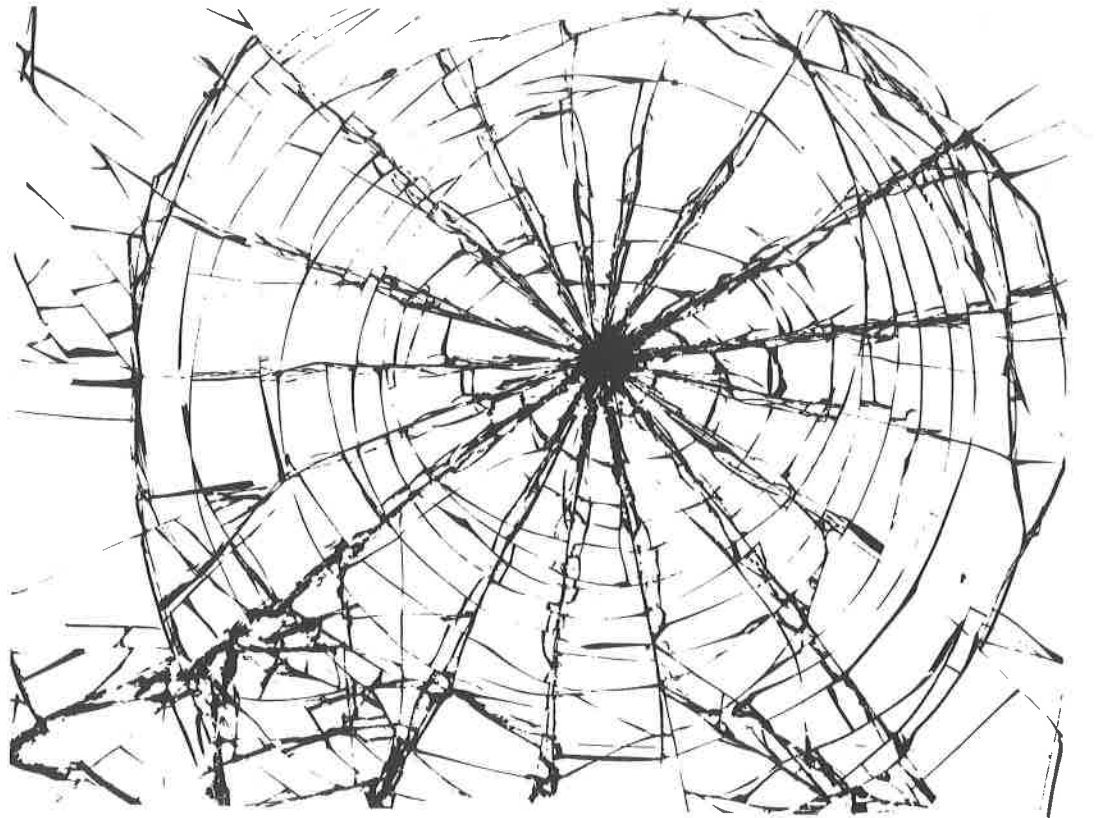


SPRING, 1977
VOLUME III, NUMBER I

THRESHOLDS

IN SECONDARY EDUCATION

Violent Schools In A Violent Society



**Senator Birch Bayh
reports on latest
developments**

What are you to do when
The voice on the phone says,

“There’s a bomb in your school”?



Senator Birch Bayh

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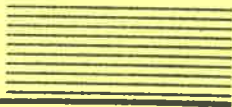
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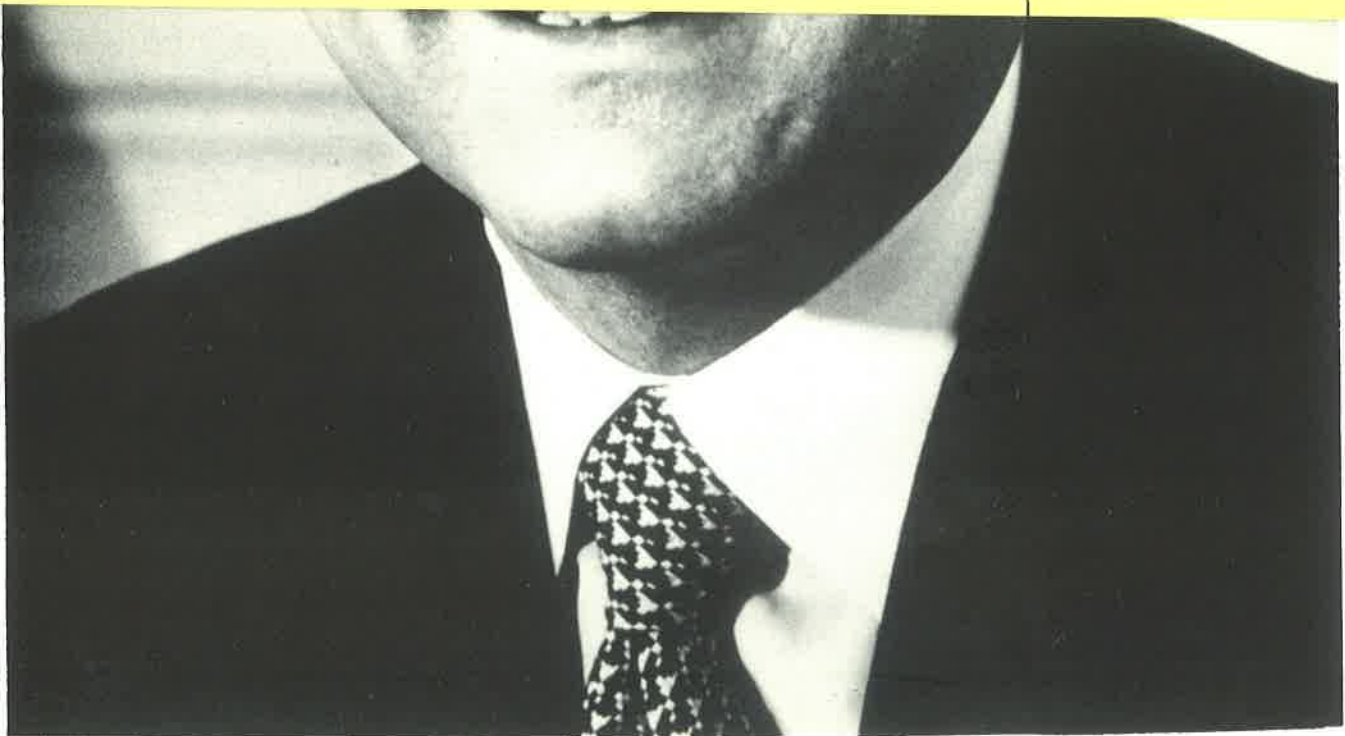
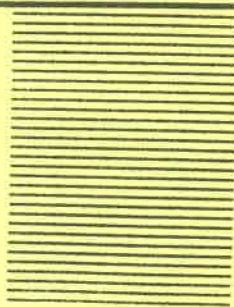
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Senator Birch Bayh

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Editorials

The Third Year

It seems appropriate that Dr. Leonard Pourchot should launch Vol. III, No. 1. He has been the President of the Board of Directors and the Business Manager of **Thresholds** since its inception. He has provided the driving force, ideas, momentum, and organization for a continual flow of editors, subscriptions, finances, topics, articles, and issues. For the second time, he is the issue editor of **Thresholds**, and his topic is "Violent Schools in a Violent Society."

The Honorable Birch Bayh, Senator from Indiana and the Chairman of the Subcommittee of the Judiciary Committee, has the lead article in this issue. Joseph I. Grealy, President, National Association of School Security Directors, and five others from this organization have contributed articles. Dr. Howard Swan, Director of the Learning Center at Northern Illinois University will keep us informed of new happenings in Media as they relate to education through a new column called "Media Corner." Other articles from noted authors have added to the interest of this issue and should provide much useful information.

I am looking forward in anticipation to the next three issues of Volume III for 1977. Dr. John Starkey has consented to develop Number 2 based on "Humonics." John tells me that this issue will be on contemporary topics in educational psychology. Number 3 will be co-edited by Drs. Ed Simpson and Robert Smith. The focus of this issue will be on "Non-traditional Secondary Education." Number 4 will be co-edited by Drs. T.K. Daniel, Director of Minority Studies and Jon Miller, Associate Dean and Director of Research. The theme of this issue will be "Black and other Ethnic Groups in Secondary Education."

The **Thresholds** staff welcomes responses to the various articles. If you find the journal worthwhile, tell your friends. We need

subscriptions to thrive and improve. The **Thresholds Foundation** is strongly supported by the professional staff in the department of Secondary and Adult Education, Northern Illinois University. The idea for this journal germinated at a department retreat in the Summer of 1973 and was to be an instrument for disseminating research and ideas related to secondary education. The faculty have given full support by serving as editors or by contributing overload teaching time with salary increments donated to the Foundation. As managing editor, I wish to thank all the subscribers and contributors, who have helped to make this journal a reality.

Robert Maple
Managing Editor

After two hundred years of experience in political freedom and self government, Americans are at an apex of scientific and technological achievement. The breadth of educational opportunities is unique in human history. The ability to meet basic requirements of the population is proven. The land is productive; the population is vigorous. Yet, we are besieged in the cities, endangered in the schools and fearful for life and property in both private and public places.

Crime, violence and vandalism, particularly among the young, have soured our materialistic paradise. Our freedoms are restricted through violence and threats of violence, and fears are well-founded when parks and playgrounds are scenes of muggings, assaults, rapes, and robbery. Parents flee to sanctuaries from the inner cities, but unpleasantness sometimes dogs their flight.

The status of this violence is well-documented by findings of Senate committees and reports of the Federal Bureau of Investigation. Local as well as state and

federal surveys confirm that large segments of the population are victimized by other large segments of unsocialized violent humanity.

Refuges are built behind alarm systems, wire, windowless walls and human protective shields. The moat and drawbridge have been adapted to nuclear-age living. Physical deterrents are everywhere erected. Schools have worked out procedures for the treatment of disruptions, bomb threats and thefts. Behavior modification techniques will surely be utilized more fully. Can psychological warfare be the answer to achieving more harmonious human relationships in schools and society?

In Dostoevski's **Crime and Punishment**, Raskolnikov, a college student, murders a pawn-broker and subsequently broods over theories of human conduct. He is portrayed as enduring mental torture for his crime. We philosophized about Raskolnikov --but today the media, including the twenty-one inch black box in our family room, bring murder and mayhem, cops and robbers, viciousness and hurt to us in such multifarious forms that we are largely desensitized to broader philosophic, psychological or sociological implications of crime and violence.

Few have time for speculative reflection. Is man's nature inherently evil? Is he really free to make moral choices? Patience grows thin with questions about whether a brutal rapist hated his father. Victims cry out for help and are advised not to yell "Rape!" Nobody will respond. One should yell "Fire!"

People feel anger, frustration. They are perplexed. To feel self-actualization is difficult while recovering from a gang beating. Can the **good life** be contemplated while worrying about the physical safety of a 12-year-old daughter?

And our schools...are they different from the society in which they exist?

