle or cope with the problems of raising an adolescent--especially since the parents themselves have not fully matured as adults. These young parents face two problems--their own growth as adults and the problem their children face in going from childhood into puberty. Some of these

kids are not getting enough encouragement or positive strokes at home. Some kids are "mentally" battered at home.

Teacher:

It's a mixed group rather than one ethnic group that causes the trouble. The students' values conflict with what is expected of them at school; they resent the standards imposed and strike back by taking out their frustrations on the buildings and people in the school environment. Because of their inability to successfully cope with the situation, they make it hard for themselves as well as the others.

Teacher:

Incidents of violence and vandalism occur but they aren't really a problem. They're just manifestations of a deeper more serious problem, for example, alienation of students. The school population is too large. We could have two intermediate schools and get better results with the students because a better relationship is possible. Due to the large enrollment, the students feel impersonal towards the school. It makes it easier for them to want to do vandalism--they feel they don't owe the school anything because they are forced to come to school. If the kids can identify with the school, they'll have more pride in the school and this may lessen the incidences of vandalism. There is no opportunity to develop relationships with the teachers. When the school first opened, there was a much smaller student population and the faculty knew just about the whole student population. There was rapport, a good relationship between the students and the teachers. Now, it is almost like the university campus except the students here are so immature that they can't handle all the impersonal feelings. The troublemakers are mostly the 9th and 8th graders--the 7th graders are still pretty naive--until the end of the school year. Most of the incidents are done by students who are disinterested in school, the ones who loiter between classes--the non achievers. They seem to be either the Hawaiians or Portuguese students.

Student:

The violence may be started by rumors, or by students talking stink. Sometimes, the parents don't care.

The remedies and suggestions made by the interviewees fell into six general categories.

1. Make the disciplinary system more efficient and effective by enforcing rules and sanctions consistently and by making the sanctions appropriate for the offense.
2. Get more community and parental involvement and support.
3. Decrease the size of the school population.
4. There should be more programs and activities geared to the students' interest.
5. Hire more security aides, make their positions permanent, and have them undergo training to make them more effective.
6. Repeal or change Rule 49 which prevents the suspension or dismissal of students in special education classes from school.

Some students also suggested making the school rules and discipline more strict because they felt the current rules and discipline procedures were too lenient.

The principal made the following suggestions:

1. Hire another vice-principal.
2. Hire an attendance monitor to reduce the absenteeism.

The counselors and the office clerks are now doing the job of calling the student's home--takes too much time.

3. Need additional teaching staff in certain areas to allow for more elective courses and also to cut down on student-teacher ratio.
4. Need more counselors; the ratio is now one to five hundred. Would like to work in the preventive area instead of always emphasizing crisis counseling.
5. Campus patrol by students: would like to set up some sort of program.
6. Would like the use of detention but cannot implement this program now because of the lack of manpower to supervise the students doing detention.
7. Expand the special motivation program to have one for each grade level.
8. Would like to clear the waterfront area for the school and community use and would tie in the curriculum to that.
9. Get more community involvement with the school.

The vice-principals made these suggestions:

There is a need for more special programs and services for problem students so that we can get on with the business of teaching the other students.

If the problem students were removed, the counselors could be freed to work on the other aspects of

counseling. Also, it is probable the problem students would do better in another type of environment. By removing the problem students, these students may be able to function better and the rest of the school benefits by the problem students' absence. Other things which could be done is to provide outside counseling for the students, making the school hours more flexible, having vocational and practical training for those students who are not academically inclined and perhaps hiring a psychologist to help students with problems. There is also a need to make the job of the security personnel more continuous--it is hard every year to go through the process of hiring and training new aides.

Other suggestions made by teachers included:

1. Restructure the school system by having more courses in vocational skills or classes that are geared to the students' interest.
2. Take into consideration the student's learning plateau (optimum learning capacity) and teach accordingly.
Individualize the education process.
3. Schools place heavy emphasis on the academics--there is more of a need to emphasize the social skills.

Teach the students how to relate to the other students and other nationalities.

4. Help make school good for the non-problem students by having recreation or social events.
5. Perhaps organize the schools on a district level, each school offering different subjects so that students could choose what they want to learn--something like the University of Hawaii.
6. Get together the students who lack academic skills and help them with the things they are interested in.
7. Make expulsion of the special education students possible when necessary. Expedite the expulsion proceedings for special education and regular students.
8. Focus more attention on the good students instead of going overboard to help those who are guilty of violating the rules and regulations.
9. Bring back corporal punishment to be administered by the right people.
10. Increase the security staff and make their positions permanent.
11. Many students, part-Hawaiian, Filipino, or Puerto Rican, have no way of relating to the school. Should give these ethnic groups some sort of program or youth groups to give them something to relate to.

12. Have some sort of program for students who do poorly academically in which the students have a choice to go to trade school instead of a regular school.
13. Have to have quality personnel to have any workable program; too much politics in the DOE.

Some other suggestions made by the principal, vice-principal and teachers include:

1. Ending compulsory education, and 2) changing Rules 21 and 49 which require due process and which prevent the special education student from being suspended or disciplined. One teacher reported that it was very frustrating in having these rules because the Special Ed. students know they can't be punished and so take advantage of the situation.

High and Intermediate School, Kauai District

Problems with violence were reported to be moderate at this school. A small minority of the students were said to be the source of these disturbances.

The principal commented on the problem of violence in this manner:

Violence is not much of a problem. There are usually three to four incidents a day and this includes threats and intimidation but not fights. About two or three times a week the police are called in for incidents involving fights and drugs.

The fights occur between families. Only a small group is responsible for the incidents. This group takes up about 80 per cent of my time.

A counselor at this school believed that violence was not a major problem and described the kinds of problems that occur in the school.

There are some fights which mostly involve students in the seventh to ninth grades. These fights are usually started by teasing. At that age, there are no gang fights. The biggest problem we have here is the nonattendance of classes. Most referrals to the counselors are because of class disruptions. There are some bathrooms marked off for certain groups. The seventh and eighth graders are afraid to use these. The trouble may be caused mostly by the 3 to 4 per cent of the chronic truants who hang around the school but don't attend classes.

One teacher said that violence was not a real problem and that the situation had improved in the last few years. But there are also a lot of students who have a fear of getting hijacked or hassled because of what this teacher called a "lax disciplinary system--nothing will be done or no quick action taken against the offenders". This teacher notes that there are some fights and some racial tension but most of the problem is centered around a minority of students, about 20 to 30, many of whom are in special education classes.

To cope with some of the factors that contribute to the problems, this school has operative alternative programs for students who are not able to adjust to the school situation.

Teachers reported a lax and ineffective system of discipline at this school. One teacher stated the problem in this manner:

We have a weak administration. The vice principal can only do so much. The students know they're going to get away because either action is not taken or action is not taken quickly. The policies need changes.

A second teacher pointed out:

There are too many changes in the administration, the procedures and policies.

A third teacher reported:

The unruly students know they can get away with it. More discipline is needed; we have to get rid of the fear that a lot of students have about getting hijacked or getting hassled.

Solutions were suggested by the principal:

1. We need more qualified counselors trained in empathy.
2. Counselors need to relate to students more--right now they are too immersed in paperwork and other non-relating functions.
3. There should be more in-service training for all teachers to teach them to relate to the students.
4. There should be parent and community education--get them involved in school matters.
5. We need more programs, staffed with trained personnel.

The vice principal suggested the following measures:

1. Have programs that bring the parents and the students together on campus. The parents can go to lunch or go to class with students.

2. Make the parents more responsible for what the students are doing in the school.
3. Have some sort of mechanism where the students, the teachers, etc. can have some input into the policy making. People on top often don't know what is going on.

One of the teachers suggested these measures to improve the situation:

1. There should be more schools and small schools to allow for personal education rather than mass education.
2. Instill sense of values in the children.
3. Establish a sense of balance between group responsibility and individual rights.

Another teacher suggested that:

1. Have students put down a deposit on books to make them more responsible for the care of the books and to give the students a sense of responsibility about property in general. The deposit can be refundable at the end of the school year.
2. The administrators should not be of the "DOE mold"--who just go along and conform. They should not be wishy-washy; they must take direction.
3. Teachers need administrative support from the administration. Right now, there is an apathetic, "nothing can be done" attitude.

Nearly all the people interviewed would like to see a change in the law on compulsory education. Most believed that if the student did not want to come to school, the student might be better off out of school. The majority of the interviewees would also like to see changes made in Rules 21 (due process) and 49 (Special Education). The principal said that although she agreed with the concept of due process and student rights, these rules create a double standard between the regular students and the special education students, which in turn creates an unhealthy situation.

One teacher further stated that student rights interfere with discipline and that the situation was very frustrating. The special education students know they cannot be suspended or disciplined and the message to these students is that they can escape the consequences of misbehavior.

CHAPTER VI
RULES 21 AND 49

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A. RULE 21

Introduction

Of the fourteen principals interviewed, all expressed complaints that the procedures for applying discipline under Rule 21 have become so cumbersome and complicated that the disciplinary system, as a whole, has been impaired. Each of the principals reported that they encountered a number of severe problems when imposing discipline according to the requirements under Rule 21. They essentially criticized the rule as inhibiting their efforts to impose appropriate and expeditious disciplinary measures on disruptive students.

The following discussion, therefore, will entail: 1) a background of how and why Rule 21 evolved; 2) a summary of the rule; and 3) a discussion and evaluation of each of the major complaints concerning Rule 21 that were made by the individual school administrators.

Background of Rule 21

On February 26, 1976, Rule 21 was adopted and approved by the Chairman of the Board of Education, the Attorney General's Office, and the Governor of Hawaii. This rule incorporated the requirements set forth by the United States Supreme Court in Goss v. Lopez,

491 U.S. 565 (1975). As will be explained further, Rule 21 provides more procedural safeguards for students than what Goss, supra, requires.

In Goss, supra, the majority of the U.S. Supreme Court justices held that when a state creates a system for compulsory education and makes it a state right for all students within the appropriate age brackets to attend school, the school must first abide with certain procedural requirements, such as providing a student with a hearing, before imposing a suspension.

The Goss case involved nine students who had been suspended from a public high school in Columbus, Ohio for up to ten days for alleged participation in illegal demonstrations. The primary question before the U.S. Supreme Court was whether their summary suspensions violated requirements of procedural due process, as guaranteed by the Fourteenth Amendment to the United States Constitution, because they were conducted and were authorized by an Ohio statute to be conducted without any hearings or other procedures to determine their propriety. This question in turn posed three distinct procedural due process issues to the Court. First, were the students entitled to any constitutionally required process at all? Secondly, if they were entitled to "due process" then when was that process due? And lastly, what process was due?

The Supreme Court answered the first issue by holding that the students' interest in attending public schools was protectible

both as property and liberty under the Fourteenth Amendment. Students derived a property right from the Ohio statute which created a system of compulsory education and had made it a state right for all students within the appropriate age bracket to attend school. The suspensions affected the students' liberty interest because the loss of schooling during this period and the accompanying entry in the students' records would likely damage the students' standing with teachers and other students, and would burden the students' future by curtailing both educational and employment opportunities.

The second question, regarding when the required procedural rights must be made available, the position of the Supreme Court was that procedural due process, in the form of a notice and hearing, should precede the suspension. The Court, however, recognized the exception of "emergency action." That is, procedural rights may be postponed to sometime following the suspension if urgent reasons for taking action without delay exists, such as the problem of "[s]tudents whose presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process. . . ." Goss, supra, at 582.

In answering the third question as to what type of procedures must be made available to affected students, the Court specified that for short-term suspensions, or those not exceeding ten days, only the minimal procedural safeguards were required which included-- notice of the charged misconduct and an informal hearing between the principal and student providing the latter with the opportunity

to deny the charge, an explanation of the factual basis of the charge, and the chance to present an alternative or exculpatory factual position. The Court left it up to the principal to decide whether to summon the accuser, permit cross-examination, or allow the student to obtain counsel and present his/her own witnesses.

In requiring that notice and an informal hearing precede any decision to impose short-term suspensions, the Supreme Court commented that:

In holding as we do, we do not believe that we have imposed procedures on school disciplinarians which are inappropriate in a classroom setting. Instead we have imposed requirements which are, if anything, less than a fair-minded principal would impose upon himself in order to avoid unfair suspensions. Goss, supra, at 583.

Finally, Goss had expressed two limitations in its decision. First, it specifically refrained from construing the due process clause, in connection with short suspension cases, to require truncated trial proceedings in which the student would have "the opportunity to secure counsel, to confront, and cross-examine witnesses supporting the charge, or to call his own witnesses to verify his version of the incident." Goss, supra, at 583. The Court also expressly limited the application of its holding to only suspensions not exceeding ten days. The Court, however, intimated that "[l]onger suspensions or expulsions for the remainder of the school term, or permanently, may require more formal procedures." Goss, Id.

The Application of Goss to Rule 21

According to Rule 21 when a student has engaged in misconduct, depending on the degree of the misconduct, the school may impose either 1) non-serious discipline, which may amount to an exclusion or suspension from school for not more than ten days; or 2) serious discipline, which may result in the expulsion or suspension of a student for more than ten days; or 3) a crisis suspension.

Rule 21 does not purport to proscribe or define acts upon which the school may impose non-serious discipline. Instead that is left to the individual school in terms of adopting its own standards or rules which proscribe conduct, behavior, and penalties. Such rules, however, may not prescribe penalties amounting to more than a ten-day suspension.

If the principal has reason to believe that a student has engaged in activity warranting the imposition of suspension not exceeding ten days, notice must be given to the student with the opportunity for such student to present his/her version of the incident at an informal hearing with the principal. Rule 21.4 of Board of Education sets forth that:

The Principal shall give to the student oral or written notice of the charges against the student. If the student denies the charges, the Principal shall indicate to the student what evidence school authorities have. The student must be given an opportunity to present his version of the story; however, where the student is so young as to make meaningful discussion difficult, the Principal may request that the parent be called in to participate in the discussion.

If after the informal hearing, the principal finds that the charges are sustained, according to Rule 21, the student may then be suspended and the parent, guardian, or other custodian of the student notified of such action and of the length of the suspension. A suspension notice is also issued to the student. The procedure for applying non-serious discipline comply in every respect to the requirements of Goss, supra.

Rule 21 also provides that no further discipline may be imposed for the same conduct or incident. Nor may a student receive any further suspensions during the same semester, without a formal hearing, if he/she had previously been suspended for a total of ten days. For instance, if a student had, within the same semester, been previously suspended for ten days, any further suspensions would require a formal hearing regardless of whether an act is considered to be less serious than those defined as warranting serious discipline under Rule 21.11. Serious discipline, therefore, includes suspensions that would exceed the ten days already assessed against that student within that semester.

Aside from the above-mentioned, Rule 21.11 provides that serious discipline may also be imposed upon any student who commits:

- 1) Any act committed upon school property or at school sponsored activities which would, if committed by an adult, constitute a violation of federal, state, or local criminal law; provided, however, that this section shall not be construed as requiring proof of such act beyond a reasonable doubt before serious discipline may be imposed; or

- 2) Willful disobedience to the legitimate directives of teachers or other department personnel acting in their official capacity, under circumstances in which such disobedience constitutes a repeated or significant disruption of the educational process.

Serious discipline includes "dismissals, disciplinary transfers, and suspensions which exceed ten days" including those which "will result in the student affected having been suspended more than a total of ten school days in any single semester."

Before any serious disciplinary measures may be imposed, the principal must first investigate the alleged student misconduct to discover whether a violation of Section 21.11 has occurred.

If the principal elects to initiate proceedings for imposing serious discipline, all written reports of the investigation which contain a brief summary of the testimony of witnesses interviewed and of any other evidence must be made and forwarded to the District Superintendent.

The start of the formal proceedings for serious disciplinary actions begins with the sending of a written notice, by certified mail, to the student and his/her parents, guardian, or legal custodian. In addition to explaining the nature of the offense and a statement of recommended action, the notice should also contain "a statement that the student has a right to a hearing before the District Superintendent at which time, the student may present evidence, call and cross-examine witnesses and be represented by a representative of his or her parent's choosing."

If the hearing is not requested by the date specified in the notice, then the recommended action of the Principal is implemented.

If a hearing is requested, then the District Superintendent is required to schedule one within ten school days of the request. The formal hearing has some adversarial features. For instance: 1) the District Superintendent (or his designee), serving as the impartial examiner, is required to weigh the evidence to see if any substantial evidence exists to sustain the charge; 2) all parties have the right to present evidence, cross-examine witnesses, and submit rebuttal evidence; and 3) the proceedings must be preserved through either transcription or a tape recording.

A decision must be rendered within three days after the hearing and, if it is recommended that serious discipline be imposed, then the student is permitted to appeal to the Superintendent of Education no later than ten days after the recommendation.

Unless a crisis suspension is imposed, a student is permitted to remain in school until a decision is rendered by the District Superintendent. If an appeal is made, the student is permitted to attend the regularly-assigned school unless the student's continued presence creates a substantial risk to the rights of other students to pursue their education free from disruption. If the student is excluded from school pending the appeal, the Superintendent must render his decision, in writing, within 15 school days after the filing of the appeal.

The provision for a "crisis suspension" (Rule 21.2) empowers the principal to summarily suspend a student for ten days where

potential harm or danger exists in having the student remain in school during the pendency of completing all procedures for serious disciplinary action. This summary suspension involves "the immediate exclusion of a student from school in an emergency because his conduct presents a clear threat to the physical safety of others, or he is so extremely disruptive as to make his immediate removal necessary to preserve the right of other students to pursue their education free from undue disruption." See Rule 21.2 of the Department of Education Rules and Regulations. It is to be noted that although a "crisis suspension" is designed as an interim measure to serious disciplinary action, a principal has the discretion to suspend a student for a ten-day period or less, pursuant to that provision, and not take any further action. Conceivably, a student could be excluded from attending his regular school under the crisis suspension without even having any type of hearing.

Finally, Rule 21 provides that the school must arrange for alternative education for students who are dismissed or suspended for a period exceeding ten days. As will be discussed, many school administrators have expressed dissatisfaction with this as well as the provision for a formalized hearing for serious disciplinary cases.

Analysis and Evaluation of Specific Criticisms of Rule 21

The fourteen principals representing the Leeward and Central school district reported encountering three major problems in imposing discipline according to Rule 21. The first complaint was that the procedural formality required before imposition of serious

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4 OF 5

discipline hindered the expeditious and orderly administering of discipline. Secondly, they complained of their inability to comply with the requirement of the rule to arrange for alternative education for students dismissed or suspended for a period exceeding ten days. And lastly, they criticized the provision that prohibits the further administering of suspensions even as a non-serious disciplinary measure, without providing the opportunity for a formal hearing when a student has already accumulated a total of ten days of suspension within a given semester. The following entails a discussion and analysis of each of three major complaints.

1. The procedure for imposing serious disciplinary action.

Two principals reported in an interview with Commission staff that Rule 21 was very complicated and had a tendency to "hinder the disciplinary process because of the paperwork involved for each case." These individuals did not specify which part of the rule presented the most administrative problem. The two did suggest, however, that the expulsion proceedings for students should be expeditious.

