

1960

An initial inquiry into and comparison of in-group attitudes at a state training school for delinquent boys

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1960

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

AN INITIAL INQUIRY INTO AND COMPARISON OF IN-GROUP ATTITUDES
AT A STATE TRAINING SCHOOL FOR DELINQUENT BOYS

Submitted by

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(B.A., Suffolk University, 1952)

In Partial Fulfillment of Requirements for
the Degree of Master of Education

1960

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CHAPTER I

THE PROBLEM

1. The Purpose of This Study

A questionnaire was initiated in an attempt to gather and compare in-group attitudes on 46 questions concerning juvenile delinquent boys at a state training school. A review of research and literature failed to show comparable attitudes. This study is an effort in that direction.

2. Pertinent Definitions

Juvenile delinquent.^{1/}- From the many vague, ambiguous, and contrasting definitions of juvenile delinquent, Teeters and Reinemann offer:

"The National Probation and Parole Association defines a delinquent child as (a) one who has violated any law of the state; (b) one who by reason of being wayward or habitually disobedient is uncontrolled by his parents, guardian, or custodian; (c) one who is habitually truant from school or home; (d) one who habitually deports himself so as to impair or endanger the morals or health of himself."

And from another frame of reference they provide the legal definition of the Commonwealth of Massachusetts:

"A child between the ages of seven and seventeen who violates any city ordinance or town by-law or commits an offense not punishable by death or by imprisonment for life."^{2/}

^{1/}Negley G. Teeters and John O. Reinemann, The Challenge of Delinquency, Prentice-Hall, Inc., New York, 1950, p. 5.

^{2/}Ibid.

State training school.-- State training schools, and there are five in Massachusetts, ^{1/} are institutions "...for training, education, and treatment of children for rehabilitation and prevention of further delinquencies."^{2/}

The institution chosen for this effort was the Industrial School for Boys, Shirley, Massachusetts. Established in 1908, it has a population near two hundred boys 14 to 19 years of age. These boys were before a juvenile court, in some cases an adult court, adjudged delinquent (seldom on the first offense), and committed to the Youth Service Board (one of several possibilities); thence, placed in a Reception Center for diagnosis and/or treatment.

For those who were required to complete a stay at one of the training schools there is a probationary period upon release, usually spanning 18 months; after which, release. Once the youngster reaches the age of 17 without the institution, he is likely to be treated as an adult in further court appearances unless the Youth Service Board asks continued jurisdiction.

Attitude.-- An adequate picture of the word is supplied by Thur-

^{1/}Oakdale, at West Boylston, ages 7 to 11; Lyman, at Westborough, ages 11 to 15; Shirley, ages 15 to 19; Bridgewater, a maximum security unit for the more serious offenders; and Lancaster, for girls ages 11 to 19.

^{2/}"The Story of the Youth Service Board," Service to Youth, a Pamphlet Issued by the Division of Youth Service, Commonwealth of Massachusetts (March 1, 1955), p. 10.

stone: ^{1/} "It is the sum total of a man's inclinations and feelings, prejudices or bias, preconceived notions, ideas, fears, threats, and convictions about any specified topic."

3. Justification

The counseling staff at Shirley hypothesized that a correlation of general attitudes, both of boys and staff, would definitely be of value as procedural information, a rapport index, and a counseling aid.

^{2/} Chase summarizes the sentiment well: "In any given problem, first get the facts, then weigh and decide and only then take action. Afterwards be sure and check results."

Two necessities arise: "a valid, sophisticated, attitudinal questionnaire" and "a significantly close attitude-correlation amongst the separate, inclusive groups." These are ends--what is had here is an initiation only.

The progress of boys at the school and the job done by employees are both highly dependent on respective attitudes; again, the attitudes of each group strongly affect the other; further, the attitude of the boy while here and upon leaving tips the balance of success--or lack of it--during and after parole. Therefore, the assertion that attitudes are vital indicators of behavior must be assumed.

^{1/}L. L. Thurstone and E. J. Chave, The Measurement of Attitude, University of Chicago Press, Chicago, 1929, p. 6.

^{2/}Stuart Chase, The Proper Study of Mankind, cited by John M. Martin, "A County-Wide Delinquency Recording System," The Journal of Criminal Law, Criminology, and Police Science (March-April, 1957), 47:682.

The import of an effective instrument for detecting significant attitudinal pathosis is then evident. A large portion of the burden of its construction, of ferreting out unfavorable attitudes, and of striving for their resolution is with the counseling staff.

4. Scope

The limits of this work might best be confined to five underscored words in the title: An Initial Inquiry into and Comparison of In-Group Attitudes at a State Training School for Delinquent Boys.

An attitudinal questionnaire is, lightly speaking, complex to construct. Wideness of range is just one of the impasses. This study could more easily have been concerned with a single variable (as so many others), had not the author been interested in general attitudes of boys and staff and their respective relationships.

The introductory step toward gratification was that of looking for primal patterns. Beyond this, at the aforesaid school, the way was obscured by the smallness of staff groups, the potpourri census of boys, the increasing resistance by the groups to repeated probes, the disproportionate turnover (greater with the boys) of the two populations, and--but not last--the scarcity of comparable research from which to draw elucidation.

CHAPTER II

REVIEW OF RESEARCH AND LITERATURE

1. Initial Considerations

A review of research and literature yielded little that was pertinent. Great masses of material exist on juvenile delinquency. In sharp contrast is that on (1) industrial and/or training schools, (2) attitudes of the youths within, and (3) attitudes of the youths within and in comparison to the staff.

Briefly listed are the more common areas investigated:

Definition	Institutions
Classification	Rehabilitation
Prevention	Counseling
Police Methods	Group Therapy
Recording	Runaways
Juvenile Courts	Parole
Probation	Recidivism

Four cardinal disciplines were scanned for data: psychology, education, sociology, and criminology. The last of these was, oddly, the most rewarding.

The flow of investigation went from institutions, to programs, to counselors, and finally, to attitudinal studies (approaching the implications and method of this paper).

An apology is offered for the usage of "prison tainted" terms, often unavoidable, although almost always justifiable because of a

lack of basic juvenile literature, the proximity of adult and juvenile rehabilitation, the recent progressive viewpoint on penology, and the lessons, good and bad, to be gained from the older science of criminology.

2. Institutions

Separate juvenile detention facilities have been justified as protection from hardened adult contamination, provision for temporary home, safekeeping for actual or probable runaways.

As with adults, and even more so with juveniles, detention units are more and more approximating "therapeutic communities."

Contrariwise, and painfully so, Tappan^{1/} states that inordinate punishment is occasionally more prevalent in juvenile training schools than in adult prisons.

Penn,^{2/} as early as 1932, voiced, "discipline is the keynote and repression the anathema of good institutional background. Re-education of the individual who has violated social laws is its immediate aim." He draws a fine distinction between discipline and repression, yet since then, re-education of the individual who has violated social laws demands a much broader connotation.

^{1/}Paul W. Tappan, Juvenile Delinquency, McGraw-Hill Book Company, Inc., New York, 1949.

^{2/}W. Frank Penn, Superintendent of the Pennsylvania Training School, Morganza, Pennsylvania, Institutional Philosophies; a pamphlet presented by the members of a Superintendents' Conference at the Hotel Pennsylvania in New York, February, 1932; printed by the Spencer Kellogg, Jr. School of Printing, the Children's Village, Dobbs Ferry-on-Hudson, New York.

An effort in that vein--re-educating the institutionalized juvenile--has come to mean:

"....that many of his behavior patterns must be reshaped. Considerable attention must be given his personality difficulties so that he may have a healthy emotional development. It means developing normal life situations under controlled conditions so that he may be guided into behavior channels that will be satisfactory for him and acceptable to society."1/

And repression:

"History clearly teaches that retributive punishment does not change attitudes or behavior except for the worse."2/

"Follow-up studies of graduates of industrial schools and reformatories in Massachusetts, Illinois and California have shown that from 69 to 80 out of every 100 boys were known to have committed new crimes within five years of their release."3/

"The record leaves no doubt that police brutality, jails, prisons and punitive training schools have contributed to delinquency and crime by hardening and debauching children and young offenders."4/

"History shows that harsher sentences increase the danger to the public."5/

For,

"The fear of punishment rarely deters people who are ready to commit crimes, but fear does deter the rest of us and especially fear of exposure and public disapproval."6/

1/From the Seventieth Annual Report to the Governor by the Plainville, Indiana Boys' School, June 30, 1936, p. 14.

2/Theodore B. Knudson, "Training Programs for Juvenile Offenders," Journal of Criminal Law, Criminology, and Police Science (March-April, 1955), 45:634.

3/Ibid.

4/Ibid.

5/Ibid., p. 635.

6/Ibid.