Leonard L. Pourchot
Editor

A Farewell to Arms: Strategies for Detente in the Schools

Senator Birch Bayh

Over the past year we have devoted a great deal of time to celebrating the Bicentennial and our 200th anniversary is indeed a fitting occasion to reflect upon the struggles and accomplishments of our nation over this relatively short span of history. One of the hallmarks of this American experience has been a strong commitment to public education. In fact the roots of our public elementary and secondary school system were firmly planted on this continent decades before the Revolution was fought, the Declaration of Independence was signed or the Constitution was adopted. Americans can be justly proud that ours was the first nation in the history of the world to dedicate itself so clearly to a free public education for every citizen.

Today, upwards of 50 million students join with over 2 million educators in thousands of schools across the country to study and learn. Almost one quarter of the total population of the United States can be found in our public elementary and secondary schools. Each year the American people spend over \$60 billion to support this system—a public education system that has graduated in excess of 60% of our adult population and has produced a

literacy rate far greater than most other nations. But while the Bicentennial provides us with an opportunity to recognize our successes we should also be aware of our problems, and one of the most troubling situations facing our public educational system today is the shocking trend to greater violence and vandalism.

Two years ago the Congress enacted my Juvenile Justice and Delinquency Prevention Act which for the first time makes possible a coordinated effort by Federal, State and local governments along with private groups to address the problems and causes of crime and delinquency among our youth. During the course of our work on this legislation I became increasingly concerned over reports from educators and others of the mounting problems of violence and vandalism in our schools. Since no effort to control the escalating rate of juvenile delinquency could succeed by ignoring the tremendous impact such a development would have, I requested my Subcommittee staff to begin an in-depth investigation to determine both the extent of these problems and possible programs for improvement.

In the course of our inquiry we have encountered numerous specific examples, but I recently became aware of a tragic incident which might bear some lessons for those of us who are particularly concerned with the problems of

While certainly not every school in the country is faced with serious crime problems, it is clear that for a growing number of them the primary task is no longer education, but preservation.

.....there are forces, many of which are beyond the immediate control of the school, that have a significant impact on the problems within the school.

A proper environment for learning is not merely the absence of violence and vandalism but is the presence of an atmosphere in which teacher, students and administrators have the means to address the underlying problems which result in these eruptions.

modern American education. The incident involved Ellen Barstow, a teacher in the public schools of Canton, Massachusetts, who punished four members of her elementary school class by the time honored method of keeping them after school. After the four youths were permitted to leave, the teacher began to walk home when she was confronted on the street by the same four boys. They yelled at her, pushed her around, and finally attacked and beat her with rocks and fists. Ellen Barstow subsequently died as a result of injuries sustained in this attack.

For many, incidents such as this tragic one represent a problem peculiarly characteristic of contemporary American education. In fact, this attack occurred on October 8, 1870; more than 100 years ago.

If examples such as this indicate that our schools have never been totally immune from violence, we have been comforted with the thought that such problems were at least sporadic and isolated. Today, however, that perception has changed and for numerous students and teachers across the country violence and vandalism has become an unfortunate but very real fact of life in their educational experience. While certainly not every school in the country is faced with serious crime problems, it is clear, that for a growing number of them the primary task is no longer education, but preservation.

U.S. Senator Birch Bayh (D-Ind.) is Chairman of the Subcommittee to Investigate Juvenile Delinquency of the Judiciary Committee of the Senate.

The Subcommittee's study of these problems, and possible strategies which may be helpful in reducing them, has been wide ranging. To date we have conducted a nationwide survey of school systems enrolling approximately half of the public elementary and secondary students in the country (1). We initiated a series of meetings and correspondence with more than seventy prominent educational, governmental and private organizations that have a particular interest in these problems. Additionally the Subcommittee held several public hearings with over 30 witnesses including teachers, administrators, students, parents, counselors, school security directors and superintendents. Recently I released two volumes developed by the Subcommittee over the course of our investigation. These two documents, **Nature, Extent and Cost of School Violence and Vandalism**, and **School Violence and Vandalism: Models and Strategies for Change** (2) contain over 1600 pages of testimony, reports and articles concerning the nature of violence and vandalism in our schools and the various programs that can be useful in reducing them.

I believe the Subcommittee's study has provided an opportunity for an open and candid discussion of problems that have been shrouded in secrecy for far too long. One observer told Subcommittee staff members that school violence and vandalism has been concealed by a "velvet coverup" that kept silent on the serious scope of these problems. While the lack of a uniform nationwide reporting system makes the extent of violence and vandalism in schools somewhat difficult to measure with absolute precision, there can be little doubt that we are facing serious and at times critical problems in this regard. On a nationwide scale we are currently spending almost 600 million educational dollars each year as a result of vandalism in our schools. This astounding sum is more money than we spent for textbooks in 1972 and is enough to hire 50,000 additional teachers without increasing taxes by one cent. Even more disturbing than this massive waste of scarce educational resources is the almost 70,000 serious physical assaults on teachers and the literally hundreds of

thousands of assaults on students perpetrated in our schools annually.

The effects of these incidents, of course, extend far beyond the immediate victim and the stark statistic. I vividly recall one superintendent telling our Subcommittee that at least part of the high absentee rate in his district could be directly attributed to a fear of gangs operating in and around schools. Another witness described an extortion operation in a Junior high school which took \$400 dollars from a single victim during the academic year. Teachers spoke of colleagues who had resigned their positions because of concern for their physical safety.

Too often, however, the shocking incidents and the frightening statistics overshadow the more positive developments taking place in the educational community to reduce the levels of violence and vandalism our schools are currently experiencing. The same student who told our Subcommittee of drug dealings, weapons and beatings for hire in his Midwestern high school also pointed out he was turned away from such activities by his involvement in an alternative education program that gave him the ability and incentive to graduate from school and go on to college. While an understanding of the extent of these problems is clearly a prerequisite to solving them, it is at least as important, if not more so, to recognize the various strategies and educational models that can be useful in reducing and controlling them.

Throughout our efforts we have been cognizant of the fact that our schools are in a certain sense another victim of the general societal problem of crime, and especially the sharply increasing crime rate among young people, but it is little solace to the teachers and students of a school beset by violence and vandalism that their classrooms and hallways are no less hazardous than the streets or alleys surrounding them. Moreover we must be aware that there are forces, many of which are beyond the immediate control of the school, that have a significant impact on the problems within the school. As was extensively explored throughout our hearings, problems involving the home environment, violence on television and in films, severe unemployment

among young people sometimes exceeding 40 percent in certain areas of the country and the lack of adequate recreational activities all have tremendous influence on youth, yet remain largely outside of the school's ability to directly control.

We should also recognize that schools confronting problems of violence and vandalism can be found in rural and affluent suburban areas as well as urban settings. A teacher, who himself had been the victim of violence at a school located in one of the wealthiest communities in America, emphasized to the Subcommittee that the day has long since passed when a community could afford to hide from a discussion of these issues behind the brash attitude that it can't happen here.

In addition we should reject the notion that our schools must be turned into armed fortresses in order to provide a secure place in which to learn. From the beginning of our efforts it has been our intention to seek out and develop programs that not only make good security sense but also make good educational sense. A proper environment for learning is not merely the absence of violence and vandalism but is the presence of an atmosphere in which teachers, students and administrators have the means to address the underlying problems which result in these eruptions. We can best solve these problems by engaging in sober assessment not hysterical reaction and instituting workable programs rather than making glib promises. It should be apparent that there are no easy solutions to problems such as these and approaches that advocate the quick cure and the easy fix will fail because they ignore the complex and diverse causes of violence and vandalism in our schools.

I believe that the Subcommittee's study has demonstrated that we can formulate programs that minimize violence while maximizing the potential for a more fulfilling learning experience. Among the strategies integral to assuring a positive approach to these problems are community education and optional alternative education programs, codes of rights and responsibilities, curriculum reforms, police-school-community liaison arrangements, in-service and pre-service teacher

preparation courses, school security programs, counseling and guidance strategies, architectural and design techniques as well as student and parental involvement programs and various alternatives to suspension. While it is of course impossible within the limitations of this article to provide an in-depth explanation of each of these strategies, I would like to briefly expand on two of them.

Our studies have shown that a significant number of incidents of violence and vandalism can be traced to young school aged intruders who are not currently attending school because they are truant, suspended or have dropped out completely. One way to reduce the intruder problem, in addition to programs to reduce truancy and drop outs, would be to insure that suspension policies are helping to provide proper discipline in school and not detracting from it by needlessly creating potential school intruders.

In some schools across the country ordinary student rule violations such as smoking or tardiness are punished by suspension. While students who pose a serious danger to persons or property obviously should be quickly removed from schools, our studies show that many teachers and principals feel they should have more alternatives to employ in disciplining youngsters for ordinary day-to-day offenses than putting them out in the streets. Educators should be provided with alternatives such as cool-off rooms, behavior contracts and additional counseling strategies that can be used to keep order in schools at the same time we keep kids in schools.

It should also be noted that the programs and strategies emphasized throughout the Subcommittee's studies have as their most essential element the involvement of students, teachers and parents. Promises to resolve the problems of violence and vandalism in schools defined only in terms of legislative enactments, whether on the Federal, State or local level, create false hopes in the face of the nature of these problems, the diversity of their origins and the intricacies of human behavior. The principal ingredient in successful efforts to reduce violence and vandalism in schools is not more money or more laws, but the active involvement of the educational

community in the kinds of carefully planned and properly implemented programs mentioned previously.

While there are no "Federal" solutions to problems such as these, I do believe that the Federal government can do more to help control violence and vandalism in schools. In 1975, I introduced the Juvenile Delinquency In The Schools Act to encourage our local, state and Federal governments along with our private sector to pool their experiences and resources to help students, teachers, parents and administrators secure the type of atmosphere in our schools in which education can best take place. This bill, as an amendment to my Juvenile Justice Act, passed by Congress in 1974, will require the involvement of students and parents in these efforts and also provide a clearing-house mechanism for the dissemination of information concerning successful programs to individual school systems throughout the country. A finalized version of that legislation, along with a full report of our study of these problems and a comprehensive discussion of the various strategies briefly outlined here, will be released by the Subcommittee in the near future.

In closing, let me emphasize that I do not agree with the apostles of gloom and despair who tell us that we are poised on the brink of a declining era in American education, marked only by the burnt out hopes of an institution that tried to do too much. The spirit, sense of purpose, willingness to strive and the desire to accomplish that were the hallmarks of the American educational effort over our first 200 years, are alive and flourishing in schools across our country today. As we enter our third century, we are obviously facing grave problems in American education, but we have in the past confronted such challenges and have succeeded in producing a public educational system with a breadth and depth unmatched in the history of the world. Indeed, it seems that the very strengths of the system are forged through the experience of overcoming numerous obstacles throughout our history. Today we face yet another challenge, but while there may be reason for concern there is no need for discouragement. Anyone who has worked closely with the educational community cannot fail to be

impressed with the vitality and confidence of the students, teachers, administrators and parents confronting and successfully overcoming the problems of violence and vandalism. With the cooperation and commitment of all elements of the educational community, I am confident that we can succeed in exchanging the adversity and strife so harmful to education in our schools, for the diversity and debate so necessary for learning.

1. The results of the survey can be found in **Our Nation's Schools: A Report Card--"A" In School Violence and Vandallism**, released by the Subcommittee to Investigate Juvenile Delinquency In April of 1975. This preliminary report can be obtained by writing the Subcommittee, Room A 504, U.S. Senate, Washington, DC, 20510.