The procedures for applying non-serious discipline, or that which may consequentially result in a suspension of up to ten days, cannot be further simplified without violating the requirements of Goss, supra. Before imposition of non-serious discipline, the principal must give oral or written notice of the charges against the student and provide that person with the

evidence and an opportunity to present his/her version of the story at an informal hearing. If the principal decides to impose a ten day or less suspension, it is further required, under Rule 21 that the principal issue a suspension notice, Form OIS 21-E, to the student. See Department of Education, Due Process Handbook for Administrative Action, IV:27 (March 1976).

Issuance of the suspension notice to the student is an administrative requirement by the Department of Education. The provisions for notice and an informal hearing comply with the requirements of Goss and cannot be claimed to be excessive. If these provisions were either minimized, not followed, or non-existent in Hawaii's Department of Education's rules, school administrators could be liable for compensatory or punitive damages. See Wood v. Strickland, 420 v. 308 (1975); Carry v. Piphus, 435 v. 247 (1977).

The procedures for imposition of serious discipline, on the other hand, is much more complicated. Before expulsion or suspension for more than ten days may be imposed, the principal must first investigate the alleged misconduct and evaluate whether the student has committed a violation of Rule 21.11. Then, all evidence and written reports of the investigation are to be forwarded to the District Superintendent. The start of the proceeding for serious disciplinary action begins with sending the student a notice, specifically drafted to inform that person of the exact alleged violation, of the right to a formal hearing

and the time it must be exercised, and other rights accorded to the student if a hearing is requested.

The hearing must occur within ten days, upon request, with the opportunity for all parties to present evidence, cross-examine witness, and submit rebuttal evidence. The principal and counselor generally serve as part of the prosecution team with the District Superintendent or designee serving as the impartial examiner. Before the change may be sustained, the principal must find clear and convincing proof (or substantial evidence). The proceedings are preserved and the student is permitted to appeal any adverse decision to the Superintendent of Education.

The principal is administratively burdened by these procedures as he or she is required to fill out several forms, such as a serious disciplinary investigation report and serious discipline notice before the proceedings are even initiated. See Department of Education's Due Process Handbook for Administrative Action IV: 24-27 (March 1976). The principal is usually required to participate in the prosecutorial capacity at the hearing which would usually occur after school hours. These required procedures could conceivably interfere with other administrative duties required of the principal. The effort required to comply with the serious disciplinary procedures may even discourage the principal from initiating proceedings, or result in the imposing of less serious or no disciplinary measures. As such, teachers or students who reported the alleged misconduct would perceive the disciplinary system as ineffective and their efforts frustrated.

The Hawaii rules require far more in the way of procedural protection than Goss required. The decision in Goss, supra, only intimated that for suspensions longer than ten days or expulsions for the remainder of the school term, more formal procedures may be required. It did not specify how formal the procedures should be. It is clear from Goss, supra, at 583, and a subsequent decision by the Supreme Court, that school disciplinary proceedings for expulsions need not be so adversarial that it reflects a criminal trial. See Board of Curators vs. Horowitz, 435 U.S. 78 (1977).

The Goss opinion implied that it used a formula for determining how formal a suspension proceeding should be when the severity of the penalty is taken into consideration. A balancing formula was conceived which involved the weighing of the student's interest in avoiding unfair or mistaken exclusion from the educational process against the educational authorities' interest of avoiding prohibitive costs and unnecessary interference with the educational process, and maintaining order and discipline in the school system. See Goss, supra, at 579-580. Although the interests of the student and the school were clearly identified, the decision did not specify exactly what amount of cost would be found prohibitive. See Ransom, Procedural Due Process in Public Schools: The "Thicket" of Goss v. Lopez, 3 Wisconsin Law Review 950-951 (1976); Buss, Implications of Goss v. Lopez and Wood v. Strickland for Professional Discretion and Liability in Schools 4-4 Journal of Law and Educ. 570-571 (1975).

The trend of the law in other jurisdictions is toward providing similar procedural protections that Rule 21 currently provides.^{41,2,3,4}

The majority of principals interviewed, however, advocate that informal hearings should be employed in all suspension cases regardless of length. The fairness in outcome would be guaranteed as long as the student was permitted the opportunity to present his or her side of the story to the principal and to appeal to the District Superintendent. This procedure would obviate the need for formal hearings. However, preliminary research on federal case law from other jurisdictions indicate that formalized procedures are required if a student faces either a dismissal or a suspension for a period longer than ten days. The legal implications involved for lessening the formality of the entire procedure is not yet fully comprehended. Further investigation into alternative disciplinary models that comply with due process but provide for less restrictive and formalized procedures, is needed.

⁴¹M v. Bd. of Ed. Ball-Chatham C. U.S.D. No. 5, 429 F. Supp. 288, 290-291 (S.D. Ill. 1977); Long v. Thronton Tp. High Sch. Dist. 205, 82 F.R.D. 186, 191-192 (N.D. Ill. 1979).

⁴²Gonzales v. McEuen, 435 F. Supp. 460, 467 (D.D. Cal. 1977).

⁴³Fisher v. Burburnett Independent School District, 419 F. Supp. 1200, (N.D. Tex. 1976).

⁴⁴Dillan v. Pulaski Cty. Special Sch. Dist., 468 F. Supp. 54, 58 (E.D. Ark. 1978).

2. The requirement of "alternative education".

The principals were in unanimous agreement that the most significant problem, under Rule 21, concerned their obligation to arrange for alternative education for students who are dismissed or suspended for a period exceeding 10 days. The majority of principals did not dispute the need to provide these students with educational alternatives. They complained, however, of the present inability to comply with this requirement.

According to ten of the principals from the Leeward School district, alternative educational facilities outside of the individual school were non-existent. As such, each principal stated that he/she was reluctant to impose suspensions which exceeded ten days, despite the perceived necessity or justification for imposing such discipline, in the absence of alternative educational facilities.

To remedy the situation, it was suggested that the Department of Education provide alternative educational facilities within each school district that would be specifically designed to educate suspended students. The viability and cost of such a program, however, needs to be further explored.

3. The "Cumulative" provision.

The last problem, as voiced by the principals interviewed, pertains to the restriction of administering further non-serious disciplinary suspensions without providing the opportunity for a formal hearing, when a student has already accumulated ten suspension days within the same semester. This provision was

ostensibly implemented to preclude the possibility that administrators could avoid the requirement for providing a formal hearing for long-term suspension cases by simply imposing several short-term suspensions. It was perceived that the imposition of a long-term suspension and several short-term suspensions amounting to more than ten days, have the same effect of denying a student the right to education without due process of law.

But where a student continually violates a rule of the school, the principal, who has already suspended that student for prior violations which totalled 10 days, is faced with a serious dilemma. Faced with the possibility that he/she may be administratively burdened with time-consuming investigation, documentation, and a formal hearing, the principal may be reluctant to impose any further suspensions. However, if less serious or no disciplinary measures are imposed, principals are concerned that teachers and students would perceive the disciplinary system as inconsistent and ineffective.

One principal, in particular, complained that he was required, in effect, to foresee how many more violations that student would engage in within the same semester to properly gauge the length of each suspension. According to that individual, this method would at least give an appearance of a consistent application of discipline.

The majority of principals interviewed favored the deletion of this 10 day limitation.

B. RULE 49

Introduction

Board of Education (BOE) Rule 49 relates to "the provision of a free appropriate public education for exceptional children who are handicapped." Based upon state statute and litigation, and upon federal statutes, regulations, and court decisions, Rule 49 has a stated purpose of ensuring that children who are handicapped or suspected of being handicapped, are identified, evaluated, provided an individualized education program, and placed in such a program that is designed to meet the unique needs of a handicapped child.⁴⁵

Handicapped children are defined by the rule as in part including those who are mentally retarded, hearing impaired, speech impaired, visually impaired, seriously emotionally disturbed, orthopedically handicapped, other health impaired, or as having specific learning disabilities. Because an impaired child can be evaluated as "handicapped" on the basis of a need for special education and related services, rather than primarily on the degree of impairment involved, many "handicapped children" placed in special education programs may be indistinguishable from nonhandicapped students except for relatively minor physical, mental, emotional, or learning disabilities.

Such handicapped students are "mainstreamed," or placed in the "least restrictive environment"--one that is close to their

⁴⁵Stuart v. Nappi, 443 F. Supp. 1235 (D. Conn. 1978) and Howard S. v. Friendswood Independent School District, 454 F. Supp. 634 (S.D. Tex. 1978) are examples of the limited number of federal decisions.

in the "least restrictive environment"--one that is close to their homes and with children who are not handicapped. Underlying this requirement under both state and federal law is the notion that in this way "handicapped children" will receive the special education they require without being stigmatized as "different" and "less than normal."

Because handicapped children are accorded a substantive legal right to a placement in a special education program, this right has been held not to be subject to the ordinary rules of discipline to which other nonhandicapped students are subject. In particular, under Rule 49.13, handicapped children in special education programs may not be seriously disciplined by suspensions for over ten days or by dismissal from school for violating any of the school's rules.

Only if the handicapped student in a special education program "presents a clear threat to the physical safety of others or is so extremely disruptive as to make student's immediate removal necessary to preserve the right of other students to pursue their education free from undue disruption" can the student be suspended for up to ten days pursuant to Rule 21.8a providing for "crisis suspensions."

Nothing more serious is provided. Rule 49.13 in fact specifically states in paragraph (b) that "if a handicapped student's behavior is of such a serious nature or degree that crisis suspension is not sufficient, then a change in program is required ..." and that procedures for such a change must be implemented.

This restriction on discipline for handicapped children placed in special education programs has received severe and widespread

criticism from school teachers, principals, and administrators who allege that the rule is unfair, unrealistic, and totally unworkable. In particular they strongly criticize the limitation on suspensions for over ten days or dismissals from schools.

To illustrate, it was the consensus of fourteen principals from the Leeward and Central School Districts when they met the Commission staff members in a follow-up to the Commission's violence and vandalism survey that the special disciplinary section under Rule 49 created a "double standard" between regular students who were subject to varying degrees of suspensions and special education students who were not. These principals believe that such an alleged double standard fosters a belief among special education students that they are immune from suspension under regular disciplinary rules and, therefore, can engage in misconduct with impunity.

The feelings of these principals echoed comments made by one Neighbor Island teacher, who, during a follow-up interview to the Commission's survey, commented that a major cause of problems at her school was the "lax disciplinary system" and the fact that a minority of students, many of whom were in the special education program, caused most of the disruptions and problems at the school.

The principals who criticized the creation of this alleged double standard also criticized the disciplinary alternatives left to them in the event of misconduct by the handicapped student. They argued that suspensions are necessary disciplinary sanctions which have a substantial corrective impact on student attitudes that

cannot be obtained in any other way. For example, they explained that even if a handicapped student's special education program were altered to a more restrictive setting, that such reprogramming does not necessarily change a student's attitude. Instead, the reprogramming may create additional problems for teachers attempting to deal with the special needs of other handicapped students who have a sincere desire to learn. Reprogramming in such an instance has the effect of simply transferring a disciplinary problem from one setting to another without treating the basic malady.

Second, principals raised the problem of the lack of suitable meaningful alternatives for students requiring a program change. There are two immediately apparent divisions in this program. Most pressing is the fact that most schools lack suitable alternatives for reprogramming because of lack of resources and the lack of qualified teachers to conduct these programs. In this regard, the principals likened their predicament to the one they face in suspending nonhandicapped students for over ten days or dismissing them for the remainder of the school year. In such instances, principals are required to provide the student being disciplined with the means to pursue an adequate alternative educational program. None are available.

Less pressing is the dilemma that principals believe they face when they must deal with handicapped students in special education programs who are only marginally impaired and for all practical purposes are otherwise indistinguishable from "nonhandicapped" students. For such marginally impaired students, the most

appropriate and least restrictive environment is the general school population. There is little basis for distinguishing between marginally nonhandicapped and handicapped students except that the former are subject to both serious discipline by suspension and dismissal for serious misconduct and the latter are not.

An alternative, possibly equivalent to suspension or dismissal is suggested by the Department of Education's Due Process Handbook for Administrative Action. The Handbook recommends that the "student should be referred to the police if a law violation was committed, e.g., physical attack, property damage, threats (where the student displays an obvious and imminent ability to commit the harmful act which he threatens), possession of contraband (weapons, drugs, etc.)⁴⁶"

One principal, however, noted that when he referred a handicapped student to police for possession of marijuana, the responding police officer declined to take action because he had not personally witnessed the alleged misdemeanor offense. In this case, the officer was or chose to be misinformed about the law. Haw. Rev. Stat. §§ 803-4 and 803-5, for example, allow a police officer to arrest an alleged offender "under such circumstances as justify a reasonable suspicion" that the alleged offender committed an offense. The reliable and credible statement of a school administrator or teacher who informs the officer of the misconduct and, in the case of contraband, can provide tangible evidence of the misconduct, would seem to amply justify the standard of "reasonable suspicion."

⁴⁶Id. at 29-30.

Haw. Rev. Stat. § 803-3 allows "any person present" to arrest another person "in the act of committing a crime." In effect this provision allows a "citizen's arrest" by the school administrator or teacher, with the police required to proceed with the formalities of an arrest and referral of the offender to the court of appropriate jurisdiction.

In this case both principal and police subsequently recognized that the responding officer was in error. However, the initial failure of the police to take action reflects deeper problems in cooperation and understanding between school administrators and police officials. Such problems need not occur, as demonstrated at Baldwin High School on Maui. Survey respondents and interviewees identified Baldwin as one of the schools most effective in its handling of student violence and vandalism in part because school administrators and local police have cooperated closely to fashion an effective array of legal, disciplinary, and counseling tools. For example, Maui police often seek to avoid arrests whenever possible and have instead attempted to counsel potential law violators, often with good effect. Such a program of cooperation and understanding may be effective in other schools now without similar programs.

Even if serious discipline or referral to police is not available, administrators may still discipline a "handicapped student" by less severe sanctions such as school detention, extra study hall, or other similar means. However, the principals believe that such discipline

would be totally inappropriate because the lesser punishment would only foster a "double standard" that depreciates the seriousness of the misconduct and lessens respect for the disciplinary system among nonhandicapped students. Moreover, such lesser sanctions, they believe, are ineffective without the threat of suspension or dismissal if the student refuses to be disciplined.

A related issue raised by the principals is what they believe is an implicit judgment in the rule that they, as educational professionals, are wholly incompetent to distinguish between a student who is engaged in purposeful and malicious misconduct and one whose apparent disciplinary problems are really caused by emotional or other problems stemming from recognized physical, mental, emotional, or learning impairments. In this regard, the principals appear to be on firm ground where marginally impaired special educational students are involved. Such a student might be one who, for example, has been placed in a program primarily because of a need for limited special education or related services, and not because of the severe impairment. To further illustrate, a student who suffers a simple physical but not emotional impairment is just as immune from serious discipline for purposeful misconduct as the student whose misconduct is directly attributable to a severe emotional handicap.

On the other hand, a student who is multiply handicapped, or whose physical impairments may possibly be the source of emotional or mental problems, would present a far different case. Indeed, the

complexities of diagnosis and evaluation of such a child, and of preparing a suitable and effective plan of counseling, physical and emotional therapy, psychological services, and the like, illustrate the underlying justification for a "special education program."

Implicit in such a program is the judgment that school administrators and teachers who are without special skills and training in recognizing and evaluating handicapped students should not be in a position to deny such students their statutorily granted right to a "free appropriate public education."

As a practical matter, the issue may be viewed as deciding where the line should be drawn between, on one hand, granting line educators greater latitude in imposing discipline upon special education students by suspensions and dismissals for alleged misconduct, and on the other hand, allowing specially trained and qualified diagnostic teams and professional experts full discretion in planning and implementing a handicapped child's "special education program." In this regard, in light of the numerous practical problems raised by the principals, further study is required and recommended to evaluate the concept, funding and planning of the state's present special education program and the Department of Education's execution of it.

APPENDIX A

LIST OF TABLES, WITH FINDINGS

LIST OF TABLES, WITH FINDINGS

<u>Table No.</u>	<u>Title</u>	<u>Page</u>
1	Percentage of Students Mentioning Specific Ethnic Groups as Causing Physical Violence in Four Public High Schools (Wegner Study: Samoan students "hassle" or "bully" the other students)	7
2	Conflict and Safety at School (Agbayani - Cahill Study: immigrants found to be fearful of ridicule and attack)	8
3	"High Risk" Schools (D.O.E. 1971: lists 35 schools)	10
4	Schools Not Returning Questionnaire: Not at All or Not on Time (13 schools totalling 1,760 questionnaires)	30
5	Comparison of Respondents for Each School vs. Actual Population by Number and Per Cent (summary of data)	32
6	General Atmosphere at Schools in Hawaii - Statewide, by Occupation (93% of all respondents replied "friendly", "relaxed", or "so-so")	49
7	General Feeling at School - Average Response, Statewide (half feel "friendly" or "relaxed"; half feel "fearful", "afraid" or "so-so")	50
8	Schools Reporting Higher Than Average Incidence of Fear and Uneasiness (12 schools)	51
9	General Feeling at School - Statewide, By Ethnic Group (American Indians and Samoans feel "uneasy" or "fearful")	52
10	Physical Condition of Schools in Hawaii - Statewide, by Occupation (46% "fairly good condition" or "well cared for")	53

<u>Table No.</u>	<u>Title</u>	<u>Page</u>
11	Schools Reporting Poor Physical Condition (7 schools)	54
12	Schools Reporting Good Physical Condition (5 schools)	55
13	Cross-Tabulation of School's Condition with Incidence of Violence to Students (less violence against students in better cared for schools)	56
14	Cross-Tabulation of School's Condition with Incidence of Violence to Teachers (less violence against teachers in better cared for schools)	56
15	Perception of Teachers' Attitudes, by Occupation (most teachers perceived as "satisfied" or "getting along")	57
16	Schools Reporting Higher Than Average Tense or Afraid Teachers (4 schools)	58
17	Schools Reporting Higher Than Average Relaxed or Satisfied Teachers (5 schools)	59
18	Teachers' Attitude by Ethnic Group (American Indian, Samoan, Blacks perceive teachers more "tense" or "afraid")	60
19	Responses to Student Attitudes by Occupation (58% of all respondents found students give "some cooperation")	62
20	Schools Reporting Higher Than Average Apathy (16 schools)	62
21	Schools Reporting Above Average Defiant and Disobedient Students (5 schools)	63
22	Schools Reporting Above Average Student Cooperation (4 schools)	64

<u>Table No.</u>	<u>Title</u>	<u>Page</u>
23	Ethnic Groups Reporting Least Cooperation (American Indian, Samoan and Black)	65
24	Ethnic Groups Reporting Most Cooperation (Samoan, American Indian, Hawaiian and Part-Hawaiian)	65
25	Frequency of Rule Explanation - Statewide (51% of all respondents report rules explained "several times per year")	67
26	Schools Reporting Frequent Explanation of Rules (9 schools)	68
27	Schools Reporting Higher Than Average Incidence of Rules Never Being Explained (9 schools)	69
28	Summary of How Well Rules are Explained, by Occupation (88% of all respondents report rules explained "clearly", "fairly well" or "satisfactorily")	70
29	Schools Reporting a Higher Than Average Percentage of Rules Explained Clearly (16 schools)	71
30	Schools Reporting Higher Than Average Percentage of Rule Explained Poorly (7 schools)	72
31	Causes of Violence and Vandalism, by Occupation (35% of all respondents find "frustration" as cause)	73
32	Schools Reporting Higher Than Average Incidence of Racial Conflict as Perceived Cause of Violence and Vandalism (3 schools)	76
33	Schools Reporting Higher Than Average Incidence of Frustration as Perceived Cause of Violence and Vandalism (5 schools)	76
34	Schools Reporting Higher Than Average Incidence of Boredom as Perceived Cause of Violence and Vandalism (14 schools)	77