Specifically,

"As for children, Dr. James S. Plant finds the fear of punishment is a potent influence to keep many children out of bad company and prohibited activities. But it appears to have little or no effect on a child who is mentally or emotionally ready for delinquency. Thus, Dr. William Healy has shown that at the time just preceding a delinquency the thought of punishment which might be involved does not enter a child's mind."^{1/}

Regarding the juvenile, it is not so much the nature of the offense, but the nature of the offender. With the judge (and with us, too!) "...it is a simple matter to be guided by what the offender did."^{2/} "The serious question is, however, what are the causes of these symptoms...."^{3/}

^{4/} Knudson opines, "the arrest, hearing, the stigma of delinquency, uprooting from the family and the deprivation of liberty will always constitute the harshest punishment to a child."

^{5/} Floch mentions that imprisonment is a shockful "reduction in status"; that this coupled with the arrivee's indefinite relation with the rest of the population and the officialdom, loyalty passes from society at large to the smaller, antithetical prisoner clique where guilt-washing and acceptance can be gained by even the most heinous transgressors. He advocates rehabilitation through "well-organized discussion groups," and self-expression for each individual, with the

^{1/}Knudson, op. cit., p. 635.

^{2/}Ibid., p. 636.

^{3/}Ibid.

^{4/}Ibid.

^{5/}Maurice Floch, "Are Prisons Outdated?" Journal of Criminal Law, Criminology, and Police Science (November-December, 1956), 47:445-450.

ends: a feeling that society is concerned--and willing--to give at least equal status to that prior to incarceration.

Although prevention is universally recognized as more economical and effective, if treatment by placement in an institution is called for, "...it should be in a small facility to avoid regimentation and where competent professional staff members can exercise their skills in helping the youngster to change his attitudes and behavior."^{1/}

DeStephens states hereon, "juvenile offenders are notorious for their inability to adjust to either the institution's routine, or to parole requirements."^{2/}

"Offenders, taken as a group, represent some of the most intractable personality disorders that society has produced. Their impulsive, aggressive, unpredictable, irresponsible, and anti-social behavior; their suave, clever play-acting; and their fears, discouragements, anger, and distorted and confused pleas for love, protection, and help are only some aspects of this group's behavior that concern probation, parole and institutional workers. Likewise, the families of offenders which, to various degrees, have rejected, neglected, abandoned, or corrupted the offenders and have denied them many of their basic needs, must also be dealt with by the workers in these services. This work with the offenders and their families is a constant test of the agent's or institutional person's intellectual acumen, knowledge, ingenuity, emotional maturity, flexibility and patience."^{3/}

^{1/}Knudson, op. cit., p. 638.

^{2/}William P. DeStephens, "Rehabilitation Failures: Reformatory Inmates," Journal of Criminal Law, Criminology, and Police Science (January-February, 1954), 44:600.

^{3/}George H. Weber, "Explorations in the Similarities, Differences and Conflicts Between Probation, Parole and Institutions," Journal of Criminal Law, Criminology, and Police Science (March-April, 1958), 48:583.

Coulter and Korpi^{1/} introduce a further obstacle:

"....the prison population is much more difficult to 'correct' than ever before in history. With an increasingly efficient probation and reception center system, the more hopeful risks are siphoned off, and only the more serious offenders and incorrigibles are 'sent down.'"

3. Programs

Authorities concur that in order for an institution to be effective, there must be teamwork--and this eventuates only from frequent staff conferences. "...evidence points to the need of a systematic, standardized, and integrated program if we are to expect results in the vital area of correction."^{2/}

It is not impossible to see that programs are extant, and the extent to which they are so; but little, if any, action has been taken to estimate or establish their worth or qualitative aspect.

An institution's retraining process should formulate or improve the facilities and programs in the avenues listed:

1. Religion
2. Academic and vocational education
3. Correspondence courses
4. Library
5. Recreation
6. Social education
7. Counseling.

^{1/}Charles W. Coulter and Orvo E. Korpi, "American Rehabilitation Programs," Journal of Criminal Law, Criminology, and Police Science (January-February, 1954), 45:611.

^{2/}Ibid., p. 615.

Social education could be defined as "...an attempt to supply a prisoner with socially acceptable living patterns."^{1/} And it is "...as yet less standardized than any of the older programs."^{2/} "An awakening to the need of social education as a rehabilitative measure is now evident in all types of correctional institutions."^{3/}

A movement, thus, is that of coeducational training schools, or at least, coeducational functions--with the idea in view of continuing a nearly normal social webbing and circumventing the unrealistic and dangerous means and ends of a forced, sexually monolithic society.

4. Counselors

We must "begin to treat....instead of merely confine...."^{4/} Moreover, the triplets probation, institutionalization, and parole are stages of supervision before, during, and after confinement and are a single treatment procedure.

"....it is my personal belief that only when a personality evaluation of each inmate entering the institution is obtained and then utilized by a psychologically oriented counselor who would begin to treat the inmate psychotherapeutically, can we expect a significant change for the better in the social behavior of our charges."^{5/}

^{6/} Kvaraceus offers the thought: "The counselor is no panacea,

^{1/}Coulter and Korpi, op. cit., p. 615.

^{2/}Ibid.

^{3/}Ibid.

^{4/}DeStephens, op. cit., p. 603.

^{5/}Ibid.

^{6/}William C. Kvaraceus, "The Counselor's Role in Combating Juvenile Delinquency," The Personnel and Guidance Journal (October, 1957), p. 99.

he can occupy a strategic role in the symphony of coordinated....activity aimed to prevent and control juvenile delinquency."

^{1/}
Knudson claims:

"To do an effective job, one must have professionally trained counselors. If attitudes are to be changed, the counseling personnel must be qualified to deal with behavior whatever its nature, which means intensive work with the individual."

The author contends that if the attitudes of inmates are to be altered constructively, there must also be a harmony of thought amongst the staff. Significant divergence can have little substance and no defense, for, as Tappan ^{2/} avows, no treatment program can rise above the plateau of its personnel.

^{3/}
Mann, in conclusion, pronounces a most progressive and critical feature: "...personnel must be uniformly trained, even to the point where interchangeability is possible. The training course should include such subjects as physiology, sociology, statistics, psychology, philosophy...."

Each staff member might best be looked upon as a therapist above all else--at least marginally capable of assuming any one of the many professional positions (from in-service training)--exclusive, of course, of those requiring highly technical ability, his particular position serving mostly as a point of departure.

^{1/}Knudson, op. cit., p. 639.

^{2/}Tappan, op. cit.

^{3/}Arthur Mann, "Group Therapy-Irradiation," Journal of Criminal Law, Criminology, and Police Science (May-June, 1955), 46:65.

5. Attitudinal Studies

1/ Ball, in research concerning attitudinal differences between delinquent and nondelinquent boys toward stealing, restricted himself to a single variable: that of how prevalent each group presupposed stealing existed in the American culture. Underlying this, he saw a broader issue in whether or not the delinquent looked on society differently from others.

"Literature pertaining to criminality is replete with references to the antisocial attitudes of apprehended offenders. Indeed, these nefarious factors are frequently regarded as being of cardinal importance in the development of criminal behavior. Yet the fact remains that, for the most part, the concept of antisocial attitudes has not been supported by empirical demonstration. So that, precisely what are and what are not antisocial attitudes has not been adequately established."2/

He listed as commonly assumed antisocial traits: (1) hostility toward authority and discipline, (2) dislike of school, (3) blaming others for present misfortune, (4) belief in using illegitimate means to secure desired ends, (5) disbelief that others hold basic social values, (6) dislike of work, (7) desire for money, (8) feeling of insecurity or dependency, (9) strong peer group loyalty, and (10) disrespect for the property rights of others.

"The term [antisocial] has become an omnibus phrase without explicit reference in fact. What seems necessary in order to dispel the ambiguity is (1) identification of single attitudinal variables by procedures which permit verification of findings, (2) measurement of the distribu-

1/John C. Ball, "Delinquent and Non-Delinquent Attitudes Toward Stealing," Journal of Criminal Law, Criminology, and Police Science (September-October, 1957), 48:259-274.

2/Ibid., p. 260.

tion of variables among delinquent and nondelinquent populations, and (3) analysis of similarities and differences between and within groups with a view of delineating the variables which constitute antisocial attitudes."1/

"The necessity of identifying relevant variables as a prerequisite to attitudinal research has been expressly emphasized by leading scholars in the field for some time."2/

"Yet, the fact remains that criminological research pertaining to delinquent attitudes which meet even these minimum requirements of science is virtually non-existent."3/

Data came from four populations: one delinquent (a southern reformatory); one college (sociology students); and one each of boys and girls (grades 8 through 11).

Seven characteristics were categorized for demographic analysis: age, intelligence, educational retardation, rural-urban differentiation, father's occupation, marital status of parents, and number of children in family.