2. Available from the U.S. Government Printing Office, Washington, DC.

What Research Says About Aggression

By Margaret A. Many and Wesley
A. Many

During the present decade we have observed an increasing aura of violence in our schools. Brenton (1975) states:

Some experts estimate the yearly cost of vandalism, arson, and theft in the nation's public schools at a staggering \$500 million (p. 82).

Add to this the alarming increase of assault on students and teachers and the severity of the problem becomes even more dramatic. For example **U.S. News and World Report** (1976) indicated that between 1970 and 1973, assaults on students climbed by 85 percent, while assaults on teachers increased by 77 percent. Estimates based on NEA Teacher Opinion Surveys indicate that from 50,000-60,000 teachers are physically assaulted every school year (McGuire, 1975)!

The violence represents the carrying out of aggressive acts. Aggression, as used here, means "any covert and/or overt behavior an individual demonstrates, the primary goal of which is the psychological and/or material injury to specific objects" (Albert, 1957, p. 229).

This definition has the advantage of incorporating the two broad approaches to defining aggression - one based on observable behavior and the second emphasizing the apparent intention or motive of the aggressor.

Margaret A. Many is an Assistant Professor at Western Illinois University.

Wesley A. Many is a Professor of Education at Northern Illinois University.

There are two widely differing theories regarding aggression in the human being. On the one hand are those who contend that aggression is inherited--instinctive. This theory was supported by Freud who contended that human instincts were of two types - those called erotic that tend to conserve and unify, and those known as aggressive or destructive instincts. Such an explanation of aggression has been supported by Konrad Lorenz, Desmond Morris and Anthony Starr.

The second major position regarding aggression contends that aggression is learned. The contention is that one learns to be aggressive by being in an environment where aggression is accepted and, in fact, reinforced. We learn to be aggressive by observation and imitation of the observed behavior. Burke (1975) states:

The key to aggression is not locked in a 'death instinct' or any other instinct but in the patterning of aggressive behavior that each culture transmits to succeeding generations (p. 17).

The first theory, that explaining aggression as "just human nature" poses difficulty in terms of empirical investigation. How does one study genetic instinctive behavior in humans? Furthermore, the most telling argument in logic against an instinctivist explanation of human behavior is based upon the corollary of universality.

If one mother rejects her baby, the maternal instinct falls; if one person commits suicide, the instinct for self-preservation dies; if one person is celibate, the mating instinct is sterile; one donation to a charity destroys the acquisitive instinct for getting and keeping; one pacifist, the instinct for fighting; one hermit, gregariousness; one kibbutz, territoriality (Burke, 1975, p. 24).

Thus, the theory explaining aggression as instinctive behavior coming about from one's genetic origin appears to be suspect at best due to its failure to be consistent in terms of universality of application.

Research pertaining to aggression has generally focused on the study of conditions leading to the instigation, learning and performance of aggressive behavior. For example, studies of the effects of parental child-training practices on the behavior of children have yielded findings that strongly suggest that aggressive parents are more likely to have aggressive children than are parents who are relatively non-aggressive. Sears, Maccoby and Levin found that:

The interaction of control (i.e., permission or restriction of aggression previous to its display) and parental punishment (after the emitting of the response) was critical in determining early childhood aggression; the highest percentages of aggression were associated with high permissiveness and low punishment, the lowest with low permissiveness and low punishment (Cohen, 1971 p. 73).

Effects of Punishment

Sears, Whiting, Nowlis and Sears (1953) examined the conse-

quences of punitiveness of the child by the mother for aggressive behavior. Contrary to the investigators' expectations that punishment for aggression would help prevent aggressive behavior, it was found that there was a positive relationship between punitiveness and overt aggression in school. Girls, on the other hand, of both high and low punitive mothers showed less aggression in schools than did girls of moderately punitive mothers. Using a sample of these same children, Hollenberg and Sperry (1951) found a direct positive relationship between the punitiveness of the mother and aggression in doll play for both boys and girls. This certainly suggests that high maternal punitiveness had actually produced similar aggressive reactions in girls as in boys but that for some reason, perhaps different cultural sex expectations, the aggressive expression of girls was "inhibited in the school setting."

Becker (1962) obtained similar findings relating punitiveness of mother to teachers' ratings of aggression in children. Boys' school aggression was directly related to the mother's use of physical punishment while girls aggression showed the curvilinear relationship previously mentioned.

When Becker (1962) and his associates examined the relationship between fathers' punitiveness and child aggression, they found a direct relationship between that displayed at home and at school for the girls but for boys, more aggression was found when the father was either very high or low in punitiveness. This would tend to suggest the need to consider the cumulated effect both parents have upon the child in terms of practice of punitiveness and resultant aggression as well as the interaction of the sex of the parent and child involved.

Modeling

The role of modeling on subsequent aggressive behavior has been extensively studied by Bandura and his colleagues (1961). Their principal research strategy has been to allow a child to view a model showing aggressive behavior and to measure the extent to which the child subsequently produced behaviors similar in form to those of the model. Generally the conclusion was that these children displayed more aggres-

sion than did children who have not seen the adult's model of aggressive behavior.

Another experiment by Bandura, Ross and Ross (1961) compared the effects of observing aggression differing with respect to the degree of reality inherent in the situation. Separate groups of children viewed a live adult model, a filmed adult model, or a filmed fantasy character (a female dressed as a black cat). A fourth group was not exposed to any models' behavior. The data showed that all three experimental groups showed more aggressive responses than did the control subjects. Furthermore, there was a slight tendency for frequency of responses to be positively related to the reality of the aggressive model—subjects viewing the real life models exhibited more aggressive behavior than subjects viewing the fantasy model.

Bandura, Ross and Ross (1963) further investigated the effect of the response consequences to the model on subsequent aggressive behavior. Children viewed one of two films in which one model, in addition to aggressively interacting with a BoBo doll, struck another model and damaged his toys. In one film, the consequences of these behaviors were depicted as rewarding, while in the other versions they were shown as being aversive. Two control groups viewed either non-aggressive models or had no exposure to modeling stimuli. The results indicated that children observing the rewarded model displayed more aggression than did the children in the other three groups. Furthermore, it was determined that while subjects in the model-punished condition did not show the model's responses, a number of the children were able to describe his behavior with considerable accuracy.

Rosekrans and Hartup (1967) continued the research of Bandura by examining the influence of consistent response and inconsistent response consequences on children's aggression. Children were exposed to an aggressive model who was either verbally rewarded for each aggressive response made, punished verbally for each such response, or rewarded for half of his aggressive responses and punished for the others. A control

group of subjects did not observe any model. Subjects who observed an inconsistently reinforced model expressed more aggression than did subjects who were exposed to a consistently punished model and fewer aggressive responses than children exposed to a consistently rewarded model. Control subjects were not found to differ from those who observed an inconsistently reinforced model.

It would appear, then, that the observation of aggressive behavior in models may induce subsequent aggressive behavior which is similar to that observed and that the response consequences to the aggressive model are important contributing variables.

Influence of Violence

The possible influence of violence in television on aggression among children has been a topic of considerable discussion. Related to this issue is the study conducted by Liebert and Baron involving 136 children from a wide variety of socioeconomic levels, one half aged 5 and 6 years old and one half 8 and 9 years of age.

In this study, the experimental group watched a TV series in which there was considerable violence—a chase, fist fighting scenes, two shootings, and a knifing. The control group watched sports sequences of a non-violent nature—high jump, hurdles races etc. (The children were then taken to a room which they were told, was next to another child playing a game involving turning a handle). A child has in front of him a response box with a red button labeled HURT and a green button labeled HELP. He was told that when he pushed the green HELP button, the "other" child in the next room would be helped because his handle would turn more easily. When he pushed the red "HURT" button, the handle would get hot and the "other child" would have to let go of the handle. The experimenter then took the child to a third room containing three attractive non-aggressive toys and one aggressive toy. The child was left alone after being told he could play with anything he wished. The children who viewed the aggressive film, both boys and girls, "hurt" the other child in the testing situation more, (i.e., pushed the HURT button longer)

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Learning Disabilities and Delinquency Prevention and Programming

August J. Mauser

That our society has become too permissive is a belief shared by a surprising number of citizens. Deviancy, not normalcy, seems to be valued and respected. "Doing your own thing" is a national pursuit of young people, without including the necessary phrase "as long as it doesn't interfere with the personal and property rights of others." Examples of this lack of self-control or impulsive behavior is publicly documented in the growing crime wave. The crime statistics being reported are overwhelming to most law-abiding citizens. Since 1961 robberies were up 255%, aggravated assaults were up 153%, and rape increased by 143%. These figures do not include the growing number of unreported crimes or the shocking fact that in 1974 there were 10 million reported crimes in which 20 thousand American citizens were murdered.

Relating Learning Disabilities and Delinquency

The close relationship between learning disabilities and delinquency has been cited recently in the literature. Jacobson, (1974) Mauser (1974), and Poremba (1976) have each presented litera-

ture review substantiating this relationship. Those similarities cited have stated that:

1. Both the learning disabled and juvenile delinquent populations show evidence of a negative self-concept and a low frustration tolerance.
2. Both delinquency and learning disabilities have been problems primarily associated with the male species. Over all, males outnumber females by a ratio of four to one. This ratio decreases to a still significant ratio of six to one when only index crime statistics are used.
3. Directional orientation problems are common among both the delinquent and the learning disabled population.
4. There is also evidence of a greater occurrence of minimal brain dysfunction among delinquent and learning disabled youth. Whether the dysfunction is related to actual injury or to delayed maturation is to be questioned. Critchely (1964) appears to suggest "immaturity" to account for the differences.
5. The intelligence level of the child with a specific learning disability, according to E.M. Kippitz (1971), is a mean IQ of 92. Half of the learning disabled population fall into the average mental ability. These results are consistent with past research related to the intellectual level of juvenile delinquents.
6. Most delinquents and children with learning disabilities tend to have difficulties in school beginning in the primary grades.
7. Juvenile delinquency and learning disabilities appear to have no single cause and no single cure, but are associated with a variety of etiological factors and a multitude of treatment strategies.
8. Both delinquents and disabled readers lack positive personality characteristics and have poor self-concepts.

Need for National Commitment

There definitely needs to be a national commitment to teaching pupils the positive skills that will enable them to cope with their intense feelings and the demands from the environment at home, in school, and in the community. This writer is convinced that the Self-Control Curriculum (Fagen, Long and Stevens, 1975) is a prototype of a psycho-educational model for democratic living by preventing emotional and learning problems in children that will reduce the present delinquency rates. Corrections facilities being utilized to serve the adjudicated delinquent populations have made great strides in program development and quality enhancement in recent years but there is still much to be done.

Programs in Corrections Facilities

Sabatino, Mauser and Skok (1975) conducted a national survey of educational programs for delinquent youth. The results of the study presented a picture of many problems which stem from the finding that few of the institutions have trained special education personnel to implement programs for those youths having special educational needs. The following section will review additional related findings related to 136 correctional institutions.

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Educational and other Professional Personnel

Over 90% of teachers employed in the correctional facilities surveyed, held at least the Bachelor's degree, and almost half of these have received some additional college training. More than 90% of teachers held teaching certificates. Secondary school certification accounted for almost half of all certification, while 10% of teachers held special education certificates.