<u>Table No.</u>	<u>Title</u>	<u>Page</u>
35	Perceptions of Causes of Violence and Vandalism Comparison, by Grade (grades 7 through 12: "boy/girl" decreases, "boredom" increases, "racial conflict" and "frustration" constant)	78
36	Causes of Violence and Vandalism - Statewide, by Ethnic Group ("boy/girl": Samoan, Hawaiian and Part-Hawaiian; "racial conflict": Black, Caucasian, and American Indian; "immigrant vs. local": Hawaiian; "military vs. local": Black; "frustration": Chinese and Japanese; "boredom": American Indian)	79
37	Best Control of Vandalism, by Occupation (security guard/aide, teacher/counselor, principal)	82
38	Best Control of Vandalism, by Ethnicity (findings agree with Table 37)	84
39	Best Control of Vandalism, by length of Residence in Hawaii (findings agree with Tables 37 and 38)	85
40	Best Control of Violence, by Occupation (security guard/aide, principal, teacher/counselor)	86
41	Best Control of Violence, by Ethnicity (findings agree with Table 40)	87
42	Best Control of Violence, by Length of Residence in Hawaii (findings agree with Tables 40 and 41)	88
43	Summary of Respondents Reporting Frequency of Occurrence of Vandalism and Violence as "Often" or "Always", by Occupation (7 acts of vandalism and 10 acts of violence are evaluated)	90
44	Schools Reporting a High Incidence of Breaking Windows (12 schools)	92
45	Schools reporting a Higher Than Average Belief of Fires Being Set (10 schools)	94

<u>Table No.</u>	<u>Title</u>	<u>Page</u>
46	Schools Reporting A high Incidence of Breaking Furniture (16 schools)	96
47	Schools Reporting A High Incidence of Marking on Walls (17 schools)	98
48	Schools Reporting A High Incidence of Perceived Damage to Bathrooms (11 schools)	100
49	Schools Reporting A Higher Than Average Incidence of Damaged Books and Equipment (9 schools)	102
50	Schools Reporting a Higher Than Average Incidence of Perceived "Other Destruction" (7 schools)	104
51	Composite Vandalism Index ("often" or "always" 28%)	105
52	Schools Reporting a Higher Than State Average Composite Score of Vandalism (16 schools)	106
53	Schools Reporting a Lower Than State Average Composite Score of Vandalism (13 schools)	107
54	Summary of Specific Acts of Vandalism reported as "Often" or "Always" ("marking on walls" twice as frequent)	108
55	Frequency Students Believed to be Threatened, by Occupation (85% of all respondents report "sometimes", "often" or "always")	109
56	Frequency Students Believed to be Threatened, by Ethnicity (American Indian, Black, Caucasian, Spanish-Puerto Rican report higher than 50% "often" or "always")	110
57	Frequency Students Believed to be Threatened, by Length of Time Living in Hawaii (no relationship)	111

<u>Table No.</u>	<u>Title</u>	<u>Page</u>
58	Schools Reporting Higher Than Average Incidence of Students Believed to be Threatened "Often" or "Always" (9 schools)	112
59	Frequency Students Believed to be Beaten, by Occupation (most respondents agree "sometimes" principals vary in per cent "often" or "always")	113
60	Frequency Students Believed to be Beaten, by Ethnicity (American Indian, Samoan, Black, and Spanish-Puerto Rican report higher than 38% frequency of "often" or "always")	114
61	Frequency Students Believed to be Beaten, by Length of Time Living in Hawaii (no relationship)	115
62	Schools Reporting Higher Than Average Frequency of Students Believed to be Beaten "Often" or "Always" (5 schools)	116
63	Frequency Students Hijacked, by Occupation (most respondents agree "sometimes" principals vary in per cent "often" or "always")	117
64	Frequency Students Believed to be Hijacked, by Ethnicity (Black American Indian and Samoan report higher than 28% frequency of often or always)	118
65	Frequency Students Believed to be Hijacked, by Length of Time Living in Hawaii (no relationship)	119
66	Schools Reporting Higher Than Average Incidence of Students Believed to be Hijacked "Often" or "Always" (8 schools)	120
67	Frequency Students are Believed to be Attacked by a Group of Students, by Occupation (all occupations report 40% "seldom" or "never")	121

<u>Table No.</u>	<u>Title</u>	<u>Page</u>
68	Frequency Student Believed to be Attacked by Other Students, by Ethnicity (American Indian, Samoan, and Black report higher than 30% of frequency of "often" or "always")	122
69	Frequency Student Believed to be Attacked by Other Students, by Length of Time Living in Hawaii (no relationship)	123
70	Schools Reporting High Incidence of Students Believed to be Attacked "Often" or "Always" (7 schools)	124
71	Summary of Responses as to Frequency Students are Believed to be Afraid at School by Occupation (most respondents replied "sometimes")	125
72	Frequency Students are Believed to be Afraid, by Ethnicity (American Indian, Black and Hawaiian higher than average perception of fear)	126
73	Frequency Students are Believed to be Afraid, by Length of Time Living in Hawaii (no relationship)	128
74	Schools Reporting Higher Than Average Incidence of Students Believed to be Afraid "Often" or "Always" (4 schools)	129
75	Summary of Responses as to Frequency Teachers are Believed to be Threatened, by Occupation (most respondents agree that teachers are "seldom" or "never" threatened)	130
76	Schools Reporting a Higher Than Average Incidence of Teachers Believed to be Threatened "Often" or "Always" (9 schools)	131
77	Summary of Responses: Frequency Teachers are Believed to be Attacked, by Occupation (87% of all respondents believe teachers are "seldom" or "never" attacked)	132

<u>Table No.</u>	<u>Title</u>	<u>Page</u>
78	Summary of Responses: Frequency Teachers are Believed to be Insulted, by Occupation (most respondents agree "sometimes" principals vary in percent "often" or "always")	133
79	Schools Reporting Higher Than Average Incidence of Teachers Believed to be Insulted "often" or Always" (11 schools)	134
80	Summary of Responses: Frequency Student Steals from Teachers, by Occupation (65% of all respondents reply "sometimes" or "seldom")	135
81	Schools Reporting a Higher Than Average Incidence of Students Believed to Steal from Teachers "Often" or "Always" (7 schools)	136
82	Summary of Responses: Frequency Teachers' Property Believed to be Damaged, by Occupation (most respondents reply "sometimes" or "seldom")	137
83	Schools Reporting a Higher Than Average Incidence of Teachers' Property Believed to be Damaged "Often" or "Always" (12 schools)	138
84	Cross-Tabulation of School's Condition with Perceived Incidence of Vandalism (lower vandalism is perceived in better cared for school)	139
85	Cross-Tabulation of School's Condition with Perceived Incidence of Violence to Students (lower violence against students is perceived in better cared for schools)	141
86	Cross-Tabulation of School's Condition with Perceived Incidence of Violence to Teachers (lower violence against teachers is perceived in better cared for schools)	141

<u>Table No.</u>	<u>Title</u>	<u>Page</u>
87	Cross-Tabulation of Teachers' Attitudes with Perceived Frequency of Vandalism ("relaxed" teachers perceive vandalism "seldom"; "afraid" teachers perceive vandalism "always")	142
88	Cross-Tabulation of Teachers' Attitudes with Perceived Frequency of Violence to Students ("relaxed" teachers perceive violence to students "seldom"; "afraid" teachers perceive violence to students "always")	143
89	Cross-Tabulation of Teachers' Attitudes with Perceived Frequency of Violence to Teachers ("relaxed" teachers perceive violence to teachers "seldom"; "afraid" teachers perceive violence to teachers "always")	143
90	Cross-Tabulation of Student Attitudes with Perceived Frequency of Vandalism (students feeling "strong cooperation" perceive vandalism "seldom"; students feeling "defiance" perceive vandalism "always")	144
91	Cross-Tabulation of Student Attitudes with Perceived Frequency of Violence to Students (students feeling "strong cooperation" perceive violence to students "seldom"; students feeling "defiance" perceive violence to students "always")	145
92	Cross-Tabulation of Student Attitudes with Perceived Frequency of Violence to Teachers (students feeling "strong cooperation" perceive violence to teachers "seldom" students feeling "defiance" perceive violence to teachers "always")	145
93	Cross-Tabulation of Frequency of Rules are Explained with Perceived Frequency of Vandalism (when rules are explained "once/month" vandalism is perceived "seldom" or "never"; when rules are "never" explained vandalism is perceived "often" or "always")	147

<u>Table No.</u>	<u>Title</u>	<u>Page</u>
94	Cross-Tabulation of Frequency Rules are Explained with Perceived Frequency of Violence to Students (when rules are explained "once/month" violence to students is perceived "seldom" or "never"; when rules are "never" explained violence to students is perceived "often" or "always")	147
95	Cross-Tabulation of Frequency Rules are Explained with Perceived Frequency of Violence to Teachers (when rules are explained "once/month" violence to teachers is perceived as "seldom" or "never"; when rules are "never" explained violence to teachers is perceived as "sometimes")	148
96	Cross-Tabulation of How Well Rules are Explained with Perceived Frequency of Vandalism (when rules are explained "clearly" vandalism is perceived "seldom" or "never"; when rules are explained "very poorly" vandalism is perceived "often" or "always")	148
97	Cross-Tabulation of How Well Rules are Explained with Perceived Frequency of Violence to Students (when rules are explained "clearly" violence to teachers is perceived "seldom" or "never"; when rules are explained "very poorly" violence to students is perceived "often" or "always")	149
98	Cross-Tabulation of How Well rules are Explained with Perceived Frequency of Violence to Teachers (when rules are explained "clearly" violence to students is perceived "seldom" or "never"; when rules are explained "very poorly" violence to students is perceived "often" or "always")	149
99	Ranking Of Schools in the Ten Highest Per Cents Responded Perceiving Occurrence of Various Types of Vandalism as "Often" or "Always" (see findings)	152

<u>Table No.</u>	<u>Title</u>	<u>Page</u>
100	Ranking of Schools in the Ten Lowest Per Cents Responded Perceiving Occurrence of Various Types of Vandalism as "Often" or "Always" (see findings)	155
101	Ranking of Schools in the Ten Highest Per Cents Responded Perceiving Occurrence of Various Types of Violence as "Often" or "Always" (see findings)	160
102	Ranking of Schools in the Ten Lowest Per Cents Responded Perceiving Occurrence of Various Types of Violence as "Often" or "Always" (see findings)	165
103	Cross-Tabulation of Low Income Students with Composite Index of Vandalism (no differences between high/low income students with seldom/often vandalism)	170
104	Cross-Tabulation of Low Income Students with Composite Index of Incidence of Violence to Students (no differences between high/low income students with seldom/often violence to students)	171
105	Cross-Tabulation of Low Income Students with Composite Index of Incidence of Violence to Teacher (no difference between high/low income student with seldom/often violence to teachers)	172
106	Cross-Tabulation of Total Enrollment with Composite Index of Violence of Vandalism (larger enrollment is related to more frequent vandalism)	173
107	Cross-Tabulation of Total Enrollment with Composite Index of Incidence of Violence to Students (larger enrollment is related to more frequent violence to students)	173
108	Cross-Tabulation of Enrollment with Composite Index of Incidence of Violence to Teachers: (larger enrollment is related to more frequent violence to students)	174

<u>Table No.</u>	<u>Title</u>	<u>Page</u>
109	Cross-Tabulation of School District with Composite Indices of Incidence of Vandalism, Violence to Students, and Violence to Teachers (see findings)	175
110	Summary of Teacher Responses by Sex: Frequency They Report Being Victims of Violence as "Seldom" or "Never" (no difference between male and female teachers)	178
111	Ranking of Composite Responses by Ethnic Background for Teachers as to the Frequency They Report Acts of Violence. (see findings)	180
112	Summary of Responses by Teachers Reporting Frequency They are Threatened by Students. (82% of the Teachers report "never" or "seldom")	181
113	Schools Where Teachers Report 10 Per Cent or More "Often" or "Always" Threatened by Students (5 schools)	182
114	Summary of Responses by Teachers Reporting the Frequency They are Beaten by Students. (98% of the teachers report "seldom" or "never")	183
115	Summary of Responses by Teachers Reporting the Frequency Their Property was Damaged or Stolen (72% of the teachers report "seldom" or "never")	184
116	Schools Reporting Higher Than Average Incidence of Teachers' Property Damaged or Stolen "Often" or "Always". (9 schools)	185
117	Summary of Responses by Teachers Reporting the Frequency They Receive Abusive Language From Students (53% of the teachers report "seldom" or "never")	186
118	Schools Reporting Higher Than Average Incidence of Teachers Receiving Abusive Language "Often" or "Always". (14 schools)	187

<u>Table No.</u>	<u>Title</u>	<u>Page</u>
119	Summary of Responses by Teachers Reporting the Frequency Their Class is Disrupted by Students (56% of the teachers replied "sometimes" or "often")	188
120	Schools with Teachers Reporting a High Frequency of "Often" or "Always" Responses to Class Disruption Question (12 schools)	189
121	Summary of Responses by Teachers Reporting the Frequency They Have Feelings of Fear or Intimidation (83% of the teachers report "seldom" or "never")	190
122	Ranking of Teachers' Responses to Questions 37-42. . . (see findings)	191
123	Ranking of Schools in the Ten Highest Per Cents of Teachers Responding Being A Victim of Violence "often" or "Always". (see findings)	192
124	Ranking of Schools in the Ten Lowest Per Cents of Teachers Responding Being A Victim of Violence "Often" or "Always". (see findings)	194
125	Summary of Teachers Responses: Frequency with which Action is Taken at All Once a Violent or Disruptive Student is Referred to the Principal or Counselor (see findings)	196
126	Summary of Teacher Responses: Frequency with which Action is Taken Promptly Once a Violent or Disruptive Student is Referred to the Principal or Counselor (57% of the teachers reported "often" or "always")	197
127	Summary of Teacher Responses: Frequency with which They are Informed of the Action Taken after a Violent or Disruptive Student is Referred to a Principal or Counselor (55% of the teachers reported "often" or "always")	198

<u>Table No.</u>	<u>Title</u>	<u>Page</u>
128	Summary of Teacher Responses: Frequency that Possible Student Reprisal Inhibits Them When a Disruptive or Violent Student is Referred to the Principal or Counselor (60% of the teachers reported "seldom" or "never"; 25% of the teachers reported "sometimes")	199
129	Summary of Teacher Responses: Frequency They are Backed by Administration When a Violent or Disruptive Student is Referred to the Principal or Counselor (65% of the teachers reported "always" or "often")	200
130	Summary of Teachers' Responses to Questions 43-47. (summary of Table 125 through 129)	201
131	Summary of Teacher Responses: Effect of Violent and Disruptive Behavior of Students on the Quality of Education at Their School (54% of the teachers responded "moderately negative effect"; 22% of the teachers responded "seriously negative effect")	202
132	Summary of Responses by Teachers: The Effect of Violence and Vandalism on Quality of Education, by Grade (findings agree with Table 131)	202
133	Schools from which Teachers Report a Higher Than Average "Serious" or "Very Serious Negative Effect" of Violence and Vandalism on Education (16 schools)	203
134	Student Responses: How Often Have You Been Threatened by Another Student? (82% of the students responded "seldom" or "never")	205
135	Student Responses: Frequency Students Threatened, by Grade (findings agree with 134)	206
136	Student Responses: Frequency Students Report Being Beaten by Another Student. (78% of the students responded "never")	206
137	Student Responses: Frequency Experienced Beating by Another Student, by Grade (findings agree with Table 136)	207

<u>Table No.</u>	<u>Title</u>	<u>Page</u>
138	Student Responses: Ethnic Groups Reporting Higher Than Average Frequency of Having Been Beaten By Another Student "Often" or "Always" (6 ethnic groups)	207
139	Student Responses: Frequency Hijacked (80% of the students responded "never")	208
140	Student Responses: Frequency Hijacked, by Grade (findings agree with Table 139)	209
141	Ethnic Groups Reporting a High Incidence of Student Being Hijacked (Black, American Indian, Samoan, and Korean)	209
142	Student Responses: Frequency Students Report Being Beaten by a Group of Students (85% of the students responded "never" or "seldom")	210
143	Student Responses: Frequency of Avoidance of Bathrooms Due to Fear (75% of the students responded "never" or "seldom")	211
144	Student Responses: Fear of Bathrooms, by Grade (findings agree with Table 143)	212
145	Ethnic Groups Reporting Higher Than Average Incidence of Avoiding Bathrooms "Often" or "Always" (Chinese and Caucasian)	212
146	Student Responses: Frequency Student Sees Principal (Overall) (Approximately 20% in each category from "seldom" to "always")	213
147	Student Responses: Frequency Student Sees Principal, by Grade (students reported less "often" or "always," in higher grades, and more "seldom")	214
148	Student Responses: Quality of Classes (only 10% of the students feel their classes are "boring" or "worthless")	215

<u>Table No.</u>	<u>Title</u>	<u>Page</u>
149	Summary of Student Responses as to the Quality of Classes, by Grade (students reported their classes as more "useful" in higher grades)	216
150	Student Attitudes Toward Classes, by Ethnic Background (Blacks, Spanish-Puerto Ricans and Samoans rate their classes as "boring" or "worthless" more frequently)	217
151	Student Responses: Violent Students Get Caught, by Grade (students report a decreasing belief that troublemakers "do get caught")	219
152	Student Responses: Punishment of Violent Students (49% of the students responded punishment is "light," 41% responded "severe")	220
153	Summary of Responses by Students as to the Severity of Punishment of Violent Students, by Ethnic Group. (Samoan and Portuguese perceived punishment as more "severe"; Koreans, Chinese and Caucasians perceive it more "lightly")	222
154	Counselors, by Grade (summary of findings: distribution of counselors in numbers and per cents)	223
155	Types of Counselors at Schools (summary of findings: distribution of counselors in numbers and per cents)	226
156	Summary of Responses by Counselor; Receiver of Violence-Related Referrals, by Grade. (64% of the counselors named vice-principals)	227
157	Summary of Factors Most Limiting to Effectiveness of Counselor (37% of the counselors named "too many clients"; 31% named "too much paperwork")	228
158	Summary of Responses by Counselors as to the Factor Most Limiting Effectiveness, by Grade (findings generally agree with Table 157)	229

<u>Table No.</u>	<u>Title</u>	<u>Page</u>
159	Summary of Most Needed Controls for Violence and Vandalism at the Schools (35% of the counselors named "special programs for students"; 10 categories had 13% response or less)	230
160	Principals' Assessment of Severity of Problem of Violence (69% of the principals assessed violence as a "minor problem")	232
161	Summary of Responses by Principals: Proposed Actions Necessary to Control Violence. (29% of the principals requested "more security aides"; 25% - "innovative student programs"; 19% - "additional teacher training")	233
162	Principals' Assessment of the Severity of the Problem of Vandalism (70% of the principals assessed vandalism as a "minor problem")	234
163	Schools at which at Least One Principal Reported Vandalism as a Major Problem. (15 schools)	235
164	Summary of Responses by Principals: Proposed Action Necessary to Control Vandalism (57% of the principals requested "more security aides"; 16% - "innovative student programs")	236
165	Factors Limiting Principals' Ability to Control Violence and Vandalism (36% of the principals named "too little staff"; 23% - "too little time"; 21% - "student attitudes")	238
166	Security Aides: Breaking Windows. (number and per cent)	251
167	Security Aides: Setting Fires (number and per cent)	252
168	Security Aides: Breaking Furniture (number and per cent)	252

<u>Table No.</u>	<u>Title</u>	<u>Page</u>
169	Security Aides: Marking up Walls (number and per cent)	253
170	Security Aides: Breaking up Bathrooms (number and per cent)	253
171	Security Aides: Damaging Books and Equipment. (number and per cent)	254
172	Security Aides: Other Acts of Destruction (number and per cent)	254
173	Security Aides: Students Threatened. (number and per cent)	255
174	Security Aides: Student Attacked or Beaten by Another Student (number and per cent)	255
175	Security Aides: Student Hijacked (number and per cent)	256
176	Security Aides: Student Attacked by Several Students (number and per cent)	256
177	Security Aides: Student Acts Afraid (number and per cent)	257
178	Security Aides: Teacher Threatened by Student. (number and per cent)	257
179	Security Aides: Student Attacks Teacher. (number and per cent)	258
180	Security Aides: Student Insults Teacher. (number and per cent)	258
181	Security Aides: Student Steals from Teacher. (number and per cent)	259
182	Security Aides: Student Damages Teacher's Property (number and per cent)	259
183	Security Aide: Threatened by Student (number and per cent)	260

<u>Table No.</u>	<u>Title</u>	<u>Page</u>
184	Security Aide: Attacked or Beaten by a Student (number and per cent)	260
185	Security Aide: Property Stolen or Damaged by Student (number and per cent)	261
186	Security Aide: Receive Abusive Language from Student (number and per cent)	261

APPENDIX B
QUESTIONNAIRES USED IN SURVEY

APPENDIX B: QUESTIONNAIRES USED IN SURVEY

HAWAII CRIME COMMISSION

Survey on Violence and Vandalism in the Schools

1. P Questionnaire to Principals
2. School Code

DIRECTIONS: Numbers 3-6. Please circle the letter beside the one answer that best describes you.