The following excerpts ^{4/} summarize his findings:

"The findings of this study indicate a pronounced difference in attitudes toward stealing between the delinquent sample of 108 boys and the three nondelinquent groups. The delinquents were found to possess a more positive attitude toward the prevalence of stealing than the nondelinquents."

"Attitudinal comparison of four populations lent support to these propositions: (1) males have more positive attitudes toward stealing than females, (2) adolescents hold more extreme attitudes, either positive or negative, in this area than older, more educated persons, and (3) the delinquents hold markedly more positive attitudes toward stealing than any of the other groups."

1/Ball, op. cit., p. 260.

2/Ibid., from the notes.

3/Ibid.

4/Ibid., p. 274.

"Analysis of the relationship of the stealing attitude to seven demographic factors within and between the delinquent control group yielded the following information. Among the delinquents, those from rural places of residence, from broken homes, and from families of lower socioeconomic status had more positive attitudes toward stealing than those with converse attributes. Within the nondelinquent control group, those boys who were from rural areas as well as those who were retarded in grade placement held more positive attitudes toward stealing than nonretarded and urban boys."

"From the standpoint of criminological theory, the findings have been focused upon two points. First, it is suggested that the data offer substantiation for considering stealing a result of differential assimilation of a cultural pattern.... Second, the empirical identification of an attitudinal variable which, there is reason to suppose, may constitute an important part of the configuration of delinquent attitudes is regarded as offering a contribution to the delineation of antisocial attitudes. Specifications of what are and what are not elements of the attitudinal configurations which delinquents possess (and how these parts are related one to another) is a problem which further scientific investigation alone can resolve."

Hand and Lebo's study ^{1/} is more allied than that by Ball in the preceding pages. These authors avow:

"The impact of institutionalization causes different reactions in each individual. A technique for indicating boys who could not be expected to conform immediately to institutional life would make for better intramural care. Such individuals could be dealt with on a different basis than those who could readily adapt to the somewhat rigid program."

A shortcoming within institutions, they write further, is the quarantine period, sometimes as long as thirty days, where new boys are scrutinized within security areas before release to the open school. Favorably, personality quirks will out under such circum-

^{1/}Jack Hand and Dell Lebo, "Predicting the Institutional Adjustment of Delinquent Boys," Journal of Criminal Law, Criminology, and Police Science (March-April, 1955), 45:694-696.

stances; unfavorably, an atmosphere hostile to mental hygiene exists. They stress the need of prompt guidance and psychological treatment. "A poor reception and orientation period could lead to failure in the remainder of the program."^{1/} And so; the rationale behind a device for quickly and easily locating potentially poor risks for institutional living.

First, Hand and Lebo correlated the scores between the California Test of Personality, Elementary Level, Form A, and a self-originated institutional adjustment index. The latter, compiled from running records on offenses during the commitment period (116 boys, ages 10 to 14, over a span of at least thirty days) was numerically arranged by grading each offense from 1 to 5 points in order of increasing seriousness; the total weighted scores were then divided by the number of days in the school.

Product-moment correlations between the IAI (self-devised index) and the California Test of Personality were low: Personal adjustment and IAI, $-.35$; social adjustment and IAI, $-.37$; total adjustment and IAI, $-.41$. (The authors thought these were in the expected direction, however.)

They found the California test scores of those boys in the lowest 25 per cent (well-adjusted) on the IAI were contrasted with those boys who scored among the highest 25 per cent (poorly adjusted) on the IAI.

A three-by-three chi square comparison on both the tests was made. Results were as follows: personal adjustment and IAI, 18.29; social

^{1/}Hand and Lebo, op. cit., p. 694.

adjustment and IAI, 20.62; total adjustment and IAI, 17.10. Each of these was found to be significant at better than the .01 level of confidence. Low scores on the California test were obtained by boys with high IAI (poorly adjusted) ratings; high California test scores were obtained by boys with low IAI (well-adjusted) ratings; scores in the middle range were obtained by boys with central IAI ratings.

With this, they felt their purpose was satisfied; a boy's plasticity toward institutional demands reflected itself noticeably on the California Test of Personality.

They did not specify nor recommend a break-off point. Their advice was that those who scored in the lowest 25 per cent be singularly worked with, perhaps in a cottage set aside, while the highest 25 per cent scorers be interspersed throughout the cottages to invigorate the atmosphere.

CHAPTER III

PROCEDURE

Forty-six diversified attitudinal questions were devised revolving around the inmates at the Industrial School for Boys, Shirley, Massachusetts. Answers to these were intended to reflect a positive-negative range, with the usual addition of one neutral (sometimes absurd) answer.

Questions and answers were refined and advanced in terms of intensity and extensity, as well as validity, by conferences with the school psychologist and other professionals in the field, and before a graduate counseling seminar.

Reading level and comprehension were checked by spot administrations. Serious reading problems with the final draft were negligible. Whether sufficient comprehension prevailed rather than mere forced choice remains controversial; the shortcomings here were felt minimal enough considering the purpose and requirements of the project.

Abstentions were not encouraged; in those few instances where they occurred, it was asked that a choice be made--without destroying the free spirit of the endeavor--caring not to appear demanding; completing the questionnaire was, for all intents and purposes, voluntary. The respondents were urged not to sign their names; they were instructed to check their appropriate group at the top of the head sheet.

Interdisciplinary and/or biased replies were expected and, indeed, looked for in the interest of variety and strength.

Little evidence of falsification was observed. Several atypical questions and answers were interwoven, and the arrangement of answers was jumbled, to avoid seeming patterns and cloak the nature of the work.

Terse, uniform instructions were given verbally before each issuance. Concern was entertained as to how the subject should arrive at each decision. The ideal was to be that which he felt was the best choice; that he answer out of himself, not from what he thought the others would, or from what he thought the others would expect of him, or from what he thought it was his job to do. The author advised that this was not a test with true and false choices in the more common sense; rather, a series of problems where the respondent was encouraged to select that solution best expressing his unique sentiment.

The boys' forms were filled in groupings of ten; all others, singles. Everyone was instructed not to trade or argue points until tabulations were done and the forms returned to those who so wished.

Nearly 50 per cent of the boys participated--ten from each of eight cottages. Over 50 per cent of the staff actively involved with the boys were represented, with adequate samplings taken from each major job area: seven cottage supervisors, ten trade supervisors, four teachers, and three counselors. Those job areas with two or less constituents were omitted for reasons of validity and incrimination.

After the questionnaires had been filled and tabulations completed, grouping and comparing were met. Many arrangements were pondered. Finally, it was decided that only those questions on which

the counselors as the criterion group agreed unanimously would be utilized. Out of the original 46 questions, 28 were withdrawn for analysis. Comments on the remaining 18 questions were not entertained due to their raw form.

Value assignments on the four answers for each question would have entailed vast effort and entanglement. To have divided the answers consistently in the pattern "all, most, few, and none" would have posed notable difficulty with many of the more interesting issues.

Thereupon, in the analysis of each question and answer a table was drawn showing the five groups, their n values (in descending order), and frequencies and percentages of answer occurrence. In order to relate one group with the other, it was simply necessary to compare percentage agreement--especially on the choices voted by the counselors.

A page is dedicated to each question, starting with the table of answer frequencies and percentages and followed by their analysis.

CHAPTER IV

ANALYSIS OF THE QUESTIONS

Table 1. Group Frequency and Percentage Reactions on Question 1.*

Group	n	A		B		C		D	
		f	%	f	%	f	%	f	%
Boys.....	80	39	48.8	3	3.8	10	12.5	28	35
Trade Supervisors..	10	5	50					5	50
Cottage Supervisors	7	2	28.6			1	14.3	4	57.2
Teachers.....	4	1	25					3	75
Counselors.....	3							3	100

*Most of the boys here don't mind being told what to do:

- A. once in a while
- B. always
- C. never
- D. most of the time

Looking above, it may be noted that roughly one half of the boys and trade supervisors answered "once in a while"; roughly one quarter of the cottage supervisors and teachers gave the same answer; while all of the counselors answered "most of the time."

"Most of the time" received the greatest proportion of answers from the counselors; then in decreasing order were the teachers, the cottage supervisors, the trade supervisors, and lastly, the boys.

Thus it appears that the trade supervisors are closest, the counselors furthest, by far, to the sentiment of the boys.

Table 2. Group Frequency and Percentage Reactions on Question 2.*

Group	n	A		B		C		D	
		f	%	f	%	f	%	f	%
Boys.....	80	4	5	42	52.5	25	31.3	9	11.3
Trade Supervisors..	10			8	80	1	10	1	10
Cottage Supervisors	7			5	71.5	1	14.3	1	14.3
Teachers.....	4			3	75			1	25
Counselors.....	3			4	100				

*Most of the boys, if shown firmness, understanding, and given opportunity, will get along with others here and at home:

- A. not at all
- B. fairly soon
- C. right away
- D. after a long while

From the above, it is seen that slightly over 50 per cent of the boys answered "fairly soon," while about three quarters of the trade supervisors, cottage supervisors, and teachers gave this answer; the counselors totally agreed on the same.