The average number of pupils in the institutional classroom was 11. The ratio of pupils per counselor, psychologist, remedial reading teacher, or special education teacher was dramatically more favorable than the ratio of pupils per learning disabilities specialist. Vocational educational programming was offered by about three-quarters of institutions responding to the survey.

Curricular Decisions and Content--in Correctional Facilities

Use of behavioral or instructional objectives was reported by 90% of respondents, about half of which indicated that prewritten objectives are included in curriculum guides or lesson plans. Teachers prepared instructional objectives by themselves at 57% of the institutions; instructional objectives are also written by the principal and teachers together, and by teams composed of various professionals.

Instructional objectives were more often reported as important in the teaching of social attitudes and problem-solving skills than in teaching specific subjects or preparing pupils for further schooling. This may reflect an attitude of avoiding emphasis in educational areas associated with previous failure of the youths.

Institutional education programs generally add to or modify their curricula in haphazard ways. Advertising from publishers of educational materials was reported as the most frequent means of locating new curriculum terms.

Although inservice activities are not generally planned to prepare teachers to make curriculum and other instructional decisions, teachers most frequently determine the nature of curricula. State or local study guides which specify curricular matters are also frequently available.

Since perhaps 75% of institutionalized juvenile delinquents are

educationally handicapped (Critchley, 1964) the 10% figure for special education certification is disturbing. Only two states indicated having specialized receiving centers for seriously emotionally disturbed delinquent youth within their correctional programs. And despite suggestions that juvenile delinquency may be closely associated with learning disabilities (e.g., Mauser, 1974) learning disabilities specialists are in critically short supply on the personnel rosters of most institutions. Fifteen percent of teachers possessed vocational education certification.

Teaching Materials and Activities in Correctional Facilities

The most common mode of curriculum delivery involves consumable textual materials--workbooks, worksheets, and the like. Besides workbooks, reading and math are instructed through various commercially available kits, text series, and "programmed" materials. Infrequently, individualized techniques involving tachistoscopes, language masters, computer-assisted instruction, etc., are available to supplement the predominant forms of instruction.

Some audiovisual media are widely used in teaching (filmstrips, films, record players), but television, which might have great educational impact on juvenile delinquents, was relatively infrequently used in formal instruction. A broad range of miscellaneous school activities, including art, music, rap sessions, and sports, was instructed or permitted.

Instructional Grouping and Evaluation in Correctional Facilities

Results indicated that youths were grouped for educational purposes on the basis of achievement, interests, and/or IQ in most cases. Occasionally, type of offense was considered, while no grouping policy was used in one-third of institutions.

Most commonly, structure of teaching involved nongraded, departmentalized pupil groups. The single most frequent mode of pupil evaluation reported was letter grades.

Previous items showed that educational directors acknowledge the importance of instructional objectives, and may commit considerable staff effort to their preparation. However, the educa-

tional structures and procedures in effect are not particularly conducive to the use of instructional objectives in teaching.

Other Instructional Programming

Vocational education programs existed at 74% of institutions, with career and vocational guidance programs and materials provided at 72%. At 70% of institutions there were planned opportunities for psychologists and counselors to meet with children to interpret test results.

Bilingual education for non-English-speaking delinquents was reported by 22% of the directors. Most of these institutions were in New York, Illinois and Florida, states to which significant numbers of Spanish-speaking persons have immigrated relatively recently, rather than in the Southwest. The programs typically consist of a bilingual teacher who provides English tutoring; only two institutions had programs using English as a second language.

Special education programs were reportedly in operation at 55% of institutions. The majority of these were intended for retarded pupils and the predominant form was the traditional self-contained special class.

Standard policies and procedures for pupil control and discipline were in effect at the majority of institutions. These often involved a listing of "do's and don'ts" rules, orientation sessions for new arrivals, and (in two-thirds of institutions) simulated court proceedings in which youths frequently served as judge and jury. Typically, these were institution-wide procedures that included school and other conduct problems.

Discussion

The present survey provided many indications that institutional educational programs are modeled after those found in public schools. The majority of teachers had regular elementary or secondary certification. Most evaluations of pupils and programs relied upon normative referenced instruments. The 120 hour requirement to generate a Carnegie Unit of academic credit was typically adhered to. Teaching materials were similar to those of public schools, as were procedures for educational grouping and pupil

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Violent Schools in a Violent Society

William W. Wattenberg

Based upon observations of an active participant at three points in recent time, at intervals of approximately one decade, this article will raise several questions as to whether or not we are at a turning point with respect to violence in schools, whether or not school people have arrived at a series of adjustments based on containment, and what implications there may be in our answers to those two questions.

In the 1940's and 1950's the author acted as research consultant to the Youth Bureau of the Detroit Police Department. Shortly after the end of fighting in Korea, the statistics routinely gathered indicated a sharp increase in aggressive assaults. There was no indication that this was related to any internal change in data gathering processes. Rather, it was reflected by the day-to-day experience of the officers, many of whom expressed alarm at what they reported as a change in their experience with boys. An investigation, subsequently detailed in the *Journal of Criminal Law Criminology and Police Science*,¹ was launched. The problem was defined as a search for the causes of an increase which had occurred in a one-year period and was concentrated among black youth. At the outset there were three hypotheses:

1. The boys involved had been the "doorkey children" during World War II, and had in the 1950's reached the age at which delinquent behavior occurs.

2. The courts had struck down enforcement of "restrictive covenants" on real estate and, as a consequence there was an increase in the number of young people in racially mixed neighborhoods and a greater likelihood of inter-racial fighting.

3. There had been a large increase in homes having television sets and greater exposure to violence in TV programs.

Analysis of available statistics and interviewing of boys in detention for aggressive assault speedily disposed of all three hypotheses. The boys in detention and their parents verified that there had been one parent at home during the World War II employment boom. The fights in which the assaults had occurred were between combatants of the same race. As to TV, ironically, the favorite program was "I Love Lucy." The propensity of these boys to view family situation comedies was verified by Fritz Redl, who at the time was in charge of a program for "explosive" children at the Bethesda Naval Hospital in Washington.

Further search turned up only one statistical indicator whose rise paralleled the trend for aggressive assaults. Following the termination of hostilities in Korea, there had been a downturn in employment, and a steep rise in black youth out of school and out of work. Inquiry at the patrol-officer level revealed instances where these young people had taken to returning to their high schools and roaming the halls. In several instances they had instigated fights in their quest for excitement.

The second temporal reference point in this discussion is the mid-1960's. The Detroit Public Schools had entered into a contract with Wayne State University, under which the author was released from most university duties to spend eighty per cent of his time as Associate Superinten-

dent for Pupil Accounting and Adjustment. The responsibilities included not only administrative direction of attendance, counseling and rehabilitative services, but also liaison with the courts and law enforcement agencies. Among other things it entailed work with statistical data, the flow of official reports, and, importantly, knowledge of conditions which affected the accuracy of the reports.

Rising Violence

At that point in time, the level of violence had risen to the point where it was impacting so heavily that a series of actions, not now unusual for big city schools, had to be taken. For instances, assaults on teachers which had been running ten years before, at the rate of 50 per year, had now quintupled and were running at the rate of 250 per year. Suspensions of students had quadrupled in a like period.

Readers will recall that during the 1960's there were civil disturbances in many communities and boycotts in some high schools. This was an era of tumult; attention tended to be directed to the more dramatic events. However, teachers' organizations and the courts were also worried about the disruptive impact of violent episodes. There were four main threads in response to the manifest trends:

1. Plans were made to prevent the violence which had previously attended action directed against schools and civic authority. For instance, when there was fear of rioting following the murder of Martin Luther King, as soon as schools let out the following day, National Guard units moved into the city, took up bivouac in high school buildings, and it became apparent that there were in readiness the facilities they needed not only for housing but for communi-

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cation. Overnight, personnel carriers and armored vehicles were in place. Schools were closed in memorial for the death; when they reopened there was no incident.

Subsequently, when some militant groups attempted a city-wide boycott, a command post was established at school headquarters to coordinate the efforts of police and school people. Quick responses by law enforcement authorities broke up crowds even as they were forming and kept school grounds free of gatherings by youth.

2. In recognition of racial issues, action was taken to give administrative experience to more black educators. Two new administrative positions were created, one of which was confined to elementary schools and, therefore, beyond the purview of this article. The other brought into regional offices the potential of biracial input for decision making, and biracial presence at conferences aimed at resolving community complaints and contested disciplinary actions.

3. In a decision which may have far-reaching consequences for the climate in secondary schools, steps were taken to establish a security force under educational control. Professional educators realized they had to deal with a species of problem not contemplated during their own preparation. Agreements had to be worked out with police as to lines of authority, arrangements for representation during court proceedings, and deployment of resources. A routine aspect of the administration was working conferences held every second week to review incident reports from schools and decide on actions to be taken, which included adjustment of police assignments.

The impetus for using educational funds to pay for security forces came initially because of the high cost to the school system of vandalism and burglaries. At the start the personnel were hired from professional security companies. However, a precedent had been set, and the school system had found it had to include professional law enforcement administrators on its staff. These people quickly showed the value of their training when they acted to prevent serious violence during the disruption of a Board meeting.

The author felt it was symbolic in a way that during a budget year in which a request to hire one

additional social work department head was turned down for lack of funds money was found to establish the security force. Within a very short time, there were security personnel assigned to schools where incident reports indicated danger. Eventually, the school system hired and trained its own force.

4. Coincident with the resort to such measures there had been an increase in suspensions and, as a consequence, civil rights groups became increasingly aware of perils to the rights of students. On the local scene, with assistance from a federally funded project, the local branch of the American Civil Liberties Union, launched an effort to increase due process in suspension processes, to eliminate dress codes, and to bar use of corporal punishment. With exception of the last-mentioned these could be regarded as safety-valve activities. Indeed, new suspension procedures, which included hearings, were put in place. The effect was paradoxical: during the first year of its operation, in only three cases was the hearing machinery used. Yet, the suspension rate went up approximately 50 per cent. The reader may speculate as to whether or not this was caused by an escalation in violence or whether the effect of due process is to facilitate the use of penalties!

As to corporal punishment, which is permitted in Michigan, attention was called to the argument that it was inconsistent to have teachers resort to violence while forbidding it to children. A series of study committees and administrative actions did result in making a distinction between force used to restrain young people from injuring themselves or each other, and force used to induce pain as a penalty. The latter is now officially forbidden, with what results it is hard to say.

The rather conflicting trends of the 1960's as depicted above, could be summarized by saying that expectation that violence would occur in schools became an aspect of the educational scene. The volume of offenders who came to attention had a serious effect on planning. This volume tended to militate against reliance on rehabilitative measures. For example, whereas in the 1950's the policemen assigned to the Youth Bureau had been able to give time

and attention to individual offenders and their families, by the 1960's they were hard pressed to complete the paper work of preparing complaints. Within the school system, the suspension system during the 1960's brought to light so many youngsters for whom psychological assessment was needed to determine disposition, that by May of a typical year there would be three to five hundred out of school at the time when all available psychologists had been fully scheduled for the remainder of the year. A feeling of futility took its toll. Meanwhile, within a limited budget the high priority given to establishing security measures, inevitably impacted on the availability of funds for educational and rehabilitative programs.