3. Grade (circle one)
 - a. 7
 - b. 8
 - c. 9
 - d. 10
 - e. 11
 - f. 12
4. Sex (circle one)
 - a. Male
 - b. Female
5. Dominant ethnic background (circle one)
 - a. American Indian
 - b. Black
 - c. Chinese
 - d. Filipino
 - e. Hawaiian
 - f. Part Hawaiian
 - g. Japanese
 - h. Korean
 - i. Portuguese
 - j. Spanish, Puerto Rican
 - k. Samoan
 - l. White
 - m. Other
6. How long have you lived in Hawaii? (circle one)
 - a. all of my life
 - b. 10 years or more
 - c. 5 to 10 years
 - d. 2 to 5 years
 - e. less than 2 years

DIRECTIONS: Numbers 7-15. Circle the letter next to the most correct answer. (circle only one)

7. In general, the feeling at this school is:
- a. friendly and cheerful
 - b. relaxed
 - c. so-so
 - d. uneasy
 - e. fearful
8. At this school, the buildings, classrooms and campus in general are:
- a. well cared for
 - b. in fairly good condition
 - c. average
 - d. shabby and run down
 - e. in need of major repair
9. The teachers at this school seem to be:
- a. relaxed and happy
 - b. reasonably satisfied
 - c. getting along
 - d. tense and uneasy
 - e. afraid for their safety
10. The behavior of the students at this school shows:
- a. a strong spirit of cooperation with the teachers and administrators
 - b. some cooperation
 - c. apathy: they don't care either way
 - d. a spirit of disobedience
 - e. defiance of the teachers and the administration
11. How often are the rules of good behavior explained to the students?
- a. once each month
 - b. several times a year
 - c. twice a year
 - d. once a year
 - e. never
12. How well are the rules of good behavior explained to the students?
- a. very clearly and carefully
 - b. fairly well
 - c. satisfactory
 - d. poorly
 - e. very poorly

33. What type of counselor are you? (circle one)

- a. regular school
- b. campus
- c. outreach
- d. college
- e. other

34. Who usually receives violence-related referrals at your school? (circle one)

- a. principal
- b. vice-principal
- c. other counselors
- d. yourself

35. Which factor most limits your effectiveness as a counselor? (circle one)

- a. too many student clients
- b. administrative attitudes
- c. school policies
- d. DOE policies
- e. paperwork
- f. teacher attitudes

36. Which of the following do you feel is most necessary to help control problems of violence and vandalism? (circle one)

- a. additional counselors
- b. additional vice-principals
- c. special programs for students
- d. change in school policies
- e. workshops/training for teachers
- f. change in DOE policies
- g. more severe penalties
- h. more clear and frequent explanations of rules of good behavior to students
- i. additional security personnel and equipment

How frequently have the following things happened to you?

- | | | | | | |
|---|---|---|---|---|---|
| 37. been threatened by student | 0 | 1 | 2 | 3 | 4 |
| 38. been attacked or beaten by a student | 0 | 1 | 2 | 3 | 4 |
| 39. had property stolen or damaged by a student | 0 | 1 | 2 | 3 | 4 |
| 40. received abusive language from a student | 0 | 1 | 2 | 3 | 4 |
| 41. had class disrupted by a student | 0 | 1 | 2 | 3 | 4 |
| 42. had feelings of fear or intimidation in class | 0 | 1 | 2 | 3 | 4 |

	NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
When you refer a violent or disruptive student to the principal or counselor...					
43. is any action taken at all?	0	1	2	3	4
44. is action taken promptly?	0	1	2	3	4
45. are teachers informed of action taken or not taken?	0	1	2	3	4
46. is the possibility of student reprisal an inhibiting factor to you?	0	1	2	3	4
47. does the administration generally back you up when you make a referral?	0	1	2	3	4
48. In your experience, how has violent and disruptive behavior affected the quality of education at your school? (circle one)					
a. no effect at all					
b. a moderately negative effect					
c. a serious negative effect					
d. a very serious effect					

How many times have the following things happened to you at school?

49. been threatened by another student.....	0	1	2	3	4
50. been beaten by another student.....	0	1	2	3	4
51. been hijacked.....	0	1	2	3	4
52. been beaten by a group of students.....	0	1	2	3	4
53. How often do you avoid going into a bathroom because you might get pushed around or beaten by other students?...					
	0	1	2	3	4
54. How often do you see the principal around school?.....					
	0	1	2	3	4

55. The classes I take at school are: (circle one)
- interesting and important
 - useful and practical
 - okay
 - boring
 - worthless
56. What usually happens to students who are violent? (circle one)
- they get caught
 - they don't get caught
57. What usually happens to violent students who are caught? (circle one)
- they don't get punished
 - they get punished lightly
 - they get punished severely
58. Are clear and separate records kept for incidents of violence at this school? (circle one)
- yes
 - no
59. In your assessment, violence at this school: (circle one)
- is a major problem
 - is a minor problem
 - is not a problem at all
60. The problems of violence require: (circle one)
- more security personnel and equipment
 - additional training for teachers/staff
 - innovative student programs
 - additional school personnel
 - more discretion for administrators
 - greater coordination with criminal justice agencies
 - fewer student rights
 - more severe penalties
 - better training for security personnel
61. Are clear and separate records kept for incidents of vandalism at this school? (circle one)
- yes
 - no

62. In your assessment, vandalism at this school: (circle one)

- a. is a major problem
- b. is a minor problem
- c. is not a problem at all

63. The problem of vandalism requires: (circle one)

- a. more security personnel and equipment
- b. additional training for teachers/staff
- c. innovative student programs
- d. additional school personnel
- e. more discretion for administrators
- f. greater coordination with criminal justice agencies
- g. fewer student rights
- h. more severe penalties
- i. better training for security personnel

64. Do you believe that you, as a principal, are usually visible and available to students at school? (circle one)

- a. yes
- b. no

65. The factor which most limits your ability to better control violence and vandalism at school is: (circle one)

- a. not enough time
- b. not enough staff
- c. DOE policies
- d. teacher attitudes
- e. student attitudes
- f. too much paper work

OPEN-ENDED QUESTIONS TO PRINCIPALS

1. What programs and policies to control violence and vandalism are now in operation at your school? How successful are these programs?

2. What additional programs and policies do you feel are necessary to improve the control of violence and vandalism at your school?

OPEN-ENDED QUESTIONS TO SECURITY AIDES

1. How long have you worked as a security aide?
2. What are the major problems that you experience in your work?
3. What needs to be done to improve the situation at your school?

APPENDIX C
STUDENT ETHNICITY DATA

ACTUAL ETHNIC POPULATION OF
STATE OF HAWAII SCHOOL SYSTEM COMPARED
TO RESPONDENT POPULATION

Ethnicity	School System		Sample	
	Number	Per Cent	Number	Per Cent
American Indian	208	.24	32	.88
Black	835	.94	23	.63
White	16,772	18.96	412	11.3
Hispanic	6,333	7.16	261	7.16
Hawaiian	2,156	2.44	306	8.39
Part Hawaiian	15,958	18.04	486	13.33
Chinese	3,601	4.07	157	4.3
Japanese	17,971	20.31	784	21.5
Korean	1,596	1.80	39	1.07
Filipino	16,374	18.51	697	19.12
Samoan	2,582	2.92	82	2.25
Other	4,078	4.61	367	10.07
Total	88,464	100%	3646	100%

Whites are slightly under represented. Otherwise, the matching of actual and sample population on ethnic grounds is very good.

APPENDIX D
RESPONDENT POPULATION

OCCUPATION BY ETHNICITY, BY PER CENT

<u>Ethnicity</u>	<u>Counselor</u>	<u>Teacher</u>	<u>Student</u>	<u>Principal</u>
American Indian	0	3.03	96.97	0
Black	3.13	25.00	71.88	0
White	2.346	45.67	50.86	1.11
Hispanic	.34	11.15	88.18	.34
Hawaiian	.30	6.38	93.01	.30
Part Hawaiian	1.57	19.81	76.42	2.2
Chinese	2.34	51.13	44.35	1.98
Japanese	3.66	55.23	39.26	1.85
Korean	1.21	46.99	46.99	4.81
Filipino	1.27	10.14	88.34	.25
Samoaan	1.12	6.74	92.14	0
Other	.65	19.13	79.78	.43

This table indicates the percentage of respondents for each ethnic group by occupational categories. When reviewing the cross-tabulations of variables by ethnicity, the reader should remember that some ethnic groups fall heavily into the teacher category and will tend to indicate a greater than normal staff perspective (i.e. Japanese, Chinese, Korean and Caucasians).

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Students from California to Florida to New York are behaving as they please, assaulting their teachers, avoiding any serious penalty, and, in some cases, committing murder in their schools. Some changes are being initiated.

Abramson, Paul. "AS&U's Second Annual Maintenance and Operations Cost Study." American School and University, Vol. 45, No. 6, pp. 25-28, 30, 32, 34, 36, February 1973.

Compiled from a survey of approximately 500 school districts. Data are reported by median district spending per pupil for maintenance and operations labor, equipment, and supplies; utilities; property insurance; vandalism contingency; and security. Comparisons with the previous year are made.

, "Campus Security Survey." American School and University, Vol. 49, No. 6, pp. 46, 48, 50, February 1977.

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, "How Secure Are Your Schools?" American School and University, Vol. 49, No. 8, pp. 29-31, 33, June 1977.

Part two of a survey shows how school districts are coping, or not coping, with vandalism, theft, and other problems of security.

Agbayani-Cahill, Amefil. A Study of Immigrant and Non-Immigrant Youth on Oahu. A report prepared by the Behavioral Research Group for the Law Enforcement Assistance Administration program of the Office of Human Resources, City and County of Honolulu. December 1975.

Allen, Vernon L. & Greenberger, David B. "An Aesthetic Theory of Vandalism." Crime and Delinquency, Vol. 24, No. 3, pp. 309-21, July 1978.

An aesthetic theory of vandalism is proposed, which posits that variables accounting for the enjoyment associated with socially acceptable aesthetic experiences are similarly responsible for the pleasure associated with acts of destruction. Several studies provide support for hypotheses derived from the aesthetic theory of vandalism.

_____, "An Aesthetic Theory of School Vandalism." Discussion Papers 419, Wisconsin University, Madison Institute for Research on Poverty, 1977.

This study presents an aesthetic theory of school vandalism and reports on nine original empirical studies that are relevant to the theory. It is proposed that the act of destroying an object is very enjoyable because it is, in effect, an aesthetic experience. The theory posits that the variables accounting for positive hedonic value associate with socially acceptable aesthetic experiences are similarly responsible for the pleasure associated with acts of destruction. Theory and research in aesthetics have identified many of the important variables responsible for the positive effects that accompany an aesthetic experience. These variables are stimulus characteristics such as complexity, expectation or uncertainty, novelty, intensity, and patterning. These variables may also account for the positive affect produced by the destruction of an object. According to the theory, vandalism is caused in part by the enjoyment derived from the psychological processes manifested during the destruction of an object. Furthermore, aesthetic variables present in an object's initial appearance and in its appearance after being vandalized may serve as eliciting or discriminative stimuli for destructive behavior. After descriptions of a series of experiments, the final section of this report discusses several implications of the theory in terms of school vandalism.

_____, Theoretical Perspectives on School Crime. Volume I, Chapter I: An Aesthetic Theory of School Vandalism. National Council on Crime and Delinquency, Hackensack, N.J. NewGate Resource Center, February 1978, 74p.

One of 52 theoretical papers on school crime and its relation to poverty, this chapter presents an aesthetic theory of vandalism and reports nine original empirical studies that are relevant to the theory. It is proposed that the act of destroying an object is enjoyable because it is, in effect, an aesthetic experience. The essay is divided into five sections. First, some comments are offered concerning existing theories and, by way of contrast, pointing out the distinctive characteristics of the environmental or stimulus-centered approach. Second, an aesthetic theory of destruction is presented and applied to the specific problem of vandalism in the schools. The third and central section reports several new empirical studies that tested the predictions made from the aesthetic theory of vandalism. Finally, in the last two sections, further research is discussed and several suggestions consistent with this theoretical approach are offered for mitigating vandalism in the schools.

Altheide, David L. The Mass Media and School Crime. National Council on Crime and Delinquency, Hackensack, N.J. NewGate Resource Center, February 1978, 36p; Chapter 2 of "Theoretical Perspectives on School Crime, Volume I".

One of 52 theoretical papers on school crime and its relations to poverty, this chapter discusses the role of mass media in school crime. Media culture--the knowledge, techniques, and assumptions used by people who construct media messages--is shown to contribute to public definitions of and beliefs about the nature of "youth." It is suggested that young people also learn appropriate ways of being "youthful" from mass media, and that these activities may be at odds with the perspective of parents, school officials, and other adults. Gaps in existing knowledge about the relevance of mass media messages to youth culture are noted, along with promising research topics.

Amoroso, Louis J. "Public School Property Losses and Vandalism." Security World, Vol. 14, No. 5, p. 122, May 1977.

Outlines recommendations for reducing school district losses due to vandalism and theft by developing a centralized control system for school property and a districtwide alarm system that incorporates a Radio Motor Response Team.

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To analyze the role of the counterrioter, the Disaster Research Center at Ohio State University set up field studies in six cities: in three of the cities--Columbus, Ohio; Indianapolis, Indiana; and Youngstown, Ohio--disturbances occurred which lasted for several days and necessitated considerable police mobilization.

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Bachman, Barbara. "Violence in Schools." CEFP Journal, Vol. 15, No. 4, pp. 8-9, July-August 1977.

If the relationships between student violence and school size, community participation, and organizational climate can be determined, administrators may then be assisted in developing and implementing effective means of reducing school violence.

Ban, John. "Teacher Unions Fight Back." American Educator, Vol. 2, No. 2, pp. 11-12, Summer 1978.

With the alarming climb in the incidence of school violence, teacher organizations have pushed to make teacher security a crucial item in their list of priorities.

& Ciminillo, Lewis M. *Violence and Vandalism in Public Education: Problems and Prospects.*

This book was written to present an overview of school violence and vandalism and pulls together in one format many of the diverse elements allied with school violence. A blueprint for action that schools can follow as they pursue measures of crime prevention and control is supplied. The first chapters review the crises of crime and violence in America and in the schools, focus on the rising issue of school security, and examine these strategies employed by the schools in providing safe learning environments for students and staff. In chapters 3, 4, and 5 school violence is linked to student discipline, truancy, absenteeism, exclusion from school, drop-outs, child abuse, juvenile delinquency, and the juvenile justice system. Chapters 6 and 7 converge on the teacher and administrator as components in the school crime picture meriting special emphases. Chapter 8 outlines what schools can do in terms of designing a comprehensive in-service training program that would equip all school employees with skills and the understanding necessary to combat school violence.

Barrett, Robert E. "Nongraded Learning Units Revamp Junior High School," NASSP Bulletin, Vol. 57, No. 370, pp. 85-91, February 1973.

Improvement on standardized tests, fewer discipline problems, less school vandalism, better student-teacher relations, and higher grades have all resulted from the nongraded learning unit approach.

Bayh, Birch. Our Nation's Schools--A Report Card: "A" in School Violence and Vandalism. Preliminary Report of the Subcommittee to Investigate Juvenile Delinquency, Based on Investigations, 1971-1975. Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary, April 1975, 94th Congress, 1st Session, Committee Print.

Since 1971 the Senate Subcommittee to Investigate Juvenile Delinquency has held 55 days of hearings and received testimony from 419 witnesses on topics including the extent and confinement of juveniles in detention and correctional facilities. A questionnaire designed to obtain categorized information about the extent and scope of violence, vandalism, and dropouts for the school years 1970-71, 1971-72, and 1972-73, was sent to the superintendents of 757 school districts with an enrollment of 10,000 or more pupils ranging from grades K-12. In addition, the subcommittee corresponded with 50 school security directors requesting any available information they desired to contribute. This report discusses the information obtained from these sources, together with various additional studies of school violence and vandalism. The first section of the report is a general overview of some of the trends and causes of school violence and vandalism throughout the country. The second section is a regional breakdown of the findings. The third and fourth sections deal with federal and state legislation in this area, and the final section details the subcommittee's future goals.

"School Violence and Vandalism," American Educator, Vol. 2, No. 2, pp. 4-6, Summer 1978.

One of the most important elements in the prevention of school violence and vandalism is the active involvement of the entire educational community.

"School Violence and Vandalism: Problems and Solutions," Journal of Research and Development in Education, Vol. 11, No. 2, pp. 3-7, Winter 1978.

Provides an overview of the problem of juvenile delinquency in the schools. Also reviews the findings of the Senate Subcommittee To Investigate Juvenile Delinquency and ends with a reminder that American education has overcome seemingly insurmountable problems in other difficult days.

"Seeking Solutions to School Violence and Vandalism," Phi Delta Kappan, Vol. 59, No. 5, pp. 299-302, January 1978.

Senator Bayh discusses what he discovered about school vandalism and violence in his work on senate committee investigating the topic. Some positive approaches to the problems are included.