It might be said that "fairly soon" was the accepted answer by all groups, with the boys registering the least, and the counselors the most, decisiveness.

Closest to the responses of the boys were the two supervisory groups, then the teachers, and finally, the counselors.

Table 3. Group Frequency and Percentage Reactions on Question 3.*

Group	n	A		B		C		D	
		f	%	f	%	f	%	f	%
Boys.....	80	5	6.3	18	22.5	4	5	53	66.3
Trade Supervisors..	10			3	30			7	70
Cottage Supervisors	7							7	100
Teachers.....	4							4	100
Counselors.....	3							3	100

* Generally, when a boy has broken a rule for the first time and is brought before our disciplinary officer/committee, he should be:

- A. punished physically
- B. deprived of privileges (smokes taken away, etc.)
- C. spoken to in harsh tones and language (threatened)
- D. lectured (told what he has done, how others feel about it, what could happen to him as a result of doing such things)

As can be observed, about two thirds of the boys, nearly three quarters of the trade supervisors, and all of the cottage supervisors, teachers, and counselors voted for "lectured."

"Lectured" was the predominant sentiment amongst the five groups: the cottage supervisors, teachers, and counselors unanimously so; the boys and trade supervisors a little less so; and nearly equal remaining distributions favored "deprived of privileges."

Table 4. Group Frequency and Percentage Reactions on Question 4.*

Group	n	A		B		C		D	
		f	%	f	%	f	%	f	%
Boys.....	80	4	5	55	68.8	19	23.8	2	3.5
Trade Supervisors..	10			9	90	1	10		
Cottage Supervisors	7			6	85.5	1	14.3		
Teachers.....	4			4	100				
Counselors.....	3			3	100				

*Generally, when a boy has been before this disciplinary officer/committee many times, and goes before him/them again, for breaking rules, he should be:

- A. lectured
- B. deprived of privileges
- C. punished physically
- D. spoken to in harsh tones and language

From the above, it is seen that roughly two thirds of the boys answered with "deprived of privileges," as did approximately nine tenths of the trade supervisors and cottage supervisors, and all of the teachers and counselors.

The tendency throughout is strongly for the choice "deprived of privileges"; the boys were the least decided, with almost one fourth of their votes for "punished physically"; the trade supervisors and cottage supervisors answered almost identically and more similarly to the boys than did the teachers and counselors, who answered identically.

Table 5. Group Frequency and Percentage Reactions on Question 5.*

Group	n	A		B		C		D	
		f	%	f	%	f	%	f	%
Boys.....	80	3	3.8	8	10	61	76.3	8	10
Trade Supervisors..	10	1	10			8	80	1	10
Cottage Supervisors	7			1	14.3	6	85.8		
Teachers.....	4					4	100		
Counselors.....	3					3	100		

*Boys are sent to this school to be:

- A. kept until they are old enough to take care of themselves
- B. given a change of environment (surroundings)
- C. taught how to better get along with people
- D. punished

It may be noted that about three quarters of the boys, the trade supervisors, and the cottage supervisors gave the answer "taught how to better get along with people." The teachers and counselors voted unanimously for this answer.

Apparently, "taught how to better get along with people" was, by all the groups, definitely considered the best choice.

The boys and trade and cottage supervisors clustered together pattern-wise; so, too, but in slight contrast, did the teachers and counselors.

Table 6. Group Frequency and Percentage Reactions on Question 6.*

Group	n	A		B		C		D	
		f	%	f	%	f	%	f	%
Boys.....	80	2	2.5	4	5	68	85	6	7.5
Trade Supervisors..	10	2	20			8	80		
Cottage Supervisors	7	1	14.3			6	85.8		
Teachers.....	4	1	25			3	75		
Counselors.....	3					3	100		

*An important rule in handling boys here who get into trouble is to:

- A. never threaten them
- B. have them promise they will never do it again
- C. talk it over with them, and other staff members, then act right away
- D. make them suffer for their crimes

Roughly four fifths of the boys, trade supervisors, cottage supervisors, and teachers answered "talk it over with them, and other staff members, then act right away." The counselors all voted this way.

"Talk it over with them, and other staff members, then act right away" was predominantly the choice of all the groups.

The patterns of response were generally quite close; however, the two supervisory groups and the teachers (one fifth of them) did edge toward "never threaten them"; the boys and counselors progressively failed to do the same.

Table 7. Group Frequency and Percentage Reactions on Question 7.*

Group	n	A		B		C		D	
		f	%	f	%	f	%	f	%
Boys.....	80	37	46.3	7	8.8	10	12.5	24	30
Trade Supervisors..	10	9	90					1	10
Cottage Supervisors	7	6	85.8					1	14.3
Teachers.....	4	3	75					1	25
Counselors.....	3	3	100						

*Boys were sent to this school because they:

- A. were unable to get along where they came from
- B. had tough luck time and time again
- C. need more schooling (reading, arithmetic, etc.)
- D. were a nuisance and menace at home and around

The table indicates that about 50 per cent of the boys, 75 per cent of the teachers, 90 per cent of the trade supervisors, and 100 per cent of the counselors answered "were unable to get along where they came from."

From one tenth to one third of the first four groups answered "were a nuisance and menace at home and around"; whereas the counselors did not agree with this at all.

Even though the patterns of response were nearly alike, the two supervisory groups and the teachers appeared to be clustered closer to the boys than did the counselors.

Table 8. Group Frequency and Percentage Reactions on Question 8.*

Group	n	A		B		C		D	
		f	%	f	%	f	%	f	%
Boys.....	80	15	18.8	13	16.3	34	42.5	18	22.5
Trade Supervisors..	10	2	20	1	10	7	70		
Cottage Supervisors	7			1	14.3	4	57.2	2	28.6
Teachers.....	4			1	25	3	75		
Counselors.....	3					3	100		

*In handling boys here who get into trouble what you do is not as important as:

- A. what is reported
- B. what you say
- C. how you do it
- D. what the other boys think about what you do in each case

It may be espied that almost one half of the boys, three quarters of the trade supervisors and teachers, three fifths of the cottage supervisors, and all of the counselors answered "how you do it."

"How you do it" seems to be accepted by all four groups as the answer; there is considerable leaning, and nearly equally so, in decreasing order to the other three choices: from boys, trade supervisors, cottage supervisors, teachers, counselors.

The boys manifested heavy indecisiveness; the two supervisory groups were second to them in general pattern; and the teachers and counselors were less so.

Table 9. Group Frequency and Percentage Reactions on Question 9.*

Group	n	A		B		C		D	
		f	%	f	%	f	%	f	%
Boys.....	80	57	71.3	7	8.8	6	7.5	10	12.5
Trade Supervisors..	10	7	70	10	10	1	10	1	10
Cottage Supervisors	7	5	71.5	1	14.3			1	14.3
Teachers.....	4	4	100						
Counselors.....	3	3	100						

*Recreation (gym, baseball games) in this institution is for:

- A. teaching boys how to get along in groups
- B. making groups easier to handle by working off extra energy
- C. making athletes (baseball players, etc.)
- D. keeping everyone happy

Looking above, it appears that nearly three fourths of the boys, trade supervisors, and cottage supervisors answered "teaching boys how to get along in groups." The teachers and counselors also voted unanimously for this.

All of the groups heavily favored "teaching the boys how to get along in groups": the boys and the two supervisory groups responded almost identically, spreading almost equally the remainder of their answers among the other three choices; the teachers and counselors, in contrast, failed to digress from the favorite.

Table 10. Group Frequency and Percentage Reactions on Question 10.*

Group	n	A		B		C		D	
		f	%	f	%	f	%	f	%
Boys.....	80	15	18.8	3	3.8	14	17.5	48	60
Trade Supervisors..	10	1	10					9	90
Cottage Supervisors	7	2	28.6					5	71.5
Teachers.....	4							4	100
Counselors,.....	3							3	100

*Boys are here to:

- A. learn a trade and/or go to school
- B. enjoy themselves
- C. serve time
- D. learn how to live, work, and play

It may be noted that about three fifths of the boys, three quarters of the cottage supervisors, and nine tenths of the trade supervisors, along with 100 per cent of the teachers and counselors, answered "learn how to live, work, and play."

The majority of replies lie with "how to live, work, and play"; however, roughly one tenth, two tenths, and three tenths of the boys, trade supervisors, and cottage supervisors, respectively, replied "learn a trade and/or go to school"; also about one fifth of the boys answered "serve time." The teachers and counselors did not stray at all from the favorite.