For the author this was dramatized the day after Martin Luther King's murder. As arrangements were being effectuated to make sure school dismissals that day would be expedited so that students would be on their way home in time for the National Guard to occupy the school buildings without incident and after the decision had been reached as to the declaration of emergency, the man who was destined to head the school system, in a moment of pensive relaxation observed, "You know what we're doing? We're turning education off and force on."

The third reference point in this discussion is the present. When the Federal District Court issued its order in the Detroit School Desegregation Case, the court established a Monitoring Commission, which the author chairs. As with the other two functions, this again involves knowledge and evaluation of masses of data and the processes by which the data are generated. The court order involved a series of some twelve components, two of which are relevant for the purposes of this article. One of these was busing; the other, enforcement of a Uniform Code of Student Conduct. The material which will be used for more complete consideration as to meaning, will be organized around two focal points: (1) the inception of busing, and (2) a newspaper issue focused on violence in schools.

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Goss Vs. Lopez:

5-4 Is Not Unanimous

Earl Hoffmann

Gerald, a fifteen-year-old freshman, was constantly disrupting his English class. On Tuesday, he caused a disturbance and threw his book out the window. He was suspended for the rest of the week. In a junior high school across town, Michael climbed up on a lavatory and tore the fixture from the wall. He was suspended from school for a period of eight days. In each case the parents had to attend a conference with the respective principal before their sons were re-admitted, and Michael's parents were required to pay for the cost of repairing the washroom facility.

What personal, or constitutional, rights of due process did Gerald and Michael have in these particular and relatively common incidents? To what extent must school authorities control behavior, and what are the limits of their disciplinary responsibilities? The United States Supreme Court in *Goss v. Lopez* (3) has established new parameters within which the disciplinarians and the disciplined may operate. It is important to know the basis for that decision. It would also be appropriate to look carefully at the comments of the dissenting justices in the Court's tenuous 5 to 4 verdict.

This particular case was first

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heard in the United States District Court for the Southern District of Ohio. During February and March, 1971, numerous students were suspended from the Columbus, Ohio Public School System as a result of disturbances in various schools. Nine plaintiffs named in this action, including Dwight Lopez, filed a class action suit against the administrators of the Columbus schools claiming that their constitutional rights of due process had been violated, inasmuch as they had not been given a hearing prior to suspension or *within a reasonable time thereafter*. The Court found for the students, and the administrators appealed to the United States Supreme Court.

Again the administrators were found to have violated the due process rights of the students. Referring to the *Roth Case* (1), the Court found that the students had been deprived of property and liberty. The Ohio Revised Code at 3313.48 and 3313.64 directs that a free public education be provided to all citizens of the state between the ages of six and twenty-one. These students had a legitimate claim, said the Court, to this education, and through suspension without due process, had been deprived of that property. A loss of even a small part of that educational opportunity is of no small consequence.

The United States Supreme Court...has established new parameters within which the disciplinarians and the disciplined may operate.

Liberty has been defined to include a "person's good name, reputation, honor, or integrity..." (1:573). Records of the suspension in the files of the students, it was felt, could seriously damage the students' reputations with fellow students, teachers, and with potential employers, and it could interfere with their opportunities to be admitted to colleges and universities. As a result, references to these suspensions were ordered removed from the records of the students where any had been filed.

The Supreme Court summarized its response by saying that:

...the total exclusion from the educational process for more than a trivial period, and certainly if the suspension is for ten days, is a serious event in the life of the suspended child. Neither the property interest in educational benefits temporarily denied nor the liberty interest in reputation...is so insubstantial that suspensions may constitutionally be imposed by any procedure the school chooses....- (3:4184).

What administrative procedures would have provided sufficient due process in these situations? In the case of a suspension of 10 days or less, "...that the student be given oral or written notice of the charges against him and, if he denies them an explanation of the evidence the authorities have and an opportunity to present his side of the story." (3:4186) Where the welfare and

safety of students and school employees require an immediate removal of a student from the premises, the lower court would 1) require notice of suspension proceeding to be sent to the student's parents within 24 hours of the decision to conduct them and 2) require a hearing to be held, with the student present, within 72 hours of his removal (3:4183).

The decision of the Court as it applied constitutional authority to the question will not affect the procedures and policies of many school districts and administrators. Most school districts have written suspension and expulsion policies which more than adequately comply with the stated guidelines. Most administrators generally give the accused student an opportunity to offer his interpretation of the precipitating incident. But Mr. Justice Powell, along with Justices Blackman and Rehnquist and Chief Justice Burger see further implications to this decision in their dissenting comments.

Justice Powell begins his argument by stating that this was not a constitutional problem, and the Supreme Court should not have taken jurisdiction. Having done so, it established precedent in those cases to establish reasonable rules for the conduct of students. While there may have been some infringement of the rights of these students, it was not of such magnitude to impose constitutional ruling on the issue.

The minority justices continue their dissent with the following:

1. The brief suspension, in this case less than 5% of the school year, shows no educational injury to the students anywhere in the record. According to the definition of 'grievous loss' in the Roth Case, no such loss was shown or intimated.

2. Again, according to the Roth concern for 'reputation,' the minority felt that a brief suspension of a teen-ager surely would not 'seriously' affect his reputation.

3. In considering all of the allegations and the seriousness of the present and potential harm, Justice Powell reminded his brothers on the bench of their comments in recent cases (2:629 and 5:515) when they based their decisions on the assumption that there are differences which must be accommodated in determining the rights and duties of children as

compared with those of adults.

This normal act of suspending students for unacceptable behaviors was not of the gravity which might be incurred in disciplinary actions aimed at adults. It is an act generally accepted and expected of school administrators to discipline and control children and adolescents.

4. Children need to understand the necessity for rules and obedience to reasonable and proper regulations. Complicated and formal procedures cannot be required of teachers when immediate action is appropriate and necessary. Justice Powell writes that, in fact,

...he is rendered a disservice if appropriate sanctions are not applied or if procedures for their application are so formalized as to invite a challenge to the teacher's authority....(3:4189).

Further evidence of the inappropriateness of the high court's involvement in this case is identified by Justice Powell. The decision regarding any grievous loss and reputation appeared to be based heavily on a District Court case in Tennessee during its 1968 session when it listed in generalized terms the harm and psychological injury which might be suffered by a suspended student (4:485):

1. The suspension is a blow to the student's self-esteem.

2. The student feels powerless and helpless.

3. The student views school authorities and teachers with resentment, suspicion and fear.

4. The student learns withdrawal as a mode of problem solving.

5. The student has little perception of the reasons for the suspension. He does not know what offending acts he committed.

6. The student is stigmatized by his teachers and school administrators as a deviant. They expect the student to be a trouble maker in the future.

If the student is affected in these ways, counters the Justice, will he not also "feel powerless, view teachers with resentment, receive a blow to self-esteem, etc.," when school authorities make regular decisions regarding other routine school activities such as being given a failing grade, exclusion from certain extracurricular activities, not promoted, placed in a lower 'group', or perhaps not being selected for the basketball team or the concert choir? Are these any less severe psychological blows to these students than to the student

who has been suspended from school for a few days? Can all such pupils also claim "impairment of educational entitlement"? The minority opinion expresses its concern that the decision in this case opens up the entire field of ordinary and routine school administrative judgments to judicial review.

The issue of student rights has received great notice from the courts in recent years and especially since the Tinker decision 1969 (5). While some of the concepts developed in those decisions have been appropriate for a more positive correlation with today's social views, some of those decisions may also cause situations where the day-to-day operation of the schools is handicapped. This, in turn, creates a situation diametrically opposed to another of society's views--that of the school being "in loco parentis," and needing the authority to make disciplinary and educational decisions.

A 5 to 4 United States Supreme Court decision is obviously far from unanimous. However, the decision does stand now as the judicial law of the land. The minority justices summarize their concerns by saying:

Today's ruling appears to sweep within the protected interest in education a multitude of discretionary decisions in the educational process...If, as seems apparent, the Court will now require due process procedures whenever such routine school decisions are challenged, the impact upon public education will be serious indeed. (3:4194)

It would seem well within the realm of possibility that a similar disciplinary case will be accepted for review by the high court in the future. Until it does so, and until its majority opinion is changed regarding this phase of students' rights, school teachers and administrators must be conscious of the ramifications of their decisions and actions as they might relate to the concerns adjudicated in the Goss v. Lopez controversy.

Footnotes

1. Board of Regents v. Roth, 408 US 564 (1972)

2. Ginsberg v. New York, 390 US 629 (1966)

3. Goss v. Lopez, 43 LW 4181 (197)

4. Kelly v. Metropolitan Co. Board of Education of Nashville, 393 F. Supp. 485 (1968)

5. Tinker v. Des Moines School District, 393 US 503 (1969)

What Are Schools Doing About Violence And Vandalism?

DOES YOUR SCHOOL DISTRICT HAVE A WRITTEN POLICY ON VANDALISM AND VIOLENCE?

Donald E. Heilman

How do school districts deal with vandalism and violence? Do they have written policies which spell out the actions to be taken? To find answers to these and other questions, a nationwide survey was undertaken to obtain copies of written policies outlining the responses made by school districts to vandalism and violence. Eighty-seven districts responded to the inquiry by sending copies of their written policies and procedures. Examination of these written policies revealed that school districts take many differing approaches to handling problems which appear to be somewhat similar.

The written materials received were of two types: (1) some schools have no policies specifically dealing with violence and vandalism, and they sent "reporting forms" only; (2) other districts spell out specific acts of vandalism and

violence and define actions to follow in dealing with specific situations. The school district procedures tended to concentrate on dealing with vandalism and violence after the fact rather than prescribing preventive measures. Only three districts (Madison and Green Bay, Wisconsin and Wichita, Kansas) reported programs designed to prevent situations from happening. These districts employed school-wide programs to teach the children (and others in the community) to respect others and their property. They also taught other value concepts associated with vandalism and violence. Some materials referred to state laws or policies of their state offices of education. Reference was also made to legislative policies which describe procedures schools may use to recover losses from vandalism or set limits on the parents' liability for their children's acts of vandalism to school property.

Litigation and civil rights concerns were evident by the form and wording of the policies. Most included definitions of unaccept-

**NATION LOSES \$600 MILLION TO VANDALISM REPORTS 1975
U.S. SENATE COMMITTEE ON DELINQUENCY**

TEACHERS' AGREEMENT IN WICHITA, KANSAS INCLUDES INJURY BENEFITS FROM VIOLENT ACTS

able conduct or discipline followed by detailed explanations of procedures for due process in accusations, hearings, and appeal procedures. For example, the "Uniform Code of Student Conduct" from the Detroit Public Schools states that the United States District Court ordered this information to be published and implemented in all schools in the district effective with the 1976 winter semester. The Detroit policies include statements on student responsibilities, prohibited behavior, illegal behavior, and disciplinary actions for violations of code and student rights. No other policies received made reference to court action prior to their development. The recent date of publication on many of the materials either indicates that the concern for such policies has developed in the last three years or that the districts have recently revised and republished their policies.