Benedetti, M. E. "A Successful Attack on Classroom Violence," American School and University, Vol. 48, No. 8, pp. 32-35, April 1976.

Teachers at John F. Kennedy Senior High School carry a mechanical ultrasonic device that can summon security personnel in seconds.

Birch, Jeremy. "The Dorm Five Experiment," Interface Journal, Vol. 1, No. 2, pp. 8-16, Fall 1975.

Describes the Dorm 5 experiment at Windham College, Putney, Vermont, designed to create a living environment to assure individual rights and intellectual values through positive reinforcement techniques following operant conditioning. Problems of vandalism and noise were solved as physical space was utilized to meet student needs for social and study activities.

Blauvelt, Peter D. and others. "Reports From Security Officers," Thresholds in Secondary Education, Vol. 3, No. 1, pp. 28-9, 36, Spring 1977.

Security personnel from five school districts have been recently responsible for developing programs designed to protect students, teachers, and school property from vandals. Reports from Prince George's County, Maryland, Chicago, Illinois, Bellevue, Washington, DeKalb County Schools, Georgia, and Pittsburgh Public Schools are provided.

Brenton, Myron. "School Vandalism," Today's Education, Vol. 64, No. 2, pp. 82-5, March/April 1975.

This article discusses school vandalism and presents one approach school communities are taking.

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Brodbelt, Samuel. "The Epidemic of School Violence," Clearing House, Vol. 51, No. 8, pp. 383-8, April 1978.
Explores the problem of violence in the schools, relates the research, shares historical viewpoints, and examines the peculiar difficulties of the schools by utilizing interviews with the chief of security and five junior high and two senior high school principals in the Baltimore City public schools.

Cardinell, C.F. "Another View: Let's Get at the Causes of Youthful Vandalism," American School Board Journal, Vol. 161, No. 1, pp. 68-69, January 1974.
School officials should investigate possible internal causes of vandalism. Many malicious incidents appear to be caused by children who feel alienated by their failure to achieve academic goals or to develop normal self-esteem.

Chaffee, John Jr., Ed. and Clark, James P., Ed. New Dimensions for Educating Youth. National Association of Secondary School Principals, Reston, Va., Office of Education (DHEW), Washington, D.C., 1976.
This publication is a summary report of a national conference cosponsored by the U.S. Office of Education and the National Association of Secondary School Principals to discuss current concerns in secondary education. The report includes adaptations of general session addresses, reports on each of the 20 workshops, and articles on the general sessions for which there were no prepared texts. Topics of the individual workshops include "the exceptional child," "the change process," "community resources for learning," "the high school curriculum in response to a changing world," "articulation with postsecondary education," "education through work and service," "compulsory education," "adolescence and the youth subculture," "student rights and responsibilities," "values education," "urban education and youth," "purposes of secondary education," "job training and job placement," "delivery of guidance services," "multicultural education," "teacher education," "secondary school size and organization," "violence and vandalism," "graduation requirements," and "a design for developing a local curriculum."

Chambliss, William J. "The Saints and the Roughnecks," Society, Vol. 11, No. 1, pp. 24-31, November-December 1973.
Black and white, male and female, rich and poor, American teenagers have the herding instinct. Sometimes the kids get together for fun, sometimes for trouble, sometimes for political purposes--but mostly they crave recognition, companionship, and excitement. Gangs are a way of life for many adolescents, part of the ritual of growing up.

Clement, Stanley L. "School Vandalism - Causes and Cures," NAASP Bulletin, Vol. 59, No. 387, pp. 17-21, January 1975.
Vandalism is only part of the larger society's ills, says this writer. The solution will depend on how effectively the school can involve students and the whole community in combatting it.

Coleman, James William. "Deviant Subcultures and the Schools," National Council on Crime and Delinquency, Hackensack, N.J. NewGate Resource Center, Chapter 5 of "Theoretical Perspectives on School Crime, Vol. 1, February 1978.

One of 52 theoretical papers on school crime and its relation to poverty, this chapter states that careful examination of juvenile crime reveals that it is primarily a subcultural phenomenon. The principal types of juvenile crime, such as drug use, vandalism, and theft, are usually committed by groups with their own distinctive attitudes, values, and perspectives--groups of juveniles who are part of a deviant subculture. Given this fact, the role of the schools in the etiology of deviant subcultures becomes highly important. Several recommendations for school policy are made on the basis of subculture theory, including the restructuring of educational institutions to reduce the students' sense of alienation and status deprivation and the creation of programs to encourage involvement in nondeviant subcultures.

"Computers: Report Cards, Security," Nation's Schools and Colleges, Vol. 1, No. 1, pp. 31-32, September 1974.
Notes on topics of interest, such as a new computer-based system designed to provide more anecdotal information about student performance than that provided on traditional report cards, and a security program in which after-hours security guards check in hourly by telephone with a computer.

"Conflict and Violence in California Schools: The Problem in Brief," California School Boards, Vol. 33, No. 8, pp. 5-7, September 1974.
Lists types of student conflict in California schools. Published by: California School Boards Association, 800 9th Street, Suite 201, Sacramento, California 95814.

Coppock, Nan. School Security, Educational Management Review Series Number 23, Oregon University, Eugene, ERIC Clearinghouse on Educational Management, October 1973.

School security encompasses a larger area than it did a decade ago. Whereas it used to imply the need to provide a safe educational environment for students, it now connotes the protection of all school personnel, facilities, and equipment. Moreover, the concern in school security has moved from accidental to deliberate losses. The single greatest problem is crime--crimes against people and crimes against property. This review discusses the development of an adequate school security program: identifying security problems, selecting a security director, establishing policies, and instituting preventive measures. Types of prevention covered are manufactured devices, guard personnel, and student and community volunteers.

"A Counterattack on Vandalism," American School and University, Vol. 45, No. 10, pp. 43-44, June 1973.

Four basic alternatives are suggested from which the administrator can choose to increase school district security: (1) a cooperative agreement with local police; (2) use of school staff in internal security assignments; (3) contracting of security services from independent companies; and (4) soliciting help of parents and students to harden school security.

Crime Prevention and School. Juvenile Behavioral Awareness, Delinquency Prevention III, Sponsoring Agency: National Education Association, Washington, D.C. National Association of School Counselors, January 1976. This paper, the third in a series of juvenile delinquency publications, lists specific programs presently under way in the areas of school vandalism, violence, the role of police, decision-making and the prevention of disorders. It is a bibliography of related materials, all of which are annotated and abstracted. Most date from the early 1970's.

Csikszentmihalyi, Mihaly; Larson, Reed. "Intrinsic Rewards in School Crime," Crime and Delinquency, Vol. 24, No. 3, pp. 322-35, July 1978.

Proposes that the state of enjoyment occurs when a person is challenged at a level matched to his level of skills. Disruption of classes, vandalism, and violence in schools are, in part, attempts by adolescents to obtain enjoyment in otherwise lifeless schools.

"Intrinsic Rewards in School Crime," National Council on Crime and Delinquency, Hackensack, N.J. NewGate Resource Center, Chapter 7 of "Theoretical Perspectives on School Crime, Volume I," February 1978. One of 52 theoretical papers on school crime and its relation to poverty, this chapter deals with the intrinsic motivation that the systemic structure of a school provides for opportunities for both prosocial and antisocial behavior. On the basis of previous research, the authors propose that the state of enjoyment occurs when a person is challenged at a level matched by his or her level of skills. According to the model, the experience of meetable challenges requires the perception of a constrained set of possible actions, clearly defined goals, and opportunities for unambiguous feedback. Ideally, learning should involve systemic involvement in sequences of challenges internalized by students. However, evidence indicates that such involvement is rare and is often subverted by the school itself. In the absence of such opportunities, antisocial behavior provides an alternate framework of challenges for bored students. Disruption of classes, vandalism, and violence in schools are, in part, attempts of adolescents to obtain enjoyment in otherwise lifeless schools. Restructuring education in terms of intrinsic motivation would not only reduce school crime, but also accomplish the goal of teaching youth how to enjoy life in an affirmative way.

"Curriculum: Instructional AV, Physical Education," Nation's Schools and Colleges, Vol. 1, No. 2, pp. 12-14, October 1974.

Short descriptive notes discuss new developments in curriculum, such as student use of television cameras to record vandalism damage; and development of new games in which the element of winning or losing is either eliminated or sharply deemphasized.

Davis, Bernard; Thomson, Scott. "Disruptive Behavior: Prevention and Control," National Association of Secondary School Principals, Reston, Va., The Practitioner: A Newsletter for the On-Line Administrator, April 1976.

Delinquency and vandalism are serious problems in secondary schools today. These problems, coupled with the fear of retaliation and the complications of the present legal system, are examined for causes and possible solutions in this newsletter article. Some causes of this delinquency are listed as: (1) alienation from society due to economic difficulties; (2) prolonged adolescent dependence; (3) large schools; and (4) the effect of television violence. The article further delineates a profile of a typical delinquent youth with reference to age, sex, family background, SES, education, work, social behavior, attitudes, and future plans. Possible solutions designed to help delinquent students are: (1) alternative educational settings; (2) career exploration and vocational training; (3) more significant and effective punishment of offenders; (4) written codes defining appropriate student behavior; (5) early detection of delinquency through truancy rates; and (6) greater parental involvement. The article lists 11 classifications of programs and provides 16 examples of actual delinquency prevention and rehabilitation programs together with contact persons and addresses.

Deaver, Philip. Violence and Vandalism in the Schools: The Problem and How to Address It, Ball State Univ., Muncie, Ind. Inst. for Community Education Development; National Community Education Association, Flint, Mich.; Virginia Univ., Charlottesville, Mid-Atlantic Center for Community Education, 1976.

This paper was prepared by members of the National Community Education Association's Committee on Violence and Vandalism in the Schools as a review of the literally hundreds of pounds of information, research, and news generated on this topic. The purpose of this review is to indicate how community education coordinators and directors can constructively approach these problems. The author outlines the scope, causes, and suggested solutions to the complex problems of vandalism and crime, drawing on the report of the Senate Judiciary Subcommittee to Investigate Juvenile Delinquency and other sources. He mentions the difficulty in ascertaining whether the causes for youth crime and violence lie within the schools or within society as a whole. He also briefly summarizes the school security measures taken by some districts, outlines possible long-range process measures to cope with these problems, and delineates community education's potential as a means of solving these problems. Statistics on school vandalism and violence are included.

DeCecco, John P.; Richards, Arlene K. Growing Pains. Uses of School Conflict, 1974.

Intended for teachers, administrators, students, parents, counselors, professors, and consultants, this book provides a practical framework for the work of adults and young people who should improve the schools. It deals with different ways to use different viewpoints to generate new options for resolving conflict. It demonstrates how the same aggression aroused by conflict can be the wellspring for creative resolutions of it. Chapter 1 is introductory and describes the condition of the high school. Chapter 2 discusses the classroom and curriculum conflict. Chapter 3 and 4 contain student descriptions of conflict and apply these descriptions to the democratic rights or constitutional principles students consider most relevant. Chapters 5 and 6 deal with anger, verbal threats, and the violence and vandalism that surround school conflict. Both chapters are based on new affect codes derived from psychoanalytic dynamic theory of aggression. Chapter 7 describes conflict and shows how students and school adults depict the various parties to conflicts and the differences and similarities between their points of view. Chapters 8 and 10 extend the data analysis. Chapter 9 describes how to resolve school conflicts.

DeCecco, John P.; Richards, Arlene K. "Using Negotiation for Teaching Civil Liberties and Avoiding Liability," Phi Delta Kappan, Vol. 57, No. 1, pp. 23-25, September 1975.

Because negotiation channels creative energy and uses student ideas for the benefit of the school, it can create an environment more conducive to teaching and learning than the repressive environments that cause petty irritations, repeated disruptions, violence, and vandalism.

Department of Education, Office of Planning and Budget/Planning Services Branch. A Plan to Improve School and Library Environments. Department of Education, State of Hawaii, 1976.

Deslonde, James L. The Ethnographer in the School: An Examination of School Violence and Crime. Sponsoring Agency: National Institute of Education (DHEW), Washington, D.C., 1978.

This paper consists of an essay on the role and problems of ethnographic research in education, as well as an ethnographic case study of a junior high school which is experiencing problems of violence and vandalism. The larger study which preceded ethnographic inquiry in 10 schools is described briefly. Reasons for providing only limited preliminary information to ethnographers are related to the objectives of unbiased and complete research. The main purpose of the case studies was to document the inschool processes which contribute to or deter violence and vandalism. This ethnographic

description documents the processes of decay in "Bayside" junior high school, taking into account student, teacher, administrator and community factors. Conclusions center around the relationships between school violence and (1) lack of interest in examining and experimenting with internal processes to deter school violence; (2) a student evaluation system which seems to exacerbate problems of truancy and misbehavior; (3) peer pressure not to achieve; and (4) stereotyping of student offenders on the part of school personnel. Various recommendations are offered for solving the problems of school violence and vandalism.

Discipline in Schools: A Source Book, North Carolina State Dept. of Public Instruction, Raleigh, 1977.

The problem of student discipline is approached by synthesizing much that is known about child development, interpersonal relationships, identity, self-image, and change into a philosophy for individual growth and self-fulfillment. Goals, and methods for achieving them, are suggested that would help prevent discipline problems. These are to help each student to feel worthwhile, make the school experience more interesting, make and enforce more effective rules, involve parents, and provide effective security. Specific techniques and programs are presented for dealing with discipline problems when they do occur. Barriers described that block school personnel from making constructive changes needed in order to solve school discipline problems include unwritten rules; fear of change; and lack of money, time, authority, and knowledge. Suggestions are offered for overcoming each barrier. The final sections contain a discussion of legal aspects and appendixes with an annotated bibliography; footnotes; and the questionnaire and a summary of "A Study of Perceptions of Discipline Problems in Secondary Schools of North Carolina."

Dowell, C. D. "Panic in the Parks," Parks and Recreation, Vol. 8, No. 1, pp. 82-3, 113, January 1973.

This article describes present problems in public parks, discusses the reasons for the unrest and the current blaming of public agencies, and proposes public assistance and involvement.

Dukiet, Kenneth H. "Awareness is Key to Prevention of Campus Crime," College Management, Vol. 8, No. 9, pp. 16-17, November/December 1973.

"Spotlight on School Security," School Management, Vol. 17, No. 9, pp. 16-18, November-December 1973.
Six case histories exemplify current practices in some of the successful school security programs.

"Electronic Surveillance Proves Effective," American School and University, Vol. 46, No. 12, p. 16, August 1974.
Describes a new system incorporating blend of intrusion detectors, proper installation of detectors, proper training of security personnel, and cooperation with local police and newspapers.

"Electronics Replace Manpower," American School and University, Vol. 49, No. 1, p. 80, September 1976.

Dunwoody Industrial Institute in Minneapolis has found that an electronic security system with manpower backup is the best safeguard against theft, fire, and equipment malfunction.

Elliott, Arthur H. "Turning It Around in Education with Student Tutoring," Clearing House, Vol. 50, No. 7, pp. 285-90, March 1977.

Evidence is mounting in support of the belief that student tutoring is highly effective in achieving the basic goals of public education, namely, the cognitive, affective and social development of the child.

Emrich, Robert-L. "The Safe School Study Report to the Congress: Evaluation and Recommendations--A Summary of Testimony to the House Education and Labor Subcommittee on Economic Opportunity," Crime and Delinquency, Vol. 24, No. 3, pp. 266-76, July 1978.

Presents a critique of the HEW Safe School Study Report, including various methodological problems. Suggests that only the broad findings are trustworthy and recommends specific legislation designed to combat the vandalism problem.

"Entire District Wired for Security," American School and University, Vol. 50, No. 10, pp. 46-7, June 1978.

The central police station monitors elementary schools and the administration building for fire and intrusion security in Missoula, Montana.

"ERIC Abstracts: ERIC Document Resumes on School Vandalism and Violence," ERIC Abstract Series, Number 36, American Association of School Administrators, Washington, D.C.; Oregon Univ., Eugene, ERIC Clearinghouse on Educational Management, Sponsoring Agency: National Institute of Education (DHEW), Washington, D.C., 1976.

Thirty-five annotations from the ERIC system discuss the problems of vandalism and violence in the schools, touching on causes, prevention, solutions, security methods, and programs and responses advocated and used by various groups.

Ertukel, Dee. "School Security: A Student Point of View," NASSP Bulletin, Vol. 58, No. 384, pp. 44-9, October 1974.

A student describes various school security programs and concludes that the most essential ingredient for success is the cooperative involvement of all parts of the school community.

"Experts Answer Security Questions," American School and University, Vol. 48, No. 4, pp. 32-35, December 1975.

Excerpts from a school security seminar.

Feldhusen, John F. Behavior Problems in Secondary Schools. Final Report, Sponsoring Agency: National Institute of Education (DHEW), Washington, D.C., October 1978.

This paper reviews the problems of antisocial student behavior in schools, tries to identify causes, and examines programs and procedures for remediating and preventing such behavior. This review focuses particularly on senior and junior high schools and all forms of antisocial, aggressive, disruptive behaviors that interfere with school functioning. The report concludes that the problems of school discipline, violence, crime, vandalism, and truancy have grown to large proportions in many American schools. Principals and school boards often seem reluctant to admit the problems that begin or are caused by forces outside the school. Poor home conditions, television violence, a climate of crime in the community, gangs, and peer crime influences are all initial contributors to the problems that surface in schools. But, the author contends, the school also contributes with poor teaching, a negative school climate, a dose of failure for many students, and irrelevant curricula. The school can take positive action along with other youth agencies to alleviate the problem and even create a positive social and academic climate in which all youth can succeed. A set of recommendations for action by educators is presented.

"Four Cost Effective, Practical Building Projects," American School and University, Vol. 45, No. 8, pp. 52, 54, 56, 59, 61-62, 64-66, April 1973.

Mall-fashioned school teaches shoppers the art of living. New Campus plan is developed in old railroad yard. Rhode Island school is remodeled and an addition built in one short summer. School turned inside out to solve problems of security, heat, and money.

Gaines, Joan B. "Arts Are for Learning," Today's Education, Vol. 66, No. 4, pp. 72-4, November-December 1977.

A project involving painting large murals on the courtyard walls of a school not only halted vandalism but improved the quality of education for all students by integrating the arts into their basic education.

Gallimore, Ronald, Joan Boggs, and Cathie Jordan. Culture, Behavior and Education, A Study of Hawaiian Americans. Sage Publications, Beverly Hills, 1974.

Gamble, Joseph H. "Designing a Security System to Meet Your Needs," American School and University, Vol. 51, No. 1, pp. 60-2, September 1978.

Designing a security system to meet the specific needs of an institution is a matter of professionalism.

Garrett, John R. and others. "'Plus Ca Change . . .': School Crime in an Institutional Perspective," National Council on Crime and Delinquency, Hackensack, N.J. NewGate Resource Center, Chapter 12 of "Theoretical Perspectives on School Crime, Volume I," Sponsoring Agency: Department of Health, Education, and Welfare, Washington, D.C., February 1978.

One of 52 theoretical papers on school crime and its relation to poverty, this chapter is an attempt to bridge theory, research, experience, and practical responses in schools encountering crime. Based on extensive work in schools experiencing high rates of violence and vandalism, the authors present a brief review of existing theoretical perspectives and develop a new framework for examining both individual and institutional interchanges and how these interchanges affect delinquency behavior over time. The article presents a methodological approach to research in school settings and discusses access, entry, data collection techniques, and realistic avenues for long-range responses to school crime.