Table 11. Group Frequency and Percentage Reactions on Question 11.*

Group	n	A		B		C		D	
		f	%	f	%	f	%	f	%
Boys.....	80	10	12.5	51	63.8	10	12.5	9	11.3
Trade Supervisors..	10	1	10	7	70	1	10	1	10
Cottage Supervisors	7	1	14.3	5	71.5			1	14.3
Teachers.....	4			3	75			1	25
Counselors.....	3			3	100				

*The most difficult thing to change in a boy here is his:

- A. manners
- B. attitude
- C. way of dressing (leather jackets, flat-top haircuts, etc.)
- D. bad temper

It is seen that about two thirds of the boys, three quarters of the trade supervisors, cottage supervisors, and teachers, and all of the counselors, answered "attitude."

The boys displayed notable indecisiveness, as did the two supervisory groups; the three groups, for the most part, placed almost evenly their remaining votes on the three other choices. The teachers digressed somewhat; the counselors digressed not at all.

The answer "attitude" was by far the most heavily voted. Some, but little, emphasis was levied on other choices.

Table 12. Group Frequency and Percentage Reactions on Question 12.*

Group	n	A		B		C		D	
		f	%	f	%	f	%	f	%
Boys.....	80	6	7.5	16	20	37	46.3	21	26.3
Trade Supervisors..	10					8	80	2	20
Cottage Supervisors	7			1	14.3	5	71.5	1	14.3
Teachers.....	4					3	75	1	25
Counselors.....	3					3	100		

*This training school's biggest problem is in:

- A. penology (prisons, criminals, punishment, etc.)
- B. sociology (peoples, neighborhoods, races, etc.)
- C. psychology (behavior, acting, liking, etc.)
- D. education (teaching, learning, schooling, etc.)

About 50 per cent of the boys, 75 per cent of the cottage supervisors and teachers, 80 per cent of the trade supervisors, and all of the counselors gave the answer "psychology."

In other words, all of the groups leaned heavily toward "psychology"; the boys placed about one fifth of their responses on "sociology" and one fifth on "education"; they were closely followed by the cottage supervisors. However, the trade supervisors and teachers spared only one fifth of their votes for "education," while the counselors failed to wander from the answer "psychology."

Table 13. Group Frequency and Percentage Reactions on Question 13.*

Group	n	A		B		C		D	
		f	%	f	%	f	%	f	%
Boys.....	80	49	61.3	18	22.5	6	7.5	7	8.8
Trade Supervisors..	10	9	90			1	10		
Cottage Supervisors	7	5	71.5			1	14.3	1	14.3
Teachers.....	4	4	100						
Counselors.....	3	3	100						

*Boys who have had to go to a training school like this are:

- A. youngsters with real problems
- B. victims of tough luck time and time again
- C. tough, wild kids
- D. stupid

It is seen that nearly two thirds of the boys, three quarters of the cottage supervisors, nine tenths of the trade supervisors, and all of the teachers and counselors answered "youngsters with real problems."

Therefore, all of the groups strongly gravitated toward "youngster with real problems"; however, the boys voted about one quarter for "victims of tough luck time and time again," and placed some weight on the remaining two choices. They were followed in progressively decreasing fashion by the cottage and trade supervisors, teachers, and counselors.

Table 14. Group Frequency and Percentage Reactions to Question 14.*

Group	n	A		B		C		D	
		f	%	f	%	f	%	f	%
Boys.....	80	7	8.8	12	15	55	68.8	6	7.5
Trade Supervisors..	10	1	10	2	20	7	70		
Cottage Supervisors	7			1	14.3	5	71.5	1	14.3
Teachers.....	4					4	100		
Counselors.....	3					3	100		

*Boys who must return to this training school for another stay are:

- A. trouble makers
- B. ones who come from tough, bad neighborhoods
- C. really failing at getting along in the community
- D. boys who will never straighten out

It may be observed that about seven tenths of the boys, trade supervisors, and cottage supervisors answered "really failing at getting along in the community." It is also observable that all of the teachers and counselors voted for this choice.

Therefore, all groups leaned heavily toward "really failing at getting along in the community"; the boys did give some credit to the other three answers, as did the two supervisory groups to a lesser extent; but the teachers and counselors failed to do this.

Table 15. Group Frequency and Percentage Reactions to Question 15.*

Group	n	A		B		C		D	
		f	%	f	%	f	%	f	%
Boys.....	80	10	12.5	66	82.5	4	5		
Trade Supervisors..	10	1	10	9	90				
Cottage Supervisors	7	1	14.3	6	85.5				
Teachers.....	4			3	75			1	25
Counselors.....	3			3	100				

*A boy who has been in this training school should:

- A. forget all about it
- B. try to do better and avoid such places
- C. feel guilty
- D. let everyone know about it

In looking at the table, it appears that the boys, teachers, cottage supervisors and trade supervisors, in ascending order, answered "try to do better and avoid such places" in percentages ranging from 75 to 90. The counselors unanimously chose the same answer.

Summarizing the results, the heavy majority of each group elected "try to do better and avoid such places," with the first four groups evidencing minor digressions. Of these, it is noteworthy that roughly one tenth of the first three groups answered "forget all about it."

Table 16. Group Frequency and Percentage Reactions to Question 16.*

Group	n	A		B		C		D	
		f	%	f	%	f	%	f	%
Boys.....	80	5	6.3	15	18.8	35	43.8	25	31.3
Trade Supervisors..	10	1	10			5	50	4	40
Cottage Supervisors	7			1	25	4	57.2	3	42.9
Teachers.....	4					2	50	2	50
Counselors.....	3					3	100		

*A boy who came here on serious charges must stay a longer minimum time:

- A. for he deserves it
- B. because the law demands this
- C. to allow for further training
- D. so as to be fair with the other boys who have less serious charges

It may be noted that one half of the teachers answered "so as to be fair with the other boys who have less serious charges," and the other half answered "to allow for further training."

The boys, trade supervisors, and cottage supervisors responded in similar fashion, tending more toward the latter, however; while the counselors all agreed on the former.

Table 17. Group Frequency and Percentage Reactions on Question 17.*

Group	n	A		B		C		D	
		f	%	f	%	f	%	f	%
Boys.....	80	62	77.5	7	9	6	7.5	5	7.1
Trade Supervisors..	10	10	100						
Cottage Supervisors	7	5	71.5			1	14.3	1	14.3
Teachers.....	4	3	75			1	25		
Counselors,.....	3	3	100						

*The only ones who should be allowed to punish (not physically) boys here are:

- A. supervisors
- B. other boys
- C. no one
- D. their parents

It may be noted that approximately 75 per cent of the boys, cottage supervisors, and teachers answered "supervisors"; and that 100 per cent of the trade supervisors and counselors answered with the same choice.

In summary, all five groups markedly favored the choice "supervisors," with the trade supervisors and counselors unanimous in their choice and the boys, teachers, and cottage supervisors progressively less so.

Table 18. Group Frequency and Percentage Reactions on Question 18.*

Group	n	A		B		C		D	
		f	%	f	%	f	%	f	%
Boys.....	80	5	6.3	11	13.8	55	68.8	9	11.3
Trade Supervisors..	10			1	10	9	90		
Cottage Supervisors	7			1	14.3	1	85.8		
Teachers.....	4			3	75	1	25		
Counselors.....	3					3	100		

*Being in this training school is:

- A. a disgrace
- B. a difficult experience
- C. a chance to improve one's self
- D. a waste of time

From the above it may be noted that three quarters of the boys, nearly nine tenths of the trade supervisors, and cottage supervisors, and all of the counselors answered with "a chance to improve one's self." In contrast, and strikingly so, only one quarter of the teachers gave this reply.

In summing up, all of the groups, except the teachers, placed the greatest weight on "a chance to improve one's self. The teachers strongly favored "a difficult experience."

Table 19. Group Frequency and Percentage Reactions on Question 19.*

Group	n	A		B		C		D	
		f	%	f	%	f	%	f	%
Boys.....	80	8	10	36	45	36	45		
Trade Supervisors..	10			6	60	3	30	1	10
Cottage Supervisors	7			3	42.9	4	57.2		
Teachers.....	4			2	50	2	50		
Counselors.....	3			3	100				

*The only one(s) who really punish(es) a boy here is (are):

- A. the other boys
- B. himself
- C. the superintendent or other supervisors
- D. his parents

Approximately one half of the boys, trade and cottage supervisors, and teachers answered "himself," while all of the counselors voted for this choice. At the same time, these first four groups, with a slight imbalance amongst the trade supervisors, placed roughly the other half of their votes on "the superintendent or other supervisors."

In summary, the boys, the two supervisory groups, and the teachers almost equally split their responses between the answers "himself" and "the superintendent or other supervisors," whereas the counselors unanimously chose the former of the two choices.