MOST LISTED ITEMS

A rank order of the fifteen most listed items appearing in the school district policies and procedures

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were:

1. Definition of unacceptable behavior, conduct and discipline.
2. Administrative procedures for dealing with vandalism, violence and emergencies
3. Probation, suspension, expulsion and appeal procedures for violating the conduct code
4. Students' rights and responsibilities (conduct expected) in the school environment
5. Responsibilities of principals and other school district employees in dealing with acts of violence and vandalism listed in the regulations.
6. Philosophy of discipline and the student's rights and responsibilities
7. Parent-student liability for vandalism and/or break-ins
8. Reward procedures for information leading to conviction of persons involved in vandalism of school property
9. Student disruptions of educational process in class
10. Student disruptions of school and/or failure to leave school property at the designated time or at official request
11. Reference to state and federal laws and/or court decisions relating to vandalism
12. Drugs and drinking
13. Assault on school official or other employees
14. Use of profanity, obscenity, and abusive language

Plans for Prevention

Two areas needing more attention are: (1) programs to prevent vandalism and violence, and (2) action to be taken if a student assaults a school employee. There are few references to either of these areas in the school policies reviewed in this study.

The Green Bay, Wisconsin schools have developed a committee involving students, staff, and citizens. This group completed a Secondary Needs Assessment which identified the most outstanding problem as "the need for developing greater respect for personal and public property." A Madison, Wisconsin Student Vandalism Committee completely organized and implemented Law Day at La Follette High School. This program is the most extensive effort mentioned in the materials received. Teaching units are being developed, high school students with special interests and training

in vandalism problems visit elementary school classrooms, and the middle schools are implementing units on and related to vandalism. The mayor of Madison has formed a Vandalism Advisory Group as a result of the school's efforts. The University of Wisconsin is also involved along with the Wisconsin State Department of Transportation. Film clips are being prepared for use in classrooms and on area television programs. More parent and community involvement are being sought since all agree that concepts and attitudes associated with student behavior are not the sole responsibility of the schools. In addition, an incentive program has been developed in which the schools receive the monies normally allocated for vandalism repair to be used in other educational programs.

The Wichita, Kansas schools are also using the incentive program, but on a percentage basis. The current year's losses are compared to the average losses over the past three years. The schools benefit from lower vandalism rates through lower vandalism repair budgets and a return of a percentage of those savings to be spent on other programs. Milwaukee, Wisconsin is presently involved in a joint effort with city officials and members of the Junior Chamber of Commerce in developing a city-wide Anti-Vandalism Program. Educators and the public must decide where value concepts and attitudes toward others and their property should be taught and how they may be most effectively learned. They will then decide a priority for these learning experiences in contrast to those now considered essential in the public schools.

The complexities of this problem support the need for student, staff, parent, and community involvement if prevention or reduction in these anti-social acts is to result. Davenport, Iowa; Dayton, Ohio; Decatur, Georgia; Fairfax, Virginia; Louisville, Kentucky; and Stockton, California reported student, faculty, board, and community involvement in the development of their policies. Indications from those districts involved in preventative programs suggest that a broad involvement is necessary since this is a "social problem" and not just a "school

problem."

Assaults on School Employees

The second area which needs consideration is that of student assault on school officials, teachers, and other employees. The professional educators are showing concern with losses they may incur while on duty. Student assault on a school employee is specifically prohibited in the student conduct policies of the Macon, Georgia schools. Marietta, Georgia and Sanford, Florida include suspension and/or expulsion for guilty students. Wichita, Kansas provides for reimbursement to school employees for damages or destruction of clothing or personal effects up to \$250 from the district. Houston, Texas will cover reasonable costs for medical, surgical, hospital services or legal assistance (less the amount covered by insurance). While teachers are included in workmen's compensation there are often additional costs associated with being assaulted by a student, and employee groups are negotiating with districts for compensation.

Policies available for this study varied in their wording and format. Some were distributed to the students and parents while others tended to be part of administration handbooks. Some of those which appeared to be comprehensive and written for broad understanding came from Albuquerque; Dayton; Davenport; DeKalb County Schools in Illinois; Decatur, Georgia; Lansing; Jefferson County Schools at Louisville, Kentucky; Milwaukee; Minneapolis; and Rochester, New York.

Further development of vandalism and violence policies will, no doubt, be considered by many districts. The two areas which are appearing in newer policy books are: (1) compensation for employees who have been assaulted, and (2) indications of broad involvement of school personnel, students, parents, and the community in policy revisions.

The social and behavioral aspects of this problem make it a questionable area of public education, yet, like other value-laden issues, it seems the schools have no alternative but to become involved if they hope to serve the needs of the society of which they are a part.

Crime, Violence and Vandalism in Large and Small Districts



By Leonard L. Pourchot

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. Questions were designed to elicit information about acts against persons and property and about preventive measures being used. Responses were secured from 121 school officials in the largest districts and from 73 in the small Illinois districts. All but four of the Illinois districts had enrollments of less than 10,000 students and all of the large districts enrolled more than 20,000 students.

Answers to seven questions were sought.

Question 1: Are larger school districts more plagued by crime, violence and vandalism than are smaller districts in northern Illinois?

Those administrators answering for the large districts throughout the United States indicated that pupils and staff were affected by crime to some extent, at least, in over 70 per cent of the districts. The smaller Illinois schools responded "hardly any" in nearly 60 per cent of the responses (TABLE 1).

The same pattern of response was perceived for the effects of

violence (TABLE 2). About 79 per cent of the large districts indicated at least "some" effects while 54 per cent of the smaller Illinois districts reported "hardly any."

It is noticeable that much more vandalism is perceived in both types of districts than is the case with crime and violence (TABLE 3). However, the large districts again report "much" and "very much" in 50 per cent of the districts answering compared with 25 per cent in the Illinois districts.

Question 2: Do school district officials in northern Illinois report the same experiences as officials of large districts throughout the country?

The perceptions of the extent of crime, violence and vandalism differ significantly, with officials from large districts reporting much more of these behaviors than do the Illinois administrators (TABLES 1,2,3).

The reports from the large districts indicate significantly more crime and violence against both persons and property, and more vandalism against property than do the Illinois districts. Vandalism aimed against persons was not significantly different (TABLE 4).

When reporting numbers of offenses of 1975-76 compared with previous years, no significant differences were shown in crime and vandalism between the two groups, but somewhat more violence was reported by the large districts (TABLE 5).

Significant differences appear in reporting victimization of staff members in the categories of crime and violence with the large districts reporting more of these behaviors. Vandalism showed no significant difference, but with over 70 per cent of each group reporting "some" (TABLE 6).

The large districts use some preventive measures to a much greater extent than do the Illinois districts. Significant differences are seen in use of security personnel, student patrols, citizen or parent activities, safeguards such as lights, alarms and cameras, preventive education, and other specific techniques such as trailer-based security personnel and police liaison of various kinds. Responses were similar in the use of faculty patrol or supervision and in attempts to modify the behavior of offenders (TABLE 7).

The area of greatest agreement between the two groups was in the relative effectiveness of the preventive measures. No significant differences were shown in the reported effectiveness of any of the preventive measures.

Question 3: To what extent are anti-social acts directed against persons and/or property?

Administrators in large districts perceived more crime and violence directed against both persons and property than did the administrators in northern Illinois school

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**TABLE 1
EXTENT OF CRIME PERCEIVED**

		Hardly any	Some	Much	Very much	Row Total
Large districts	N	32	62	15	3	112
	%	28.6	55.4	13.4	2.7	
Illinois districts	N	42	26	4	0	72
	%	58.3	36.1	5.6	0.0	

chi-square = 17.582 3df Sig. = 0.0005

**TABLE 2
EXTENT OF VIOLENCE PERCEIVED**

		Hardly any	Some	Much	Very much	Row Total
Large districts	N	24	65	19	5	113
	%	21.2	57.5	16.8	4.4	
Illinois districts	N	39	30	2	1	72
	%	54.2	41.7	2.8	1.4	

chi-square = 25.037 3df Sig. = 0.0000

**TABLE 3
EXTENT OF VANDALISM PERCEIVED**

		Hardly any	Some	Much	Very much	Row Total
Large districts	N	5	51	39	20	115
	%	4.3	44.3	33.9	17.1	
Illinois districts	N	10	45	14	4	73
	%	13.7	61.6	19.2	5.5	

chi-square = 15.911 3df Sig. = 0.0012

districts. This pattern also held for vandalism against property, but not for vandalism directed against persons (TABLE 4).

Generally, more crime, violence and vandalism were directed against property than against persons. However, in the large districts less than half report "hardly any" crime against persons, only one-third report "hardly any" violence against persons, and 54 per cent report "hardly any" vandalism against persons.

Question 4: Are anti-social acts perceived as increasing among secondary school populations?

Perceptions of school administrators seem to indicate incidences of crime in the school population are presently either less or about the same as in previous years (TABLE 5). Responses to the question of violence were similar, though in large districts about 11 per cent thought there was "more" or "much more."

In the area of vandalism both the

large districts and the Illinois districts report "more" and "much more" with greater frequency than crime and violence were reported.

Question 5: Are school districts advising employees concerning crime, violence and vandalism?

Large districts appear to be doing more in this respect than the Illinois districts. Seventy-seven per cent of the former report activities, with only 44 per cent of the latter reporting them.

Question 6: Are school staff members being victimized?

An examination of Table 6 reveals that 54 per cent of the large districts and 22 per cent of the Illinois districts report "some" victimization of staff by crime. The figures are 59 per cent and 25 per cent, respectively, for violence, and 71 per cent and 75 per cent, respectively, for vandalism. Only 19 per cent of large districts and 23 per cent of Illinois districts report victimization by vandalism as "no problem."

Question 7: Are school districts utilizing effective preventive measures against crime, violence and vandalism?

In the large districts common preventive practices which are widely reported in use are employment of security personnel, faculty patrols and supervision, attempts at modifying student behavior, preventive education, and various safeguards such as lights, alarms and cameras. The use of police in the schools and other arrangements for security personnel such as trailer-based watchmen are frequently mentioned.

TABLE 7 contains enumerated preventive measures by use and perceived effectiveness.

Indications are that the Illinois districts are, in general, not using the preventive measures employed by the large districts with the exceptions of the use of faculty and attempts at behavior control.

Discussion

The questionnaires returned from the Illinois districts indicated the respondents were almost entirely superintendents or high school principals. Many of the largest districts in the United States apparently have administrative personnel in security posts,

TABLE 4
EXTENT TO WHICH CRIME, VIOLENCE
AND VANDALISM ARE DIRECTED
AGAINST PERSONS AND PROPERTY

			Hardly any	Some	Much	Very much	Row Total
Crime							
Large districts	Persons	N	51	52	7	2	112
		%	45.5	46.4	6.3	1.8	
	Property	N	25	57	18	10	110
		%	22.7	51.8	16.4	9.1	
Illinois districts	Persons	N	55	12	1	2	70
		%	78.6	17.1	1.4	2.9	
	Property	N	28	36	5	1	70
		%	40.0	51.4	7.1	1.4	
Violence							
Large districts	Persons	N	36	53	15	5	109
		%	33.0	48.6	13.8	4.6	
	Property	N	24	62	15	6	107
		%	22.4	57.9	14.0	5.6	
Illinois districts	Persons	N	45	21	1	2	69
		%	65.2	30.4	1.4	2.9	
	Property	N	39	27	1	1	68
		%	57.4	39.7	1.5	1.5	
Vandalism							
Large districts	Persons	N	56	38	8	1	103
		%	54.4	36.9	7.8	1.0	
	Property	N	1	50	37	26	114
		%	0.9	43.9	32.5	22.8	
Illinois districts	Persons	N	36	28	1	0	65
		%	55.4	43.1	1.5	0.0	
	Property	N	5	46	18	4	73
		%	6.8	63.0	24.7	5.5	

judging from the titles of numerous respondents. In the latter districts deputy and assistant superintendents and supervisory personnel also were among those returning the survey form.