Gibson, W. D.; Jones, R. B. "Crime Prevention in Little Rock's Public Schools," FBI: Law Enforcement Bulletin, Vol. 47, No. 7, pp. 12-5, July 1978.

After preliminary research on juvenile crime and school and community meetings, the Little Rock (Arkansas) police department developed and presented a crime prevention program in the public schools. Two officers describe the program, attitude changes of school and students toward police, and students' increased knowledge of law enforcement.

Goldmeier, Harold. "Vandalism: The Effects of Unmanageable Confrontations," Adolescence, Vol. 9, No. 33, pp. 49-56, Spring 1974.

Article described the background of vandalism committed by juveniles, the costs of vandalism, and some suggestions for dealing with vindictive vandals.

Graves, Ben E. "Funny, but It Doesn't Look Schoolish," Nation's Schools, Vol. 91, No. 3, pp. 66,70, March 1973.

Preliminary evaluations of learning that takes place in such found spaces as a converted garment factory, a fallout shelter, a milking machine factory, and a hotel provide evidence that, while children may not learn better, their reactions to these places is positive. The results are low rates of vandalism, high attendance, parent involvement, and low teacher turnover.

Grealy, Joseph I. "Criminal Activity in Schools: What's Being Done About It?" NASSP Bulletin, Vol. 58, No. 382, pp. 73-8, May 1974.

Security personnel can help administrators develop ways to combat the ill effects crime has on education programs.

"How Can School Security Be Strengthened?" February 25, 1974.

The primary function of a school system is to educate; however, the safety and security of personnel and facilities must be guaranteed. The author suggests that only way such a guarantee can be affected is by selecting a person who has the background ability to organize

a system that will guarantee the safety and security of people and property. The particular approach will be guided by the size and problems being experienced by the individual school system. A qualified person with a sound program will not only help school administrators avoid frustrating and disruptive situations, but will also have funds that are being drained from budgets as a result of acts of vandalism.

"Lest We Forget: An Update on Crime in Our Schools," Security World, Vol. 14, No. 10, pp. 109-111, October 1977.

Available from Security World Publishing Co., Inc., P.O. Box 272, Culver City, California 90230.

"Safety and Security in the School Environment," Security World, Vol. 11, No. 2, pp. 16-17,42, January 1974.

Published by Security World Publishing Co., Inc., P.O. Box 272, Culver City, California 90230.

"Violence and Vandalism in the Schools," Thresholds in Secondary Education, Vol. 3, No. 1, pp. 25-7, Spring 1977.

School violence and vandalism threatens to seriously hamper the ability of educational systems to carry out their primary function. Presents some shocking cases of school violence and vandalism and suggests some remedies for both.

"The Great Security Debate," American School and University, Vol. 49, No. 1, pp. 38-43, September 1976.

There are two separate approaches to school security--man and/or machines. Advantages and disadvantages are cited for each.

Greenhalgh, John. "Early Warning Systems Assure Safe Schools," School Management, Vol. 17, No. 9, pp. 19-21, 36, November-December 1973.

Fairfield, Connecticut, public schools are protected by an automatic fire detection system covering every area of every building through an electric monitor. An intrusion alarm system that relies primarily on pulsed infra-red beams protects the plant investment.

Guerrero, Manuel Leon. A Checklist to Encourage a Peaceful Environment on Campus. April 1976.

Haas, Michael. School Violence and Equal Educational Opportunity for Diverse Cultures. Paper presented to World Education Conference. Honolulu 1976.

and Peter Resurrection. Politics and Prejudice in Contemporary Hawaii. Coventry Press, Honolulu, 1976.

- Haney, Stan. "School District Reduces Vandalism 65 Percent," American School and University, Vol. 46, No. 4, p. 29, December 1973.
Describes a successful anti-vandalism program whereby a budget allocation to each of 22 schools in the sum of one dollar per student for student projects can be reduced by subtracting vandalism costs at each school.
- Hanrahan, Robert P. "The Federal Role in Combating School Crime and Vandalism," Security World, Vol. 14, No. 1, pp. 77-79, January 1977.
Describes the Safe Schools Study being conducted by the U.S. Department of Health, Education, and Welfare, and offers suggestions for local educational administrators in confronting the problems of crime and vandalism in the schools.
- Heilman, Donald E. "What are Schools Doing About Violence and Vandalism?" Thresholds in Secondary Education, Vol. 3, No. 1, pp. 14-5, Spring 1977.
A nationwide survey was undertaken to obtain copies of written policies outlining the responses made by school districts to vandalism and violence. Lists fourteen of the most used items appearing in the school district policies and elaborates on two areas needing more development.
- "Heisner Report: School Violence Can be Curbed, Says Birch Bayh," Instructor, Vol. 88, No. 2, pp. 24-7, September 1978.
Briefly discusses the problem of violence in the schools and how schools can be made safe again.
- Hendrick, Clyde; Murfin, Marjorie. "Project Library Ripoff: A study of Periodical Mutilation in a University Library," College and Research Libraries, Vol. 35, No. 6, pp. 402-11, November 1974.
The report of a questionnaire study given to 168 students on their knowledge and opinion about periodical mutilation in the Kent State University Library.
- "High Lights on Campus," Modern Schools, pp. 8-10, December 1974.
The installation of an area lighting tower combines increased security with economic savings at Kansas State University.
- Hill, Frederick W. "'Tighten-up' on Prosecution of Vandals," American School and University, Vol. 47, No. 4, pp. 16-17, December 1974.
The author feels that vandals should feel the full weight of social disapproval of their acts, that equipment and facilities designed to guard confidential material must be given greater consideration, and that school business officials should speed up bill payments to vendors.
- "Insurance Headaches for School Administrators: Part 1," American School and University, Vol. 49, No. 8, pp. 12, 15, 17, June 1977.
First of a two-part series offers suggestions of things a school district can do that may be important and may contribute to a better insurability climate.

- Holman, Ben. "National Trends and Student Unrest," Security World, Vol. 12, No. 8, pp. 43-44, September 1975.
Points out tension-breeding factors that underlie school racial unrest; suggests ways for school security officers to define their role; and lists some features of a crisis contingency plan.
- Howard, James L. "Factors in School Vandalism," Journal of Research and Development in Education, Vol. 11, No. 2, pp. 53-63, Winter 1978.
Reports on factors relating to school vandalism based on a review of selected literature that included juvenile delinquency. Research and theoretical writings were included for purposes of comparison and conflicting findings were also discussed, as well as common findings. An attempt was made to relate theoretical work with recent applied research findings.
- "How Safe Is Your School?" Instructor, Vol. 88, No. 2, pp. 88-9, September 1978.
Briefly discusses violence and vandalism in the nation's schools. Specific suggestions are offered for teachers on how to handle various types of attacks. Several methods of discouraging vandalism are also described.
- Ianni, Francis A. J. "School Violence and the Social Organization of High Schools," National Council on Crime and Delinquency, Hackensack, N.J. NewGate Resource Center, Chapter 15 of "Theoretical Perspectives on School Crime, Volume I," February 1978.
One of 52 theoretical papers on school crime and its relation to poverty, this chapter, based on the findings of an indepth study of the social organization of the American high school, provides a new, school-specific way of examining the problem of school crime and violence. The study, which made use of field methodology, addressed two basic questions: "What is the code of rules which makes the high school a social system?" and "How do people learn to play this game?" Data collected enabled researchers to describe four major structural domains of socialization transactions (the teaching-learning structure, the authority-power structure, the peer-group structure, the cross-group structures) and three major processes of social action by which the four structures are operationalized in the social organization (sorting, territoriality, rule making, and rule breaking). It is suggested that this model of the social organization of the American high school, in isolating what is school-specific about crime and violence in schools, may enable educators to develop a means of effectively dealing with the problem.
- "Improving Entrance Security Without Chains," American School and University, Vol. 51, No. 1, pp. 40-2, September 1978.
To prevent unauthorized entrance to school buildings, preventive measures must be applied to the total entrance system including the door, entrance frame, and hardware.
- Irwin, Gordon. "Planning Vandalism Resistant Educational Facilities," Journal of Research and Development in Education, Vol. 11, No. 2, pp. 42-52, Winter 1978.
Attempts to identify features for lessening vandalism for consideration in the planning of educational facilities. Members of the

National Association of School Security Directors were asked what features they would recommend in planning a new school building resistant to vandalism. 363 features in 24 major categories were identified as acceptable and are discussed here.

Irwin, James R. "Vandalism--Its Prevention and Control," NASSP Bulletin, Vol. 60, No. 400, pp. 55-9, May 1976.

The increasing number of acts of senseless destruction in the schools are costing money--to repair the damage, and to protect the schools from further damage. Cites some possible reasons for the vandalism, and offers some suggestions for improving the problem.

Jackson, Maurice A. Schools That Change: A Report on Success Strategies for Dealing with Disruption, Violence, and Vandalism in Public High Schools, December 1976.

The author, an experienced principal from Washington, D.C., spent the 1975-76 school year on leave to the National Institute of Education to work on a program to identify and visit secondary schools that had experienced recent incidents of violence but were on their way toward stabilizing and containing the disruptive situation. The author discusses the selection of the schools visited, lists the schools, and discusses his approach to the visits. The major portion of the report is concerned with the author's conclusions about the role of leadership, school climate, and outside forces on the schools and with his consideration of what works to reduce violence and disruption--caring, control, and increased or improved communication. The role of the principal is emphasized.

James, Hugh. "How Secure Is Your Classroom?" Teacher, Vol. 91, No. 6, pp. 42-3 February 1974.

You know what can happen when a burglar or vandal enters a classroom. Here's what you can do to make the rip-off less likely.

Jaslow, Carol K. "Violence in the Schools," ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Michigan, Sponsoring Agency: National Institute of Education (DHEW), Washington, D.C., 1978.

This collection of ERIC documents is designed to identify useful resources for anyone working with problems of violence or vandalism in an educational setting. These documents represent a computer search of the ERIC database covering the period of November, 1966 through May, 1978. The materials reviewed here address the following areas of concern: issues and trends in school violence; methods for coping with violence such as student cooperation, special projects, public relations, and parent education; the Safe Schools Act; and the role of the counselor. Additionally, descriptions of exemplary programs and services specifically designed to deal with school violence are provided.

Johnson, Claradine and others. "Improving Learning Through Peer Leadership," Phi Delta Kappan, Vol. 59, No. 8, p. 560, April 1978.

The Peer Leadership Program decreased student absences, the dropout rate, physical attacks, and vandalism costs, and increased student involvement.

"Herbert F. Johnson Museum of Art, Cornell University, Ithaca, New York: 1975 AIA Honor Award," AIA Journal, Vol. 63, No. 5, pp. 40-41, May 1975. The central element of this teaching museum is an open sculpture gallery on the third-floor level, beyond the reach of vandals.

Juillerat, Ernest E., Jr. "For Worried School Districts: Here's Lots of Sensible Advice for LASTING Ways To Cut Down School Vandalism," American School Board Journal, Vol. 161, No. 1, pp. 64-69, January 1974. Recommends an audit of school district security measures, and an ongoing program of ad hoc committees, consultations with experts, policy revision, and accident prevention.

Kalus, Janet. Analysis of Hawaii Secondary School Discipline Variables. Doctoral Dissertation. Walden University, 1978.

Karpisek, Marian E. "Media Centers: If You Can't Change the Design, Change the Rules," American School and University, Vol. 50, No. 10, pp. 54-5, June 1978. Requiring students to deposit their school identification cards at a desk inside the door of the learning center and locking all doors except one reduced vandalism at East High School in Salt Lake City, Utah.

Katzenmeyer, W. G.; Surratt, James E. "Police at the Schoolhouse," Phi Delta Kappan, Vol. 57, No. 3, pp. 206-207, November 1975. Examines the use of police in the schools--costs, scope, cause, and problems.

"Keep It Looking Like New," School Management, Vol. 17, No. 9, pp. 22-23, November-December 1973.

Part of the reason Wethersfield, Connecticut, schools have been little vandalized is because maintenance people are treated as an important part of the school staff. The school district has found that students rarely vandalize a building that shows people are taking care of it.

Kelly, Ralph L. "Vandalism Safety and Security," School Business Affairs, Vol. 39, No. 7, pp. 165-166, July 1973.

Pilot programs for school safety initiated in Tulsa include a 2-way radio communication installation on school buses and vandalism detection devices in selected schools.

Kemble, Eugenia. Violence in Schools and Public/School Policies, December 15, 1975. The issue of school violence as well as the various public policies and school policies which have an impact on several issues are addressed in this paper. These issues are school suspensions, the distinctions between youth and adult crime, the question of who is to blame for student actions, and which institutions and individuals should be held responsible for what takes place in schools. Youth

crime in the schools is high and on the rise. The cost of this crime to the public schools is estimated to be about \$600 million a year. While this side of the coin is presented, the series of court decisions and a number of reports which criticize the public schools for the way they handle disruptive students is given as well. These place added burdens on public school officials and fail to grapple with the inadequate resources and facilities of the public schools, especially in a period of an economic crunch. Another aspect of the problem relates to a reanalysis of how the courts should deal with youth crime. While not particularly a school question, the two are closely related. It is concluded that school violence is not simply a school problem, but it is tied to large social problems.

Kerber, Kerry A. Disorder, Disruption and Violence in Public Education, 1976.

The central problem examined in this dissertation is the rapid increase in violence and disorder in American public schools. The extent and types of disruption are described and analyzed. School disorders have been divided into two broad categories: 1) school disorder relating to problems of ideological conflict and dissent, and 2) school disorders related to violent and criminal offenses and disruptions. A detailed analysis of school disorders was undertaken. First, there was an examination of in-school causes. Secondly, an analysis was made of social, cultural, and community causes. Finally, a number of short term and long-term strategies were suggested for alleviating the serious problems of violence occurring in public schools. Models suggested as basic categories were: 1) ideological (student boycott, walkout, strike, or picketing, and others), 2) violent and criminal offenses (student-teacher physical confrontation or attack, riots and student fighting, vandalism, student abuse and use of drugs, and others).

Koch, E. L. "School Vandalism and Strategies of Social Control," Urban Education, Vol. 10, No. 1, pp. 54-72, April 1975.

Refines and clarifies certain concepts having to do with school vandalism and its control; examines the concept of social control as applied to the problem of controlling the young, delimiting it to conscious, social and formal dimensions, and summarily reviews research and theory in the area of school vandalism.

Kolstad, C. Ken. "Microwaves Stop School Vandals," Security World, Vol. 11, No. 2, pp. 20-21, 54, January 1974.
Published by Security World Publishing Co., Inc., P.O. Box 272, Culver City, California 90230.

Krzywkowski, Leo V. "TV, Children, and Vandalism: What Can We Do About It?" NJEA Review, Vol. 50, No. 6, pp. 16-8, 101, February 1977.

Television is now first in fulfilling the most important societal needs--that of the transmission of culture--both good and bad.

Kulka, Richard A. and others. "School Crime as a Function of Person-Environment Fit," National Council on Crime and Delinquency, Hackensack, N.J. NewGate Resource Center, Chapter 18 of "Theoretical Perspectives on School Crime, Volume I," February 1978.

One of 52 theoretical papers on school crime and its relation to poverty, this chapter proposes that school crime and disruption be conceptualized as a function of the congruence or fit between the personal characteristics of individual students and the social environments of the schools they attend. In developing a conceptual model, a selective review of the literature on juvenile delinquency is presented, identifying substantive and methodological strengths and weaknesses of past and current approaches. Second, the pre-requisites for an adequate theory of delinquent behavior are specified, followed by a general description of a model of person-environment fit. Third, the relation of this model to delinquent behavior and school crime is described, emphasizing the importance of the school experience and specifying the major components of the model by reference to the school context. Fourth, the model is applied to selected theories and empirical results available from the current literature on delinquency and school crime, and data from two recent studies of adolescents are presented that lend support to the model and emphasize the unitary relationship between school crime or disruption and delinquent behavior in general. Finally, based on the preceding discussion, some general implications and conclusions are drawn.

Lauber, Gerald. "A Community Based School Security Program," Security World, Vol. 14, No. 4, pp. 68-69, April 1977.

Involvement of the entire community in school security makes the community aware of the problems that exist while establishing the foundation for solutions.

Lesser, Philip. "Social Science and Educational Policy: The Case of School Violence," Urban Education, Vol. 12, No. 4, pp. 389-410, January 1978.

This article argues that educational practice regarding school violence is little influenced by the scholarship of social scientists, and that educational decision makers have been attempting to develop innovations with minimal stress on theoretical analysis.

Lindbloom, Kenneth D. "Colorado Security Department Combats Crime," American School and University, Vol. 50, No. 7, pp. 28-31, March 1978.

The director of security for the Aurora Public Schools tells how the department he built has cut crime.

"Live-In 'School Sitters' Are Saving This District Thousands of Dollars Each Year--and Cutting Vandalism as Well," American School Board Journal, Vol. 161, No. 7, pp. 36-39, July 1974.

Vandal Watch is a program in which families, who live in mobile homes adjacent to school buildings, respond to buzzes from electronic sensors wired to the trailer and report unexpected sounds or sights within the school.

Longton, J. J. "The Changing Role of Campus Security," American School and University, Vol. 48, No. 4, pp. 28-30, December 1975.

Nationwide, colleges are developing independent and unique approaches to school security.

"Maintenance and Security Begin at Home," School Management, Vol. 18, No. 9, pp. 15-16, November-December 1974.

Sometimes districts can improve their maintenance and security and find more efficient and less costly approaches to both areas when they tap their own personnel resources. Illustrations show how effectively problems have been dealt with by people of talent and ability "within the system."

Mallory, Arthur L. "In Perspective: School Violence and Discipline," School Business Affairs, Vol. 43, No. 7, pp. 155-156, July 1977.

Due process requirements should not be an excuse for failing to maintain firm standards of conduct. Due process demands that policies for discipline and punishment be established, and these policies will help by spelling out the rights and options of both students and educators.

Marrola, Joseph A. and others. "Schools: Antiquated Systems of Social Control," National Council on Crime and Delinquency, Hackensack, N.J. NewGate Resource Center, Chapter 23 of "Theoretical Perspectives on School Crime, Volume I," February 1978.

One of 52 theoretical papers on school crime and its relation to poverty, this chapter considers the perspective that violence and vandalism in schools are a structural rather than a personal problem. Various facets of the schooling process are discussed with an emphasis on past and present meaning of forms of social control and how these may be dysfunctional to the learning process and contribute to delinquency and vandalism. The meaning of the school experience to the student is crucial, and consensus of perspective is necessary to achieve social order. Why the latter is not being achieved is discussed, and suggestions for change are presented.

Marvin, Michael and others. Planning Assistance Programs to Reduce School Violence and Disruption, and Appendices, Research for Better Schools, Inc., Philadelphia, Pa., January 1976.