Table 20. Group Frequency and Percentage Reactions on Question 20.*

Group	n	A		B		C		D	
		f	%	f	%	f	%	f	%
Boys.....	80	4	5	13	18.8	16	22.5	37.	53.8
Trade Supervisors..	10			3	30	3	30	4	40
Cottage Supervisors	7			1	14.3	1	14.3	5	71.5
Teachers.....	4			2	50			2	50
Counselors.....	3							3	100

*Helping a boy here face and solve his problems is:

- A. prison work
- B. education
- C. social work
- D. counseling

From the above it may be seen that roughly one half of the boys, trade supervisors, and teachers, three quarters of the cottage supervisors, and all of the counselors answered "counseling."

From one fifth to one third of the boys, trade supervisors, and cottage supervisors, and one half of the teachers answered "education."

It might be said that closest to pattern of response of the boys were the trade supervisors, with the cottage supervisors, teachers, and counselors increasingly different.

Table 21. Group Frequency and Percentage Reactions on Question 21.*

Group	n	A		B		C		D	
		f	%	f	%	f	%	f	%
Boys.....	80	8	10	35	45	33	33.8	9	11.3
Trade Supervisors..	10	1	10	4	40	4	40	1	10
Cottage Supervisors	7			4	57.2	2	28.6	1	14.3
Teachers.....	4			1	25	3	75		
Counselors.....	3			3	100				

*In talking with their counselors:

- A. all boys will talk about things they would with their parents, or real close friends
- B. most boys will talk about things they would with their parents, or real close friends
- C. just a few boys will talk about things they would with their parents, or real close friends
- D. no boys will talk about things they would with their parents, or real close friends

It may be noted that roughly one half of the boys, trade and cottage supervisors answered "most of the boys will talk about things they would with their parents, or real close friends," while only one quarter of the teachers and all of the counselors have this answer.

There seems to be a tottering between the groups as to which was more desirable: "most boys...." or "just a few...."; the boys showed a slight predilection for the former; the cottage supervisors and counselors were progressively more pronounced in this direction; the trade supervisors divided their sentiments between the two; and the teachers, contrary to all, leaned heavily toward the latter choice.

Table 22. Group Frequency and Percentage Reactions on Question 22.*

Group	n	A		B		C		D	
		f	%	f	%	f	%	f	%
Boys.....	80	3	3.8	24	30	49	61.3	4	5
Trade Supervisors..	10			1	10	9	90		
Cottage Supervisors	7			1	14.3	6	85.8		
Teachers.....	4					4	100		
Counselors.....	3					3	100		

*Supervisors can and/or should repeat what a boy tells them in secret/private:

- A. sometimes, if he/they feel like it
- B. never
- C. only when it is most necessary
- D. anytime

It may be noted that three fifths of the boys, nine tenths of the two supervisory groups, and all of the teachers and counselors answered "only when it is most necessary."

In summary, the boys were the only group failing to decide strongly in favor of "only when it is most necessary"; one third of the boys placed noticeable emphasis on "never."

Table 23. Group Frequency and Percentage Reactions on Question 23.*

Group	n	A		B		C		D	
		f	%	f	%	f	%	f	%
Boys.....	80	7	8.8	7	10	3	3.8	62	77.5
Trade Supervisors..	10	1	10					9	90
Cottage Supervisors	7							7	100
Teachers.....	4			1	25			3	75
Counselors.....	3							3	100

*Trade and school assignments we make to boys are opportunities to:

- A. work
- B. meet different supervisors
- C. waste time
- D. learn

It is seen that about three quarters of the boys and 90 to 100 per cent of the trade supervisors, cottage supervisors, and counselors answered "learn."

In conclusion, the five groups clearly elected "learn" as the most desirable reply, with negligible digression primarily amongst the boys.

Table 24. Group Frequency and Percentage Reactions on Question 24.*

Group	n	A		B		C		D	
		f	%	f	%	f	%	f	%
Boys.....	80	7	8.8	5	6.3	29	36.3	38	47.5
Trade Supervisors..	10	1	10	1	10	6	60	2	20
Cottage Supervisors	7	2	28.6			2	28.6	3	42.9
Teachers.....	4	2	50			1	25	1	25
Counselors.....	3	3	100						

*Each boy in this training school program should be given what he:

- A. needs
- B. asks for
- C. earns
- D. deserves

It is seen from the above that unusual variation of response was entertained by the five groups.

The boys' and cottage supervisors' greatest response was for "deserves"; the trade supervisors' greatest response was for "earns"; and the teachers' and counselors' greatest response was for "needs."

Only the counselors leaned distinctly toward any one choice.

Table 25. Group Frequency and Percentage Reactions on Question 25.*

Group	n	A		B		C		D	
		f	%	f	%	f	%	f	%
Boys.....	80	16	20	45	56.3	6	7.5	13	16.3
Trade Supervisors..	10			10	100				
Cottage Supervisors	7	1	14.3	4	57.2			2	28.6
Teachers.....	4	1	25	3	75				
Counselors.....	3			3	100				

*Boys are taught to be courteous and have manners because:

- A. they should respect their elders (older people)
- B. everyone must show courtesy and manners to get along in this world
- C. supervisors like to catch them when they make mistakes on this
- D. they need discipline

It may be noted that three fifths of the boys and cottage supervisors, three quarters of the teachers, and all of the trade supervisors and counselors answered "everyone must show courtesy and manners to get along in this world."

In summary, all of the groups placed greatest weight on "everyone must show courtesy and manners to get along in this world"; however, one fifth of the boys and one fourth of the teachers answered "they need discipline."

Table 26. Group Frequency and Percentage Reactions on Question 26.*

Group	n	A		B		C		D	
		f	%	f	%	f	%	f	%
Boys.....	80	14	17.5	10	12.5	5	6.3	51	63.8
Trade Supervisors..	10	3	30					7	70
Cottage Supervisors	7	2	28.6					5	71.5
Teachers.....	4	1	25					3	75
Counselors.....	3							3	100

- *The pre-parole cottage, number 1, is there to:
- A. show that good behavior is rewarded by more privileges
 - B. see if the boys will misuse the extra privileges given them there
 - C. see if the boys will like it better than the other cottages they lived in
 - D. help prepare boys for the community by giving them more freedom and responsibility

It can be seen that approximately two thirds of the boys, three quarters of the trade supervisors, cottage supervisors, and teachers, and all of the counselors answered "help prepare boys for the community by giving them more freedom and responsibility."

In retrospect, all of the five groups leaned markedly toward "help prepare them for the community by giving them more freedom and responsibility"; however, from one fifth to one third of the first four groups answered "show that good behavior is rewarded by more privileges."

Table 27. Group Frequency and Percentage Reactions on Question 27.*

Group	n	A		B		C		D	
		f	%	f	%	f	%	f	%
Boys.....	80	35	43.8	22	30	16	20	5	6.3
Trade Supervisors..	10	4	40	4	40	2	20		
Cottage Supervisors	7	1	14.3	6	85.8				
Teachers.....	4	1	25	3	75				
Counselors.....	3			3	100				

*The discipline cottage, number 9, is a place:

- A. for punishment
- B. where boys go who have not learned to get along in the open school
- C. where boys have a chance to think about their problems
- D. into which boys go who want to see what being without privileges is like

It may be noted that approximately one third of the boys, two fifths of the trade supervisors, three quarters of the teachers, four fifths of the cottage supervisors, and all of the counselors answered "where boys go who have not learned to get along in the open school."

Although the cottage supervisors, teachers, and counselors leaned heavily toward the answer "where boys go who have not learned to get along in the open school," only one half of the boys and trade supervisors voted for this item. The remainder of these two groups placed almost equal emphasis on "for punishment." One fifth of each of the latter two groups also voted for "where boys have a chance to think about their problems."

Table 28. Group Frequency and Percentage Reactions on Question 28.*

Group	n	A		B		C		D	
		f	%	f	%	f	%	f	%
Boys.....	80	9	11.3	47	58.8	5	6.3	19	23.8
Trade Supervisors..	10	1	10	8	80			1	10
Cottage Supervisors	7	1	14.3	6	85.8				
Teachers.....	4			4	100				
Counselors.....	3			3	100				

*Boys who do well in this school will, when they go home, do well:

- A. once in a while
- B. usually
- C. almost never
- D. every time

From the above, it may be seen that about three fifths of the boys, four fifths of the trade and cottage supervisors, and all of the teachers and counselors answered "usually."

In conclusion, except for the boys and possibly the trade supervisors, all of the groups predominated on the answer "usually." The boys alone placed considerable emphasis (23.8 per cent) on the answer "every time."

CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS
FOR FURTHER RESEARCH

1. Summary

The resolve in mind was an inquiry into and comparison of in-group attitudes at a state training school for juvenile delinquent boys.