Different perceptions of the extent of crime, violence and vandalism are apparent between those administrators reporting from the large districts and those reporting from the Illinois districts. Among the three categories, vandalism is clearly the problem most noted by the Illinois schools as well as the large districts.

The rise of anti-social acts against persons and property appears well-documented in innumerable reports. While acts against property are more numerous, there are still frequent reports of "some" "much" or "very much" activity against persons from both types of districts surveyed.

Several significant differences were found between the large school districts and those districts in northern Illinois.

1. The larger districts reported significantly more crime, violence and vandalism.
2. The large districts reported more crime and violence against both persons and property and more vandalism against property, but not more against persons.
3. More violence was reported in the large districts, but increases in crime and vandalism did not differ significantly.
4. Staffs of larger districts were more frequent victims of crime and violence but not of vandalism.
5. Larger districts more frequently employed security personnel, used more student patrols, more citizens and parent groups, more lights, alarms, etc., and "other" techniques or devices.

crime against persons	chi-square 21.081	3df	Sig. = 0.0001
crime against property	chi-square 11.291	3df	Sig. = 0.0103
violence against persons	chi-square 20.415	3df	Sig. = 0.0000
violence against property	chi-square 25.744	3df	Sig. = 0.0000
vandalism against persons	chi-square 3.912	3df	NS
vandalism against property	chi-square 17.376	3df	Sig. = 0.0006

			Less	About the same	More	Much More	Row Total
Crime	Large districts	N	35	70	8	1	114
		%	30.7	61.4	7.0	0.9	
	Illinois districts	N	15	48	6	0	69
		%	21.7	69.6	8.7	0.0	
Violence	Large districts	N	42	60	10	3	115
		%	36.5	52.2	8.7	2.6	
	Illinois districts	N	16	53	2	0	71
		%	22.5	74.6	2.8	0.0	
Vandalism	Large districts	N	41	48	21	5	115
		%	35.7	41.7	18.3	4.3	
	Illinois districts	N	13	39	18	2	72
		%	18.1	54.2	25.0	2.8	

TABLE 5
NUMBER OF OFFENSES
IN 1975-76

crime chi-square = 2.4712 3df NS
 violence chi-square = 10.607 3df Sig. = 0.0141
 vandalism chi-square = 7.473 3df NS

TABLE 6
VICTIMIZATION
OF STAFF MEMBERS

			No Problem	Some	Much	Very Much	Row Total
Crime	Large districts	N	48	59	2	0	109
		%	44.0	54.1	1.8	0.0	
	Illinois districts	N	53	15	0	0	68
		%	77.9	22.1	0.0	0.0	
Violence	Large districts	N	36	65	8	1	110
		%	32.7	59.1	7.3	0.9	
	Illinois districts	N	52	17	0	0	69
		%	75.4	24.6	0.0	0.0	
Vandalism	Large districts	N	21	80	9	3	113
		%	18.6	70.8	8.0	2.7	
	Illinois districts	N	17	55	1	0	73
		%	23.3	75.3	1.4	0.0	

crime chi-square = 19.984 2df Sig. = 0.0000
 violence chi-square = 32.310 3df Sig. = 0.0000
 vandalism chi-square = 6.132 3df NS

TABLE 7

USE OF PREVENTIVE MEASURES
AND THEIR
PERCEIVED EFFECTIVENESS

Preventive Measure	District	N or %	Used	Not Used	Con-tem-pla-ted	Sig.	Effectiveness			Sig.	
							N or %	Not	Some-what		Very
Employment of Security Personnel	Large	N	92	15	4		N	0	42	47	
		%	82.9	13.5	3.6		%	0.0	45.7	51.1	
	Illinois	N	21	49	1	**	N	0	12	8	NS
		%	29.6	69.0	1.4		%	0.0	57.1	38.1	
Student Patrols	Large	N	26	72	1		N	2	21	3	
		%	26.3	72.7	1.0		%	7.7	80.8	11.5	
	Illinois	N	6	62	0	*	N	0	4	0	NS
		%	8.8	91.2	0.0		%	0.0	100.0	0.0	
Faculty Patrol or Supervision	Large	N	85	24	0		N	2	47	33	
		%	78.0	22.0	0.0		%	2.4	57.3	40.2	
	Illinois	N	50	18	1	NS	N	2	28	12	NS
		%	72.5	26.1	1.4		%	4.8	66.7	28.6	
Citizen or Parent Activities	Large	N	51	45	2		N	6	36	8	
		%	52.0	45.9	2.0		%	12.0	72.0	16.0	
	Illinois	N	6	57	1	**	N	1	5	0	NS
		%	9.4	89.1	1.6		%	16.7	82.3	0.0	
Attempted Behavior Modification	Large	N	89	14	2		N	9	69	7	
		%	84.8	13.3	1.9		%	10.6	81.2	8.2	
	Illinois	N	58	13	0	NS	N	12	31	4	NS
		%	81.7	18.3	0.0		%	25.5	66.0	8.5	
Lights, Cameras, Alarms, Etc.	Large	N	105	8	0		N	3	54	45	
		%	92.9	7.1	0.0		%	2.9	52.9	44.1	
	Illinois	N	33	32	2	**	N	2	18	7	NS
		%	49.3	47.8	3.0		%	7.4	66.7	25.9	
Preventive Education	Large	N	88	12	5		N	11	64	8	
		%	83.8	11.4	4.8		%	13.3	77.1	9.6	
	Illinois	N	50	17	1	*	N	5	34	4	NS
		%	73.5	25.0	1.5		%	11.6	79.1	9.3	
Other	Large	N	19	1	2		N	0	6	13	
		%	86.4	4.5	9.1		%	0.0	31.6	68.4	
	Illinois	N	2	5	0	**	N	0	1	0	NS
		%	28.6	71.4	0.0		%	0.0	100.0	0.0	

* p < .05

**p < .01

Bombs and Bomb Threats in the School

David J. Starkey
in collaboration with
John D. Starkey

"There is a BOMB in your school!" The sudden call, an unknown voice and it is left for you to take action. Take action on what? Unfortunately, homemade bombs and incendiary devices do not come in any standard size, color or shape. Bombs and the threat of bombing can leave school personnel faced by an explosive hazard without knowledge of what to do. The increasing use of incendiary and explosive devices for political protest, criminal mischief or whatever the maker has in mind makes a preplanned response necessary. This response cannot be rigid as each situation has to be considered individually.

Four major stages of dealing with bombs and bomb threats are: planning, receipt of the threat, search techniques and, of course, what to do if you find a device.

Lt. David J. Starkey is a member of the Army's bomb disposal unit of the 27th Ordnance Detachment (EOD) and is presently stationed at Ft. Lewis, Washington. The writing was by Lt. Starkey who has participated in various bomb removals both in the United States and the Far East. The attached Bomb Threat Call Checklist, Protective Measures of Suspected Bomb Devices, and Bomb Threats are from the Federal Bureau of Investigation Bomb Data Program. Their use is encouraged by the Federal Bureau of Investigation recommended by Lt. David Starkey, and encouraged by Dr. John Starkey, Professor of Education at Northern Illinois University, for use in the secondary school to aid in solving some problems occurring when there are bombs, threats of bombs, or likelihood of bomb threats in the school.

Considerations in bomb threat planning are: type of planning suited to your school, past experience with bomb threats, training available to you, degree of proficiency desired, coordination with other agencies and establishing clear cut chains of authority. The last is very important as even the best organization falters when decision making is not quick and decisive.

Several things should be considered in case a threat is received. Who is most likely to receive the threat? How can the most information on the device and the caller be obtained? How can the response procedures best be initiated? The FBI Bomb Data Program has a card to be placed by the telephone based on the idea that incoming threats are most frequently handled by secretaries and receptionists. This card gives questions to ask that draw information not freely offered by the caller and a place to record the information. Information on background noise, accent, language, etc., can be written down. Instructions on how to notify supervisors are included. A calm response can gain more details because the person receiving the call is more receptive and alert to what is happening and the caller is not as likely to panic and hang up. If possible, there should be a second person listening in or a recording made. There must be an organized method of receiving

bomb threats. The details and specific techniques may vary with your organization, but each person likely to be a point of contact has to act knowledgably and efficiently to best protect your school.

The basics of search procedures involve types of search, techniques of search and instructions to the searchers. The most important concept is that the bomb is a **HOMEMADE** device. This means that it can take any shape, size or color and is limited only by the maker's imagination and technical skill. Thus the searchers have to look for "Something that does not belong." This means unattended packages, briefcases left in the restrooms and trashbins--anything that does not fit the pattern or belong to someone present.

The basic types of search systems are Supervisory Personnel, Occupants and Trained Team. The Bureau of Alcohol, Tobacco and Firearms breaks these down for their advantages and disadvantages and thoroughness. A point to consider and weigh against thoroughness is the threat may be fake and only a means to disrupt and create loss of school time. One successful technique to stop fake threats is to hold all the students in a safe location and then use Saturdays or holidays to make up any lost class time.

Search techniques depend on the search system being used. The

FBI BOMB DATA PROGRAM

BOMB THREAT CALL CHECKLIST

QUESTIONS TO ASK:

EXACT WORDING OF THE THREAT:

1. When is bomb going to explode? _____
 2. Where is it right now? _____
 3. What does it look like? _____
 4. What kind of bomb is it? _____
 5. What will cause it to explode? _____
 6. Did you place the bomb? _____
 7. Why? _____
 8. What is your address? _____
 9. What is your name? _____
- Sex of caller _____ Age _____ Race _____ Length of call _____

CALLER'S VOICE:

- | | | | |
|---------------|----------------|-----------------------|--|
| _____ Calm | _____ Laughing | _____ Lisp | _____ Disguised |
| _____ Angry | _____ Crying | _____ Raspy | _____ Accent |
| _____ Excited | _____ Normal | _____ Deep | _____ Familiar |
| _____ Slow | _____ Distinct | _____ Ragged | If voice is familiar, who did it sound like? _____ |
| _____ Rapid | _____ Slurred | _____ Clearing throat | _____ |
| _____ Soft | _____ Nasal | _____ Deep breathing | _____ |
| _____ Loud | _____ Stutter | _____ Cracking voice | _____ |

BACKGROUND SOUNDS:

- | | | | |
|---------------------|------------------------|-------------------------|---------------------|
| _____ Street noises | _____ House noises | _____ Factory machinery | _____ Local |
| _____ Crockery | _____ Motor | _____ Animal noises | _____ Long distance |
| _____ Voices | _____ Office machinery | _____ Clear | _____ Booth |
| _____ PA system | | _____ Static | _____ Other _____ |
| _____ Music | | | _____ |

THREAT LANGUAGE:

- | | | | |
|------------------------------|------------------|------------------|------------------------------------|
| _____ Well spoken (educated) | _____ Foul | _____ Incoherent | _____ Message read by Threat maker |
| | _____ Irrational | _____ Taped | |