The central purpose of this project was to provide an information base that the Law Enforcement Assistance Administration (LEAA) can use in planning programs to help school personnel cope more effectively with the problem of violence in their schools. The efforts to provide an information base were organized into four tasks: to determine the nature and extent of the problem of school violence, to determine what efforts are being undertaken in schools to reduce school violence, to determine what kinds of help schools need, and to deter-

mine how other federal programs help schools solve specific problems. The federal programs examined are Right to Read, Drug Abuse Education program, the Civil Rights Training and Technical Assistance program, the Dropout Prevention program under the Elementary and Secondary Education Act (ESEA) Title VIII, Teacher Corps, and ESEA Title III. The recommended program emphasizes the provision of technical assistance to local agencies by regional staffs of experts. The program would be given overall direction and support at the national level. An extensive bibliography is included in the appendices.

McCrosky, Cherie Le Fevre. "Vandalism--What Is Extent of the Problem?" School Business Affairs, Vol. 42, No. 4, pp. 82-84, April 1976.

Examines existing data on the frequency and cost of school vandalism and describes a planned national study designed to determine the frequency, nature, and costs of school vandalism and to examine current efforts to reduce vandalism.

McGowan, William N. "Crime Control in Public Schools: Space Age Solutions," NASSP Bulletin, Vol. 57, No. 372, pp. 43-8, April 1973.

Space age technology is providing techniques for attacking problems of crime control in schools and provides help in developing programs to improve instruction and facilitate learning.

McPartland, James M.; McDill, Edward L. Research on Crime in the Schools, 1976.

The main themes of some prominent theories of youthful offenders are reviewed, and some of the far reaching reforms implied by these themes are outlined. The main goal is to consider how schools may respond to the problem and attention is restricted to changes in schools that may help, even though more fundamental reforms in society would have much greater impact. The presentation has three parts: definitions and classifications of the problem of crime in the schools are offered; a brief review of five major theories of the causes of juvenile offenses and implications of those theories for reforms in the larger society are presented; and an analysis of whether schools play a distinct role in the problem and a brief review of evaluations of specific school changes to address the problem are given. Two broad generalizations are highlighted in the conclusion. The first underscores the need for additional serious studies on what schools can do about the violence problem. The best that can be said is that the present knowledge is indirect, dealing mostly with forces deeply embedded in American institutions and the social structure outside of the school. The second is the belief that schools presently play a direct or unique role in the violence problem, independent of the underlying conditions of employment, family, and juvenile law enforcement institutions.

Miller, Lavon E.; Beer, David. "Security System Pays Off," American School and University, Vol. 46, No. 8, pp. 39-40, April 1974.

Fort Wayne Community Schools (Indiana) reduced vandalism costs from \$22,450 a year to \$550. Buildings are outfitted with a variety of intruder detection devices connected to a central monitoring station.

Miller, Walter B. "The Molls," Society, Vol. 11, No. 1, pp. 32-35, November-December 1973.

Moorefiled, Story. "North, South, East and West Side Story," American Education, Vol. 13, No. 1, pp. 12-6, January-February 1977.

Educators agree that vandalism and violence have become two of the most serious problems confronting the nation's schools. Causes and possible solutions are examined.

Neill, Shirley Boes. "Violence and Vandalism: Dimensions and Correctives," Phi Delta Kappan, Vol. 59, No. 5, pp. 302-7, January 1978.

Neville, Henry C. "School Arson: Is Your Protection Adequate?" American School and University, Vol. 47, No. 3, pp. 31-32, November 1974.

Guidelines to help make schools fire-retardant and arson-proof.

Newman, Joan; Newman, Graeme. "Crime and Punishment in the Schooling Process: A Historical Analysis," National Council on Crime and Delinquency, Hackensack, N.J. NewGate Resource Center, Chapter 24 of "Theoretical Perspectives on School Crime, Volume I," February 1978.

One of 52 theoretical papers on school crime and its relation to poverty, this chapter examines the historical validity of two popular beliefs concerning the "crisis of discipline" in schools. One is that it is something special to this turbulent age, and the other is that school violence and crime have increased because we have relaxed our discipline. The authors conclude that, while it is probable that school violence and crime have increased in this century, the increase is not sufficient to warrant the conclusions that it has resulted from the relaxation of discipline. Until this century, schools have traditionally been places of violence--where teachers severely corporally punished their students, and where students frequently rose up in rebellion, riots, and mutinies. In comparison, this century has seen an incredible delimiting of severe corporal punishment (although it is still widely used), which has not been matched with an equally severe increase in school violence.

Noblit, George W. The Ethnographer in the School: An Examination of Epistemology and School Violence, March 1978.

This paper is part of a symposium focusing on the Safe School Study recently completed by the National Institute of Education. The symposium attempted to delineate the critical methodological problems arising from ethnographic research in the school setting on school

violence and delinquency, and to report recent findings from studies using ethnographic methods conducted in several geographic settings. The author examines the appropriateness of ethnographic research for education and argues that positivistic designs do not establish interpretive understanding that is necessary to satisfy the duality of scientific proof. The Safe School Study is used as an example of the significance of qualitative research.

and Collins, Thomas W. "Order and Disruption in a Desegregated High School," Crime and Delinquency, Vol. 24, Vol. 3, pp. 277-89, July 1978.

It has been assumed that schools play a dramatic role in creating school crime. This paper, by using ethnographic data, demonstrates the inter-relationships among administrative styles, deterrence, commitment, and disruption. It appears that legitimacy of rules even within a school's bureaucracy needs to be developed through negotiating order with students.

Osborne, Donald L. Discipline and the High School, April 1978.

The high school has paradoxically undergone a loss in status while gaining in importance for young people. Education has become essential to survival in today's world. Along with the government's financial neglect of public high schools in favor of the development of post secondary institutions, the high school's educational task has become more difficult due to rapid social change affecting particularly adolescents. School discipline problems, such as vandalism, truancy, and violence, have been on the increase nationwide. Studies indicate that students who are not doing well academically are the ones having discipline problems and also problems coping with social pressures and responsibilities. Federal funding should be available at the individual school level for educational programs which will provide students with opportunities to develop both academically and socially.

O'Toole, Charles P. "Security Today," American School and University, Vol. 47, No. 4, pp. 18-20, December 1974.

A discussion of today's problems in school security--and possible solutions.

"An Ounce of Prevention--Your School Needs More," American School and University, Vol. 49, No. 1, pp. 44,49, September 1976.

Guidelines for establishing school security and a summary of detection systems.

"Outdoor Lighting: A Showcase of Safety," Modern Schools, pp. 7-10, September 1973.

Creative, constructive night lighting can, in addition to deterring vandalism, beautify parking lots, recreation fields, entrances, grassy areas, walkways, and driveways of schools; and provide safety for those using the facilities after dark.

"Oversight Hearing on the Juvenile Justice and Delinquency Prevention Act," Hearing before the Subcommittee on Equal Opportunities of the Committee on Education and Labor, Ninety-Fourth Congress, Second Session, June 29, 1976, Congress of the U.S., Washington, D.C. House Committee on Education and Labor, 1976.

This Oversight Hearing on the Juvenile Justice and Delinquency Prevention Act was held before the Subcommittee on Equal Opportunities of the Committee on Education and Labor, House of Representatives, Ninety-Fourth Congress, Second Session. The Hearing, held in Washington, D.C., on June 29, 1976, speaks to the concerns of those working with delinquent-prone youth.

"Parent Patrols Are Scaring Would-Be Vandals Away from Schools in This Burgeoning District," American School Board Journal, Vol. 161, No. 7, pp. 38-39, July 1974.

A volunteer observer program has drastically reduced the incidence of vandalism in the schools of the Schaumburg, Illinois District.

Passantino, Erika D. "Adventure Playgrounds for Learning and Socialization," Phi Delta Kappan, Vol. 56, No. 5, pp. 329-333, January 1975.

Vandalism may be reduced and wholesome physical and emotional growth enhanced through creatively designed and properly supervised recreational facilities. International examples are cited.

Paterson, Dave. "Learning To Decide," Times Educational Supplement (London), No. 3188, p. 19, July 9, 1976.

Suggests that vandalism and truancy could be combated by the introduction of school councils with effective powers of decision-making.

Patterson, L. Brooks. The Principal, the Student, and the Law: A Prosecuting Attorney's View, February 16, 1976.

The relationship between a school principal and the student, and the functions and responsibilities of each, are being controlled and dictated by the continuing involvement of the courts. Many complex and confusing legal questions have arisen because of this judicial intervention. Issues discussed include school violence and vandalism, student rights, due process, and the distinction between substantive due process and procedural due process. Guidelines are offered administrators in the form of a handbook and a compilation of ideas to help deal with a variety of school problems, with the legislature, and with community apathy.

Pegler, Klaus. "Studen abstract. Der Einsatz von Nachrichten im Leistungskurs 'Social Problems,' (Class-Hour Plan. The Introduction of News in the Honors Course 'Social Problems')," Praxis des Neusprachlichen Unterrichts, Vol. 24, No. 3, pp. 243-50, 1977.

Gives a detailed ESL (English as a second language) class-hour plan for using a BBC radio news program on vandalism as a social problem. Teaching goals, teaching materials and methodology are discussed. The working texts are appended; the news tests are available free from the author.

Phay, Robert E. "The Law of Suspension and Expulsion: An Examination of the Substantive Issues in Controlling Student Conduct," NOLPE Second Monograph Series, Number Seven, ERIC/CEM State-of-the-Knowledge Series, Number Thirty-Two, National Organization on Legal Problems of Education, Topeka, Kansas; Oregon University, Eugene, ERIC Clearinghouse on Educational Management, Sponsoring Agency: National Institute of Education (DHEW), Washington, D.C., 1975.

Student protest and misconduct have frequently resulted in the suspension or expulsion of a student. This monograph examines the school's authority to suspend or expel a student, with the purpose of determining when such an action is permissible and when it is prohibited because it infringes on a student's constitutional and, sometimes, statutory rights. The procedural issues that arise when the school has decided to remove a student are not included. Issues discussed include demonstrations, publications and underground newspapers, weapons on school grounds, school property damage, personal appearance, student marital and/or parental status, and out-of-school conduct.

A Plan to Improve School and Library Environments, Hawaii State Department of Education, Honolulu, Office of Planning and Budget, March 1976.

A framework of goals, policy statements, and implementing activities is set forth aimed at integrating the different kinds of environment improvement activities now underway in the Hawaii Department of Education; expanding and improving those activities in orderly ways in the future; and suggesting new directions. Five areas are targeted for attention. (1) Plant security--protecting classroom buildings, administrative offices, and other facilities from arson, vandalism, and break-ins; also safeguarding equipment from theft and damages. (2) Campus beautification--landscaping of school grounds and improving the physical appearance of the campus in other ways. (3) Campus safety--preventing injuries on the school campus. (4) Personal security--preventing as well as coping swiftly with cases of assaults, hijacking, threats, and other acts that can result in physical and emotional harm to students and staff. (5) Statewide administration and coordination--overseeing implementation of the plan when it is completed. Checklists, sample forms, and accident and vandalism data are included.

Pourchot, Leonard L. "Crime, Violence and Vandalism in Large and Small Districts," Thresholds in Secondary Education, Vol. 3, No. 1, pp. 16-20, Spring 1977.

In the summer of 1976, a survey was made of perceptions of crime, violence and vandalism in those school districts in the United States with the largest enrollments, and in a randomly selected group of school districts in northern Illinois. Discusses the responses secured from 121 school officials in the largest districts and from 73 in the small Illinois districts.

Pritchard, Ruth, Ed.; Wedra, Virginia, Ed. A Resource Manual for Reducing Conflict and Violence in California Schools, California School Boards Association, Sacramento, 1975.

This booklet was prepared to assist school administrators in developing effective strategies to cope with school violence and vandalism. Various chapters prepared by different authors address different perspectives and aspects of the problem. Topics of the chapters include early prevention, the interagency team concept, management in a team structure, parent education, a plan for school/agency/community cooperation, programs that are working, and security measures for vandalism and violence control. The final three sections describe the two interagency youth service programs, examine the 1974 California law that created the School Attendance Review Board, and present a bibliography of publications and audiovisual materials dealing with school violence and youth service programs.

"Protect Your School Buildings with Electric Security Systems," Modern Schools, pp. 6-8, April 1973.

Describes a few of the many electric safety devices and systems that can keep educational facilities secure from fire, theft, and vandalism.

"Protecting Buildings from People," Progressive Architecture, Vol. 59, No. 10, pp. 88-95, October 1978.

Security in buildings ranges from simple locks to elaborate electronic systems. Most buildings do not need the level of sophistication it is possible to achieve. A survey of these products, however, is appropriate to appreciate their potential and variety.

Rector, John M. "School Violence and Vandalism: A Congressional Perspective," Security World, Vol. 12, No. 8, pp. 41-43, September 1975.

Comments by the staff director and chief counsel of the U.S. Senate Subcommittee to Investigate Juvenile Delinquency.

Reed, Rodney J.; Avis, Joan P. "A Modest Strategy for Reducing School Conflict," NASSP Bulletin, Vol. 62, No. 415, pp. 28-36, February 1978.

The Conflict Management Student Leadership Program which emphasizes student involvement in preventing problems such as school vandalism and violence, is described here.

Reichbach, Edward W. "Seven Ways--Learned Firsthand--to Reduce School Vandalism," American School Board Journal, Vol. 164, No. 8, pp. 70-71, August 1977.

Includes a partial list of recommendations for the prevention of vandalism compiled by a Dade County citizens advisory committee.

Reiss, Martin H. "Selecting Intrusion Devices for Your School," Security World, Vol. 11, No. 2, pp. 24-25, 57, January 1974.

Published by Security World Publishing Co., Inc., P.O. Box 272, Culver City, California 90230.

Richardson, Don H. NASSP Bulletin, Vol. 60, No. 400, pp. 60-5, May 1976.
Vandalism is a major problem in the schools today, and the first step in combatting it is to develop clear, specific, and enforced rules for your school.

Ritterbond, Paul. "Ethnicity and School Disorder," Education and Urban Society, Vol. 8, No. 4, pp. 383-400, August 1976.

The hypothesis of the study is that students are differentially rebellious and the distribution of disorders in schools corresponds to the distribution of rebellious students in schools.

Rose, Charla. "Fight School Vandalism with School Pride," Teacher, Vol. 94, No. 8, p. 57, April 1977.

Rubel, Robert J. "Analysis and Critique of HEW's Safe School Study Report to the Congress," Crime and Delinquency, Vol. 24, No. 3, pp. 257-65, July 1978.

This HEW study finds that only about eight percent of all school administrators report serious problems. Most administrators believe that problems of violence and vandalism, which increased during the sixties and seventies, have leveled off during the last five years.

"Assumptions Underlying Programs Used to Prevent or Reduce Student Violence in Secondary Schools," National Council on Crime and Delinquency, Hackensack, N.J. NewGate Resource Center, Chapter 33 of "Theoretical Perspectives on School Crime, Volume I," February 1978.

One of 52 theoretical papers on school crime and its relation to poverty, this chapter explores programs designed to prevent or to reduce student crime and violence in secondary schools that are based on the assumption that pupils are competent to make rational decisions and take rational actions, and programs that assume pupils are not competent. Program areas explored are organizational modification, curricular/instructional programs, security systems, and counseling services. Specific programs fitting into each category are discussed. The paper concludes that programs of many different kinds are needed to deal effectively with problems of crime and violence in schools. Although there was no striking difference in outcomes between programs that assume competence and those that do not, the author points out that this was not a research project but a cataloging of programs appearing in the literature. The author cautions that youths involved in such programs may be affected in unexpected ways as a result of program assumptions wholly unconsidered by educators and/or program planners.

"Trends in Student Violence and Crime in Secondary Schools from 1950 to 1975: A Historical View," National Council on Crime and Delinquency, Hackensack, N.J. NewGate Resource Center, Chapter 32 of "Theoretical Perspectives on School Crime, Volume I," Sponsoring Agency: Department of Health, Education and Welfare, Washington, D.C.; National Institute for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C., February 1978.

One of 52 theoretical papers on school crime and its relation to poverty, this chapter focuses solely on changes in student crimes in the period from 1950 to 1975. A number of observations are made about student violence. First, assaults against teachers

have increased sharply in the past 25 years in absolute numbers, but not in the percent of teachers assaulted. Further, "Assault" is so loosely defined that no clear picture of changes in the intensity of assaults can be developed. Second, fires in schools represent the single most costly act students can perpetrate; costs from fires are increasing more rapidly than the value of all school property. Third, vandalism probably increased in this country up to the early 1970s, and has declined since that time in both cost and frequency, but may have increased in intensity. Fourth, estimates of the costs of crimes occurring in schools varies widely, depending on the group collecting the information and the methodology used for computing the figures. The paper concludes with discussions of probable future actions of pupils, of local schools, and of school security offices.

Rubel, Robert J. The Unruly School. Disorders, Disruptions, and Crimes, Lexington Books, D.C. Heath and Company, 1977.

This book analyzes changes in the nature and extent of student crime and violence in American public secondary schools from 1950 to 1975. Specific attention is given to the types of juvenile crimes, disorders, and disruptions that most strongly influence the administration of schools and generally require administrative responses. School responses to student misbehavior are also discussed.

"Violence in Public Schools: HEWS's Safe School Study," NASSP Bulletin, Vol. 62, No. 416, pp. 75-83, March 1978.

Selected statistics and findings from HEW's Safe School Study are summarized here, revealing that the secondary school principal is a key figure in reducing school crime and violence.

"What HEW's Safe School Study Means to You," American Educator, Vol. 2, No. 2, pp. 13-6, Summer 1978.

Of the four major findings of the Safe School Study, three are concerned with the relationship between teachers and pupils in classrooms. The main thrusts of the findings are that teachers should be sensitive to adult-child relationships and fair with respect to the development and enforcement of school and classroom rules.

Ryder, Sharon Lee. "Pieceable Kingdom: Interior Architecture: University of Massachusetts," Progressive Architecture, Vol. 56, No. 8, pp. 56-59, August 1975.

Because of a high vacancy rate and widespread vandalism in its highrise dormitories, the University of Massachusetts commissioned an environmental consultant to assess the problem. A two-year study showed that occupancy increased and vandalism decreased in an experimental dormitory where students were allowed greater freedom to arrange their own rooms.

"Safe Schools Act. Hearing Before the General Subcommittee on Education of the Committee on Education and Labor, House of Representatives, Ninety-third Congress, First Session on H.R. 2650," Congress of the U.S., Washington, D.C., House Committee on Education and Labor, 1973.

This pamphlet contains the text of and hearings on a House bill for improving the security of schools. The bill is designed to

provide financial assistance to aid local educational agencies to meet special needs incident to providing security for children, employees, and facilities in elementary and secondary schools through the reduction and prevention of school-based crimes.

Safe School Study: Volume 2 Methodology. Appendix C, Safe School Study Methodology Report and Appendix D, Supplementary Materials and Instruments. National Institute of Education (DHEW), Washington, D.C., December 1977.

The methodologies, instruments, and procedures that were used by Research Triangle Institute (RTI) in conducting its report focuses on methods, the rationale for their selection, and their implementation. It also addresses various practical problems encountered. The sample design is described in detail, as are the study instruments, data collection methods, preparation of the data base, and statistical methods used in generating the descriptive results. The purpose, summary of the methodology, results, and conclusions of four data quality studies are described. The methodology and major findings of a pilot study designed to pretest the study instruments and to evaluate alternative data collection procedures are documented in the appendixes, as are the results of a literature review.