Sufficient definitions for essential terms were brought forth; these were for: juvenile delinquent; state training school; and attitude.

The counseling staff justified this project for its value as procedural information, a rapport index, and a counseling aid.

The scope or limits of the effort were delineated; the work was entitled an initial inquiry. There was to be no statistical elaboration due to the small and varied sizes of the five groups and other outstanding obstacles.

A review of research and literature yielded a paucity of pertinent material. Within the review the point was advanced that a great deal concerns itself with juvenile delinquency in general, but that hardly any effort has been expended on attitudes within training schools--particularly including the attitudes of boys and staff--and comparing the two.

The trajectory of investigation went from institutional philosophies to the problem of programs, to the role of counselors, and

finally, to attitudinal studies that dealt somewhat with the implications and methods of this paper.

Developing the questionnaire was then in order. After searching through back-dating matter at the training school, extracting and revising some of this, discussing the problem with members of the staff on issues of note, and conversing with professionally related individuals without the institution, forty-six attitudinal questions were gathered. Four possible answers were conceived for each of these; they were to exhaust the range of answers or solutions to each question or problem.

When the questionnaire was completed, it was reviewed in terms of validity by various staff members at the school, by a graduate seminar in counseling at Boston University, and by several eminent men in cognate fields.

The questionnaire was thereupon spot-administered with the school census to pre-examine reading level, abstentions, and other items which could conceivably present obstructions.

Concise, standard instructions were issued when the form was given. The staff members answered the questionnaire individually, while the boys answered theirs in groups of ten. The task was voluntary; the respondents' names were not signed; they were simply asked to check their respective positions in the allotted blocks at the head of the copy.

Good samplings of about 50 per cent of the boys and the staff were taken. These included ten boys from each of eight cottages,

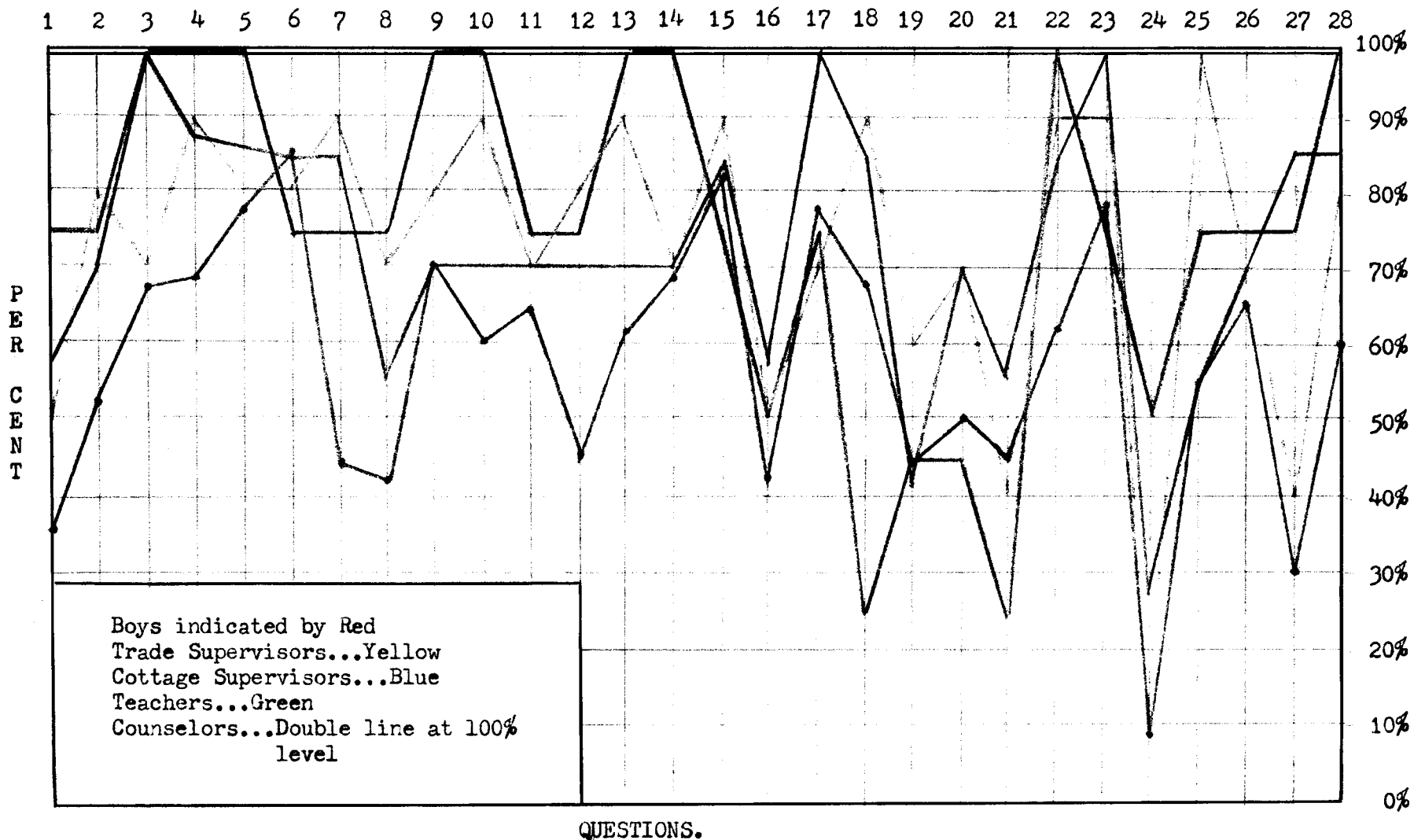


Figure 1. Percentage Agreement of the Four Groups with the Counselors' Unanimous Answers to 28 Questions.

ten trade supervisors, seven cottage supervisors, four teachers, and three counselors.

Of the original 46 questions, 28 were extracted for analysis. They were chosen for the counselors as the criterion group had unanimously agreed in answering them; therefore, percentage agreements of the other four groups could easily be related to the 100 per cent established by the counselors item by item.

On each of 28 questions a frequency and percentage table was drawn, followed by an analysis thereon.

2. Conclusions

Graphically, basic trends may be scanned quickly by studying Figure 1 on the following page. With this and a retrospection of the 28 tables and analyses, certain conclusions may be reached:

1. Variously, the scores were affected, at least minimally, by emotional conflicts, nescience, naivete, and interdisciplinary bias.
2. The irregular numbers of the groups, without a doubt, had much to do with the patterns of response. This is vividly espied when comparing the sizeable n of 80 (boys) with the other comparatively minute n's--none higher than 10 (trade supervisors).
3. The percentages of agreement should be read with reservation--basic configurations should be the focusing point, and questions and answers should be viewed per se (many advertise

noticeable and indisputably meaningful variations).

4. No consistent, gross distinctions can be posited between the responses of the two supervisory groups, nor between the responses of the two professional groups (teachers: counselors). This is mainly because of the small numbers employed and the insufficient refinement of questions and answers. Whatever divergence exists regarding the counselor-teacher replies is, for the most part, explained by the predominantly supervisory capacity held by the former. If there is a meaningful difference between the cottage and trade supervisors, a modestly closer contact with the rest of the staff by the latter could suffice as sufficient cause.
5. It would be unusual to expect or hope that the boys, with an n of 80 and other variables (e.g., their youth, position), could or would reach a close agreement, other than in isolated instances, with the supervisory, and more so, with the teachers and counselors.
6. It might be well to linger on those questions where: (1) the five groups were closely aligned--question 15; (2) the five groups were widely aligned--question 1; (3) the four, or three groups were considerably distant from the remaining one, or two--question 16.
7. Speaking in the broadest language, the teachers agreed 100 per cent with the counselors on 9 out of the selected 28 questions; the trade supervisors came within 90 per cent agreement on 8

questions; the cottage supervisors recorded 100 per cent agreement with the counseling group on 3 questions.

8. The percentage agreement of the teachers with the unanimous choices by the counselors is as follows: 100 per cent on 9 questions; 75 per cent on 13 questions; 50 per cent on 4 questions; and 25 per cent on 2 questions.
9. From the analyses, the general patterns of response, or clustering, might be described as: the boys, pretty much by themselves, were resembled most closely by the two supervisory groups, and then progressively less so by the teachers and counselors.
10. The greatest lack of decisiveness in choosing answers was registered by the boys (they responded, at least somewhat, to all four answers on 26 out of the 28 questions); in second place were the two supervisory groups; the teachers were third; and the counselors were unanimous on all their choices with these particular questions.
11. The element of negativity was most common with the boys; second most common with the two supervisory groups; and third most common with the teachers and counselors.