Safe School Study: Volume 3 Data Files Documentation. Leinwand (C.M.) Associates, Inc., Newton, Mass.; National Institute of Education (DHEW), Washington, D.C., February 1978.

This documentation has been prepared to guide the analyst who intends to analyze the data collected for the Safe School Study. Along with the Volume 2 Methodology report, its objective is to serve as a reference guide to the distributed data files. Together, these two volumes describe the data, the techniques utilized in their collection, and the procedures utilized in their analysis. Part I, Project-Level Documentation, is intended to focus attention on issues of general importance to all the files. It presents information pertaining to some or all the data files, provides an overall view of the data available from the study, and contains detailed sections on missing data treatment, weighting schemes, and data anomalies. Each section of Part II, File-Level Documentation, describes a specific data file. These sections consist of a brief description of the data, a codebook, and guidelines for using a specific file in analysis. Anomalies in the data collection process, ambiguities in the instruments, and special techniques required to process the data properly are also described. The final section of the documentation presents the programmer with a description of the software used in the study, as well as strategies useful for creating new analysis files with the Safe School data files. It also presents instructions for calculating a few unusual variables.

Schnabolk, Charles. "Safeguarding the School Against Vandalism and Violence, Special Report: Planning the Learning Environment," Nation's Schools, Vol. 94, No. 2, pp. 29,32-36, August 1974.

School vandals are running up a damage bill of more than \$500 million a year. This article describes what to do about it, and provides a frank discussion of major types of detection equipment.

"School Designed to Shrug Off Vandalism," American School and University, Vol. 47, No. 3, pp. 28-30, November 1974.

The Martin Luther King Elementary School in Pittsburgh, Pennsylvania, is as vandal-resistant as the designers could make it. The windows, skylights, signs, and ceilings were specified with vandal resistance in mind.

"School Violence and Vandalism," Hearings Before the Subcommittee to Investigate Juvenile Delinquency of the Committee on the Judiciary, United States Senate, Ninety-Fourth Congress, First Session, Pursuant to S. Res. 72, Section 12, Investigation of Juvenile Delinquency in the United States, Models and Strategies for Change, September 17, 1975, Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary, 1975.

This is one of two volumes that present a comprehensive record of testimony and exhibits presented to a subcommittee of the Committee on the Judiciary of the U.S. Senate during hearings on the problem of violence and vandalism in American schools. This volume summarizes a hearing conducted on September 17, 1975, that focused specifically on models and strategies for change that might be useful in attacking the problem of school violence and vandalism. Included are testimony and exhibits presented by representatives of the Children's Defense Fund, the National Congress of Parents and Teachers, the National Committee for Citizens in Education, the New York Civil Liberties Union Student Rights Project, and by Robert E. Phay, professor of Public Law and Government at the University of North Carolina. The appendix contains numerous newspaper and magazine articles and excerpts from other publications dealing with school violence and vandalism, as well as a variety of other supplemental material and statements.

Schwartz, Susan. "A New Way To Fight School Vandalism," American School and University, Vol. 45, No. 10, pp. 54-55, June 1973.

Civil Defense Patrols act as a preventative force in Syracuse, New York, and succeed in curbing school vandalism while, at the same time, reducing security and property replacement costs.

"Security: Detection, Emergency System, Guard Services," Nation's Schools and Colleges, Vol. 1, No. 3, pp. 24-26, 30, November 1974.

Three short articles describe (respectively) a student security advisory council at one high school that involves students in security work, emergency telephone systems on two university campuses, and tips for hiring security guards for colleges.

"Security: Vandalism, Campus Security," Nation's Schools and Colleges, Vol. 2, No. 6, pp. 12-14, June 1975.

Police use a middle school at Lauderdale Lakes, Florida, as a night-time headquarters. At several colleges and universities students are supplementing professional campus security departments.

Seligmann, Jean; Malamud, Phyllis. "Harvard's Hard Core," Newsweek, Vol. 91, No. 20, p. 61, May 15, 1978.

After nearly four years of debate, the Harvard University faculty voted, 182 to 65, to accept a proposal championed by Dean Henry Rosovsky that will result in a major overhaul of undergraduate

academic requirements. Students at Luther Burbank Junior High School join together to stop their own vandalism and launch an all-out blitz to earn a financial reward sponsored by the San Francisco board of education.

Sheppard, Nathaniel and others. "The Correspondents Report," Race Relations Reporter, Vol. 4, No. 17, pp. 1-9, September 1973.

A compilation of regional reports forecasting the coming academic years: financial woes trouble the Midwest and Northeast; Atlanta still carries the controversy sparked by the Atlanta Compromise; Denver is trying to adjust its standing as the first Northern city with court ordered busing; and, Los Angeles combats vandalism.

Shlien, John M.; Duggan, Hayden A. "Alternative School: Big Lessons from a Small Place," National Council on Crime and Delinquency, Hackensack, N.J. NewGate Resource Center, Chapter 35 of "Theoretical Perspectives on School Crime, Volume I," Sponsoring Agency: Department of Health, Education, and Welfare, Washington, D.C., February 1978.

One of 52 theoretical papers on school crime and its relation to poverty, this chapter describes the Childcare Apprenticeship Program at a special day school for 50 adolescents operating under the auspices of the Harvard Graduate School of Education. The program is a three-year, cross-age experiment that paired troubled adolescents and children from deprived neighborhoods. The theoretical focus of the program was empathy--the encouraging of empathic responding between adolescent and child as a "double-benefit" experience for both. The program has established the preventative value of cross-age childcare as a means of increasing self-esteem, feelings of competence, and empathy for others in formerly delinquent or disturbed youth.

Siden, David M. "Vandalism: How Classified Personnel Might be Able to Help in Shaping Student Attitudes Towards School Property," Security World, Vol. 15, No. 1, pp. 101-102, January 1978.

"Sixth Annual Gallup Poll of Public Attitudes Toward Education," Journal of the New York State School Boards Association, Inc., Vol. 38, No. 4, pp. 25-30, December 1974.

A report of the sixth annual survey of the attitudes of citizens toward public schools and their problems.

Slater, Jack. "Death of a High School," Phi Delta Kappan, Vol. 56, No. 4, pp. 251-254, December 1974.

As a result of violence, vandalism, drugs, and interracial conflict, traditional concepts of high school education are changing. This journalistic report is followed by educator's comments and reactions.

Stadlen, Frances. "Play Crisis," Times Educational Supplement (London), No. 3087, pp. 18-9, July 26, 1974.

Play is the focus of this article which considers the plight of children without adequate space for games.

Stalford, Charles B. Historical Perspectives on Disruption and Violence in Schools, April 5, 1977.

This paper was presented as part of a symposium attempting to document historical trends in the extent of disruptive behavior in schools and some contemporary responses to the problem. Fragmentary evidence suggests that disobedience and resistance to authority are not new, but incidents have become more serious. Still, few students are either offenders or victims in serious incidents. A critical review of the literature suggests the following conclusions about trends in school violence and disruption that vary partially from frequently accepted opinion: (1) while disruptive and violent conditions have worsened in recent years, the origins of the present problems are discernible some 20 years ago; (2) the degree to which trends in the last several years can be determined is hampered by limitations in the available evidence on the subject; (3) although disruptive and violent conditions may be at unacceptably high levels in many American schools today, not all schools are equally affected and it is not clear that such conditions continue to worsen presently in the aggregate.

Steele, Marilyn. "Enrolling Community Support," Journal of Research and Development in Education, Vol. 11, No. 2, pp. 84-94, Winter 1978.

Defines the concept, "Community Education," the part that student alienation has in causing school vandalism, reports two studies that help prove the constructive influence of community schools in reducing school vandalism, and how student cooperation can be gained in community education.

Stembridge, Roger E. "Specifications for School Facility Key Controlled Security," CEFP Journal, Vol. 16, No. 2, pp. 12-3, March-April 1978.
Specifications for developing a key controlled security system.

Strategies for School Security: Seventh Annual Conference (Knoxville, Jackson, and Nashville, Tennessee, January 21-23, 1976). A Report, Tennessee State Department of Education, Nashville.; Tennessee Univ., Knoxville, School Planning Lab, January 1976.

This report consists of six papers prepared for the Seventh Annual Conference on Strategies for School Security, which was held January 21-23, 1976 in Knoxville, Tennessee. The papers include "School Security--A Growing Problem" by Charles Trotter, Jr.; "School Violence and Vandalism," by Joseph Grealy; "Identifying Security Problems and Needs," by James O'Neil; "Premise Protection Planning," by Ralph Ward; "The Security System Planning," by Joseph Grealy.

"Surface Material Lowers School Maintenance Cost," Modern Schools, pp. 12-13, November 1976.

An experimental new surface material for schools, called "vitreous tile," is proving successful in lowering school maintenance costs by preventing destruction caused by vandalism, stains, and color fading.

"Teacher to Teacher: Interviews on Discipline Policy and School Violence," American Educator, Vol. 2, No. 2, pp. 7-10, Summer 1978.

Teachers in Chicago and Atlanta share their experiences in coping with the problems of maintaining discipline and preventing violence.

Turner, Edward T.; Williams, H. Preston. "Library Vandalism and the Physical Education Villains," Journal of Health Physical Education Recreation, Vol. 44, No. 2, pp. 39,24, February 1973.

This article presents a research study on who is stealing bound copies of physical education materials and why they do it.

"Ultrasonic Sound Protects New Jersey School," Modern Schools, pp. 12-13, March 1974.

An ultrasonic detection and alarm system protects Hasbrouck Heights High School, New Jersey, from unauthorized entry.

"Urban Campus Security Grows Up," American School and University, Vol. 49, No. 6, pp. 42,44, February 1977.

A quality police force professionally maintains a safe and orderly campus.

Valerious, Barbara Hoban, Improving Student Learning Through Changing Teacher Behavior: The Helping/Supportive Student-Teacher Relationship, Ed.D. Dissertation, Nova University, March 1977.

This document describes a practicum established to improve the learning environment in an urban elementary school. Violence, vandalism, and anti-social behavior on the part of students created a situation in which teachers spent more time keeping order in the classroom than in actual teaching. The practicum was set up as an inservice education project with the aim of changing teacher behavior in the classroom and thereby changing children's behavior. Teacher training sessions, in which teachers were encouraged to explore their classroom behaviors in order to begin establishing a helping/supportive relationship with students, were the basic elements of the project. Continuing evaluation and examination of personal attitudes were encouraged. Performance of students and changes in their behavior were observed, and tests were conducted before and after the three-month project. Emphasis was placed upon teachers establishing a sensitivity to the problems of the students and reacting to them in a helpful way. The practicum established that teacher behavior affects the learning situation, that teacher behavior can be changed, and that the change can improve student learning. Appendixes supply information on the characteristics of the school and community involved, the questionnaires used, and tests and survey data. A bibliography is included.

"Vandalism, Fire, Theft, What Can You Do?" Modern Schools, pp. 8-10, March 1974.
The big three cause millions of dollars damage annually to school properties. Suggestions that should help in creating an effective school security program.

"Vandalism: A Special Report," Nation's Schools, pp. 31-37, December 1973.
Faced with a \$200-million-a-year loss in school property, schoolmen have come up with a kaleidoscope of ideas to halt acts of vandalism.

"Vandalism: Take Tempting Targets Out of Washrooms," Nation's Schools, Vol. 92, No. 2, pp. 44-45, August 1973.
Provides practical suggestions from school plant managers who have succeeded in cutting down on washroom vandalism. In addition to doorless stalls, recessed accessories, and limiting space, the article suggests concealed piping, plaster ceilings, and removal of all target items.

Van Patten, James J. "Violence and Vandalism in Our Schools," Educational Forum, Vol. 42, No. 1, pp. 57-65, November 1977.

Explores two facets of school vandalism and violence: 1) responsibility as a dimension of both autonomy and maturity and 2) emerging attention to and concern for solipsism.

Van Voorhees, Curtis and others. "Research Shows Community Education Has Promise," NASSP Bulletin, Vol. 59, No. 394, pp. 59-62, November 1975.

Despite discouragement about what a couple of studies reveal about some administrators' views of community education, these authors are optimistic that the concept can help schools cope with today's problems and that, perhaps, it holds the key to positive change.

Violence & Vandalism in the Schools. Research & Experience. Options in Education, George Washington University, Washington, D.C. Institute for Educational Leadership.; National Public Radio, Washington, D.C.; Sponsoring Agency: Carnegie Corporation of New York, N.Y.; Ford Foundation, New York, N.Y.; National Institute of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C., March 22, 1976.

This publication is the complete transcript of a weekly radio program devoted to contemporary issues in American education. This particular program focuses on the topic of violence and vandalism in schools. In separate segments of the program, Willard McGuire, vice-president of the National Education Association, comments on the seriousness of violence and vandalism in schools throughout the nation, students and teachers from Cardozo High School in Washington, D.C. discuss their experience with school violence and vandalism, and participants in a national conference on school violence and vandalism present a variety of perspectives on the problem. Included in this final segment are remarks by the following individuals: Cornelius Golightly, president of the Detroit Board of Education; Robert Scanlon, spokesman for Research for Better Schools, Inc.; Richard Rossmiller, from the University of Wisconsin; William Lucas, assistant superintendent of the Los Angeles Unified School District; Carol Kimmel, president of the National Congress of Parents and Teachers; and James Q. Wilson, from Harvard University.

"Violence in the Schools: Everybody Has Solutions," American School Board Journal, Vol. 162, No. 1, pp. 27-37, January 1975.

Reports results of a mail survey on the best solutions to crime and violence in schools and presents a variety of proposals by individuals concerned with the problem.

Violent Schools--Safe Schools. The Safe School Study Report to the Congress. Volume I, National Institute of Education (DHEW), Washington, D.C., January 1978.

The Safe School Study was mandated by Congress to determine the frequency, seriousness, and incidence of crime in elementary and secondary schools in all regions of the United States; the cost of material replacement and repair; the means used in attempting to prevent crimes in schools; and means by which more effective crime prevention may be achieved. The study is based on a mail survey of over 4,000 schools and an onsite survey of 642 schools, and case studies of 10 schools. Among the findings are that about eight percent of the nation's schools have a serious problem with crime; over 25 percent of all schools are subject to vandalism in a given month; and the annual cost of school crime is estimated to be around \$200 million. Security devices and security personnel are considered effective in reducing crime, although more emphasis on personnel training is needed. In the case studies, the single most important difference between safe schools and violent schools was found to be a strong, dedicated principal who served as a role model for both students and teachers, and who instituted a firm, fair, and consistent system of discipline.

Violent Schools--Safe Schools. The Safe School Study Report to the Congress. Executive Summary, National Institute of Education (DHEW), Washington, D.C., December 1977.

A 120 page summary of the Safe School Study outlines the methodology of the study, seriousness of the problem, extent of the problem, location of offenses, factors associated with school violence and vandalism, and the effectiveness of measures taken to prevent crime in schools.

Walker, Milton G. "School Security: A Growing Concern," NASSP Bulletin, Vol. 60, No. 397, pp. 48-53, February 1976.

Vandalism, trespassing, drug traffic, crowd control, automobile traffic, and emergencies such as fire or storms--these are the kinds of problems a school security system should be designed to eliminate or minimize. A preventive program can save more money than it costs and can improve the learning environment at the same time, says this writer.

Weeks, Susan and others. "Security Against Vandalism. It Takes Facts, Feelings and Facilities," American School and University, Vol. 48, No. 7, pp. 37-46, March 1976.

Measures to decrease vandalism include participation in planning by students, community members, and school personnel; principals with strong leadership capabilities; unobtrusive security measures; architectural solutions; and prompt preventive maintenance.

Wegner, Eldon Lowell, Gary Kazuo Sakihara, and David Takeo Takeuchi. The Social Climates of Public High Schools in Hawaii: An Exploration of the Needs and Dissatisfactions of High School Seniors. A report submitted to the State of Hawaii Legislative Bureau. July 1976.

Weiss, Norbert. "Vandalism: An Environmental Concern," NASSP Bulletin, Vol. 58, No. 379, pp. 6-9u, February 1974.
Article details several environmental factors which influence a school's vandalism potential.

Welsh, Ralph S. "Delinquency, Corporal Punishment, and the Schools," National Council on Crime and Delinquency, Hackensack, N.J. NewGate Resource Center, Chapter 39 of "Theoretical Perspectives on School Crime, Volume I," Sponsoring Agency: Department of Health, Education, and Welfare, Washington, D.C., February 1978.
One of 52 theoretical papers on school crime and its relation to poverty, this chapter reports that there is a growing trend in this country to blame youth crime on parental overpermissiveness. Available data fail to support this and show that all types of crime, including school crime, develop within families and school systems emphasizing aversive and authoritarian discipline techniques. Also, racism and personal injustice are more common in an authoritarian atmosphere. Of all types of aversive behavior control, corporal punishment appears most apt to induce aggression. A theory relating delinquent aggression to the severity of parental discipline is sketched out, and it is suggested that a national effort be made to discourage the use of corporal punishment as a socially acceptable child-rearing technique. Since corporal punishment tends to produce both fear and anger, its continued use in the school can only be counterproductive to the learning process. A joint effort should be made to train teachers in nonaversive but effective techniques of pupil control. In addition, individual teachers need the support of well-trained guidance personnel who are willing to enter homes and work with the behavioral problems at their source.

"What Schools Are Doing: A Roundup of New and Unusual School Practices," Nation's Schools, Vol. 92, No. 2, pp. 34-36, August 1973.
Describes rumor mill, sheets on which community members are asked to write rumors they have heard and mail in to the superintendent; a coding system for inventory control of borrowed equipment; the use of a teletype machine in a reading program; and various mini-ideas including telephone cable core furniture, mad money given to students on a revolving fund basis for schools improvements, and a bathtub reading corner.

"Who's Afraid of the Dark? Vandals--That's Who," American School and University, Vol. 50, No. 9, p. 38, May 1978.
Blacking out every school in the San Antonio, Texas, district has reduced utility costs by \$90,000 and cut vandalism costs by 31 percent.

Wilson, Harry W. "Million Dollar School Arson," Security World, Vol. 12, No. 3, pp. 62-63, March 1975.
Arson at a Bellevue, Washington, high school destroyed the learning resource center. Plans are currently underway to install intruder alarms in a number of schools.

Wolf, Sam. "Afraid of the Dark?" Security World, Vol. 14, No. 9, p. 70, September 1977.

Describes how the San Antonio Independent School District reduced nighttime vandalism losses and utility costs at the same time by turning off all lights during the hours schools are closed.

Young, James H.; Smith, Sigmund. "What Can Be Done If Disaster Strikes? With Contingency Planning, You Already Know," College and University Business, Vol. 51, No. 2, pp. 35-7, August 1971.
Involving the university in developing a contingency plan can ensure effective handling of crisis situations.

Zeisel, John; Seidel, Andrew. "Reducing Property Damage in Schools," Progressive Architecture, Vol. 57, No. 1, p. 91, January 1976.
A citation from the 23rd P/A Awards Program for a research report that examines what physical designs and administrative actions could do to reduce school vandalism.

Zeisel, John. "Stopping School Property Damage," CEFP Journal, Vol. 15, No. 3, pp. 6-11, 18-21, May-June 1977.
Much of the destruction labeled vandalism is a consequence of thoughtless design and therefore avoidable in the planning stage. Presented are a redefinition of vandalism, a discussion of administrative programs, and a review of the literature.

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