3. Recommendations for Further Research

Below are enumerated four possibilities for further research:

1. Furthering of the device in toto, or from one or more personally challenging phases.

2. A more uniform arrangement of answers, thereby allowing of statistical computation with scaled scores.
3. Transferability of questions and answers so as to contrast devices with one or more institutions, inclusive of units for girls.
4. An attitudinal questionnaire to embrace the delinquent's relatives and also, perhaps, delinquency-free (figuratively speaking) relatives for comparative ends.

APPENDIX

ATTITUDINAL QUESTIONNAIRE

boy () tradesman () teacher () counselor () cottage super-
visor ()

I believe... I personally feel... my own opinion is: (check the
answer you wish)

Boys are placed in trades half a day and school half a day:

- a. to try to teach them how to get along in different situations
- b. to help them decide upon work and/or school when they leave here
- c. to train them for a job and/or education when they go home
- d. to break the monotony of being in one place all day

Most of the boys here don't mind being told what to do:

- a. once in a while
- b. always
- c. never
- d. most of the time

Most boys if shown firmness, understanding, and given opportunity will
get along with others here and at home:

- a. not at all
- b. fairly soon
- c. right away
- d. after a long while

Generally, when a boy has broken a rule for the first time and is
brought before our discipline officer/committee, he should be:

- a. punished physically
- b. deprived of privileges (smokes taken away, etc.)
- c. spoken to in harsh tones and language (threatened)
- d. lectured (told what he has done, how others feel about it,
what could happen to him as a result of doing such things,
etc.)

Generally, when a boy has been before this discipline officer/committee
many times, and goes before him/them again, for breaking rules, he
should be:

- a. lectured
- b. deprived of privileges
- c. punished physically
- d. spoken to in harsh tones and language

Boys are sent to this school to be:

- a. kept until they are old enough to take care of themselves
- b. given a change of environment (surroundings)
- c. taught how to better get along with people
- d. punished

An important rule in handling boys here who get into trouble is to:

- a. never threaten them
- b. have them promise they will never do it again
- c. talk it over with them, and other staff members, then act right away
- d. make them suffer for their crimes

Boys are sent to this school because they:

- a. were unable to get along where they came from
- b. had tough luck time and time again
- c. need more schooling (reading, arithmetic, etc.)
- d. were a nuisance and menace at home and around

In handling boys here who get into trouble what you do is not as important as:

- a. what is reported
- b. what you say
- c. how you do it
- d. what the other boys think about what you do in each case

Recreation (gym, baseball games, etc.) in this institution is for:

- a. teaching boys how to get along in groups
- b. making groups easier to handle by working off extra energy
- c. making athletes (baseball players, etc.)
- d. keeping everyone happy

Boys are here to:

- a. learn a trade and/or go to school
- b. enjoy themselves
- c. serve time
- d. learn how to live, work, and play

The most difficult thing to change in a boy here is his:

- a. manners
- b. attitude
- c. way of dressing (leather jacket, flat-top haircuts, etc.)
- d. bad temper

This training school's biggest problem is in:

- a. penology (prisons, criminals, punishment, etc.)
- b. sociology (people, neighborhoods, races, etc.)
- c. psychology (behavior: acting, liking, etc.)
- d. education (teaching, learning, schooling, etc.)

Boys are allowed to smoke only while being supervised because:

- a. they would cause fires if not watched
- b. the grounds would otherwise become cluttered with butts and matches
- c. they cannot smoke and do a good job at the same time
- d. they can use training with this as with other habits

Boys who have to go to a training school like this are:

- a. youngsters with real problems
- b. victims of tough luck time and time again
- c. tough, wild kids
- d. stupid

New boys sometimes run from this school for they:

- a. are being stubborn
- b. have not learned to deal with problems
- c. are being treated badly
- d. are homesick

Boys who must return to this training school for another stay are:

- a. trouble makers
- b. ones who come from tough, bad neighborhoods
- c. really failing at getting along in the community
- d. boys who will never straighten out

Boys who almost never need to be corrected while at this school:

- a. should never have come in the first place
- b. have no serious problems
- c. will probably do well when paroled
- d. may have many real, difficult problems

An always angry, "wise-guy" sort of boy here should:

- a. get placed in another institution where there are older, hardened boys
- b. have handed to him what he wants
- c. be given firm treatment
- d. be given many chances to change

A boy who has been in this training school should:

- a. forget all about it
- b. try to do better and avoid such places
- c. feel guilty
- d. let everyone know about it

A boy who came here on serious charges must stay a longer minimum time:

- a. for he deserves it
- b. because the law demands this
- c. to allow for further training
- d. so as to be fair with the other boys who have less serious charges

Boys with reading trouble here should:

- a. be laughed at
- b. be excused from school classes and go to trades all day
- c. attend regular classes
- d. receive remedial reading (special help with their reading)

The only ones who should be allowed to punish (not physically) boys here are:

- a. supervisors
- b. other boys
- c. no one
- d. their parents

Being in this training school is:

- a. a disgrace
- b. a difficult experience
- c. a chance to improve one's self
- d. a waste of time

The only one(s) who really punish(es) a boy here is (are):

- a. the other boys
- b. himself
- c. the superintendent or other supervisors
- d. his parents

Boys can have their families visit them here on the first and third Sundays:

- a. so that they can find out what is going on back home and the folks can see how they are getting along up here
- b. so that the folks can come up and scold their sons
- c. as one of the privileges earned by good conduct and effort
- d. because boys would become homesick if this were not allowed

In comparing the time spent in the reception center--the time at the training school--and the time on parole (probation):

- a. one of these is more important than the other two
- b. these are all important as parts of the program to help boys
- c. different boys benefit by different periods
- d. each of these can best be judged by what is gained by the boys while there

Helping a boy here face and solve his problems is:

- a. prison work
- b. education
- c. social work
- d. counseling

In talking with their counselors:

- a. all boys will talk about things they would with their parents, or real close friends
- b. most boys will talk about things they would with their parents, or real close friends
- c. just a few boys will talk about things they would with their parents, or real close friends
- d. no boys will talk about things they would with their parents, or real close friends

Boys are not permitted to send/receive mail to/from girl friends/buddies for:

- a. these letters often are not proper (have bad language in them, etc.)
- b. this mail could easily distract and hurt their effort to do well here
- c. the school feels that nobody but the boys and their families should write back and forth
- d. checking all that mail, besides the mail to/from folks, could become a very big job

Supervisors can and/or should repeat what a boy tells them in secret/private:

- a. sometimes, if he feels like it
- b. never
- c. only when it is most necessary
- d. anytime

The training school program should be:

- a. a social education (teaching boys how to get along with others)
- b. an academic education (history, geography, etc.)
- c. an all-round education (a mixture of a, b, and d)
- d. a manual, technical education (trades)

A training school like this should be run by the Department of:

- a. Correction (prisons)
- b. Public Works
- c. Mental Health (mental clinics and hospitals)
- d. Education (schools)

Trade and school assignments we make to boys are opportunities to:

- a. work
- b. meet different supervisors
- c. waste time
- d. learn

Each boy in this training school program should be given what he:

- a. needs
- b. asks for
- c. earns
- d. deserves

Boys are taught to be courteous and have manners because:

- a. they should respect their elders (older people)
- b. everyone must show courtesy and manners to get along in this world
- c. supervisors like to catch them when they make mistakes on this
- d. they need discipline

The pre-parole cottage, number 1, is there to:

- a. show that good behavior is rewarded by more privileges
- b. see if the boys will misuse the extra privileges given them there
- c. see if the boys will like it better than the other cottages they lived in
- d. help prepare boys for the community by giving them more freedom and responsibility

The discipline cottage, number 9, is a place:

- a. for punishment
- b. where boys go who have not learned to get along in the open school
- c. where boys have a chance to think about their problems
- d. into which boys go who want to see what being without privileges is like

Usually, who tells a boy what to do:

- a. makes just a little difference
- b. makes a 100 per cent difference
- c. makes a big difference
- d. makes no difference

Answers to these questions about boys here depend on the type of boy involved, his home background, his reason for doing wrong:

- a. not at all
- b. 100 per cent
- c. just a little
- d. a great deal

A supervisor's success or failure in working with boys here depends on his or her personality:

- a. a great deal
- b. just a little
- c. not at all
- d. 100 per cent

Boys should be asked to "do this" rather than "don't do this":

- a. everytime
- b. most of the time
- c. not at all
- d. just in special cases

Discipline and punishment are:

- a. the same
- b. 100 per cent different
- c. nearly the same
- d. not much alike

Discipline and treatment (therapy) are:

- a. the same
- b. not much alike
- c. nearly the same
- d. 100 per cent different

In talking with their counselors:

- a. all boys will talk about things they would with no one else here
- b. most boys will talk about things they would with no one else here
- c. many boys will talk about things they would with no one else here
- d. just a few boys will talk about things they would with no one else here

Boys who do well in this school will, when they go home, do well:

- a. once in a while
- b. usually
- c. almost never
- d. every time

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