REMARKS: _____

Report call immediately to _____, phone number _____

Fill out completely, immediately after bomb threat. Date ____ / ____ / ____ Phone number _____
Name _____ Position _____

SEARCH SYSTEMS				
SUPERVISORY	SEARCH BY: Supervisors	ADVANTAGES	DISADVANTAGES	THOROUGHNESS
	BEST for Covert search POOR for thoroughness POOR for morale if detected	1. Covert 2. Fairly rapid 3. Loss of working time of supervisor only	1. Unfamiliarity with many areas 2. Will not look in dirty places 3. Covert search is difficult to maintain 4. Generally results in search of obvious areas, not hard-to-reach ones 5. Violation of privacy problems 6. Danger to unevacuated workers	50-65%
OCCUPANT	SEARCH BY: Occupants BEST for speed of search GOOD for thoroughness GOOD for morale (with confidence in training given beforehand)	1. Rapid 2. No privacy violation problem 3. Loss of work time for shorter period of time than for evacuation 4. Personal concern for own safety leads to good search 5. Personnel conducting search are familiar with area	1. Requires training of entire work force 2. Requires several practical training exercises 3. Danger to unevacuated workers	80-90%
TEAM	SEARCH BY: Trained Team BEST for safety BEST for thoroughness BEST for morale POOR for lost work time	1. Thorough 2. No danger to workers who have been evacuated 3. Workers feel company cares for their safety	1. Loss of production time 2. Very slow operation 3. Requires comprehensive training and practice 4. Privacy violation problems	90-100%

basic concept is to insure that the search is systematic. Training in search techniques is often available through U.S. Army Explosive Ordinance Disposal Detachments for supervisory and/or administrative personnel. Searchers should be instructed first and foremost that they are **only** to search for and report suspicious objects. They should never attempt to move, jar or touch the object or anything attached to it. Removal/Disarming of a bomb or package must be left to those professionals in explosive ordinance disposal. Your job is to teach--ours is to handle explosives. The searchers should be well instructed as to their area of responsibility and how to report to their supervisor. A two way communication system is important. Reports can be made quickly and other personnel routed around the danger area. However, radio transmitters should not be used as they can cause detonation of electric blasting caps or squibs.

If a device is found, notify the agency in your area responsible for handling bombs.

PROTECTIVE MEASURES SUSPECTED BOMB DEVICES

DO NOT DISTURB A SUSPECTED BOMB. When a suspected bomb device has been located there are a number of actions which may be taken, by individuals not trained in bomb disposal, that do not involve moving the suspect item. Some of these measures, which may reduce the

destructive potential of the device, are outlined below.

IMMEDIATE STEPS

Evacuate: The distance and extent of personnel evacuation depends on the size, type, and location of the suspected device. The evacuees should be moved far enough from the item that they are protected from a bomb blast and flying debris. Evacuation must be directed calmly and logically in order to prevent a general panic, which can cause more injuries than a bomb explosion.

Secure the Area: Only authorized personnel should be allowed to enter the immediate vicinity of the suspected device. Securing the area will help prevent injury, and will keep the bomber from returning to rescue or dispose of his handiwork.

Notify: (1) Bomb Disposal Personnel - Contact the appropriate bomb disposal personnel immediately and provide them with as much information as possible concerning the device itself, the bomb threat or warning, the possible perpetrators, and the surroundings.

(2) Other Emergency Personnel - Safety and security personnel on the premises, as well as police, fire, and emergency medical units, should be notified that a suspected bomb device has been found. Consideration should be given to notifying public utility companies, in case it becomes necessary for services to the building to be discontinued.

STEPS TO REDUCE THE EFFECTS OF AN EXPLOSION

Some of the effects of an explosion, and several protective measures which can be taken to reduce them, are listed below.

Blast: Blast is a positive pressure wave, emanating from an explosion, which is

transmitted in all directions from the explosion. The wave, which is capable of producing a pressure of approximately 700 tons per square inch, tends to take the path of least resistance. Usually it is best not to attempt to confine the blast. Steps can be taken to provide a venting channel, or to open the area so that the blast will dissipate as rapidly and harmlessly as possible. Windows and doors may be opened; objects near the device which could impede the blast wave or contribute to secondary fragmentation can be removed.

Fragmentation: (1) Primary Fragmentation - Primary fragmentation consists of pieces of the bomb itself which are transmitted by the blast wave. Different types of devices have different fragmentation potentials. A pipe bomb containing a high explosive, for instance, would produce a large amount of fragmented material; a bomb which consists only of dynamite, fuse, and detonator would have virtually no primary fragmentation. An improvised barricade of materials that will not contribute to fragmentation, such as sandbags, mattresses, or a bomb blanket, can be erected around the suspected device. This may stop the fragments or reduce their speed. The device must not be disturbed, however, and enough standoff to avoid additional confinement should be maintained.

(2) Secondary Fragmentation - In many instances, much of the fragmentation will be secondary fragmentation. This consists of items near the bomb which are picked up and transmitted by the blast wave. If the effect of the blast is reduced, the amount of secondary fragmentation may also be reduced.

Heat: Heat is always a product of an explosion, and many range from 2,000 to 4,000 degrees Centigrade (approximately 3,630 to 7,200 degrees Fahrenheit).

Although the thermal effect of an explosion is measured in fractions of a second, secondary fires frequently occur. Therefore, readily combustible materials should be removed from the vicinity of the device.

Many police departments now have personnel trained in home-made bombs and are equipped to handle them. Army EOD units

must be notified through a police agency before they can respond to an incident. Immediate actions that should be taken by you are to complete the search insuring that no other devices are present and to secure the building to prevent unauthorized access.

To set up a bomb threat response plan, contact the police, fire

department and other local government agencies to determine whether any of them has a bomb disposal unit. The following is an exact copy of the FBI Bomb Data Program on Bomb threats and is inserted here for its dissemination and use particularly for secondary schools who might not have previously given it any thought.

BOMB THREATS

CONSIDERATIONS FOR A PLANNED RESPONSE

When planning response procedures for a bomb threat, there are a number of factors which must be considered. The preservation of life and property is certainly the most important consideration. Unfortunately, no single course of action will always be suitable, and each situation must be evaluated individually. Immediate and total evacuation of an area may appear to be the obvious solution; however, if handled incorrectly this can be both inefficient and dangerous. Some bomb threat planning is necessary so that the response will be orderly and effective.

Preliminary Considerations

Type of planning necessary (formal written communications or conferences among personnel)

Past experience with bomb threats (personnel experience, whether business has received or is likely to receive threats)

Degree of training to be undertaken and the degree of proficiency to be achieved by personnel

Coordination with other agencies and individuals

- Police, Fire, etc.
- Other businesses and personnel in building and vicinity

Arrangement of a coordination and control center

- Location (centralized or decentralized)
- Communication facilities available (telephone preferred)
- Staff (as small as possible)

Reception of Threat

The threat will most frequently be received by phone, but may be mailed or delivered in person. Regardless of how the threat is received, the following questions might be considered in planning a threat response:

Who is most likely to receive threat? (switchboard operators, receptionists, secretaries, etc.)

How can as much information as possible concerning the device and perpetrator be obtained? (use of a threat checklist?)

What arrangements are needed to insure rapid initiation of response procedures? (which employees are to be notified)

Coordination and Control Center

Duties:

- Initiate planned procedure
- Notify and coordinate activities of other personnel
- Make necessary statements to the press.

Decision Making Process:

- Who will make decisions (chain of command)
- Deciding factors for evacuation, search, and continuation of business Situation (civil unrest, strike, business as usual)

Previous similar threats

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Violence and Vandalism in the Schools

Joseph I. Grealy

The existence of problems of discipline, violence, vandalism and drug abuse in schools throughout the country is now a well established fact. The Gallup Polls for the past several years have rated these problems among the top ten concerns of educators and the public. We can no longer ignore them and hope they go away like a bad dream.

Now legislators, educators and the media variously describe the situation as "a crisis," "disastrous" and one that requires a "complete reassessment" of our national educational goals and values and a redirecting of our national resources. The "crisis" peaked in April, 1975 with the release of the preliminary report of the senate subcommittee to investigate juvenile delinquency by its chairman, Senator Birch Bayh of Indiana.

In releasing the document, Senator Bayh commented that the survey of public elementary and secondary school districts produced a ledger of violence confronting our schools that read like a casualty list from a war zone or a vice squad annual report. Senator Bayh estimated that there were approximately 70,000 serious physical assaults on teachers each year... ranging from the shooting of a school principal in Chicago by one of his pupils to the beating of a

high school math teacher in Omaha. The survey reported literally hundreds of thousands of assaults on students including more than one hundred students murdered in 1975 and the confiscation of 250 weapons in one urban school district in one year.

In explaining the impact of violence and vandalism on education Senator Bayh said: "Far too often, youngsters arriving at our public schools today are faced with an environment dominated by fear, destruction and chaos rather than reading, writing and arithmetic." Teachers quickly discover "that the primary concern in many modern American schools is no longer education but preservation." In some areas it could be survival.

The Senator's conclusions were based on answers to a 1973 survey by 516 school districts with enrollments of 10,000 or more pupils. The subcommittee also concluded from the survey that between 1970 and 1973:

- School-related homicides increased by 18.5%
- Robberies increased in 36.7%
- Rapes and attempted rapes increased by 40.1%
- Assaults on students increased by 85.3%
- Assaults on teachers increased by 77.4%
- Burglaries of buildings increased by 11.8%
- Drug and alcohol offenses on school property increased 37.5%
- Dropouts increased by 11.7%
- The number of weapons confiscated by school authorities increased by 54.4%

On April 16, 1975 Senator Bayh held his first committee hearing on school violence and vandalism in Washington, D.C. I was invited as the primary witness and others

included representatives of school district school associations and teachers' unions.

The hearing received tremendous coverage through the news media which brought this shocking testimony to the attention of people throughout the country via television, radio and newspapers. On the following day, the senator introduced a bill in the Congress known as the Juvenile Delinquency in the Schools Act of 1975.

In my testimony I documented current incidents in the schools to assure the committee that the situation had not changed since the survey was conducted in 1974. In fact, it had become decidedly worse.

Actually the FBI uniform crime report for the year 1974, as compared to 1973, reflected that serious crime increased by 17%; violent crimes were up 11%; forcible rape and aggravated assault each rose 9%; murder went up 5%; property crimes..larceny.. theft rose 20%..burglary went up by 17%.

Teenagers were arrested for nearly one-third of the ten million crimes reported to the police, although persons ten to seventeen years of age account for only sixteen percent of the nation's population. The report stated that about half of all those arrested for burglaries, motor vehicle thefts and larcenies were teenagers.

On December 1, 1975 Bob Wildrich's syndicated column, reacting to the FBI annual report, stated "that anyone who didn't get sick reading the 1974 national crime statistics has either a strong

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stomach or a weak mind." He concluded "That the American system of criminal justice, as applied to our young people, is a failure and damned near a national disgrace."

I am sad to say a good portion of these serious crimes is taking place right in our schools. Not just any one particular area but all over the country, both in urban and suburban areas.

Studies and projections indicate the total money losses due to vandalism, burglary, theft and arson in the schools during 1975 as close to \$600,000,000. More money than it cost to supply all the textbooks to each of the more than 16,000 school districts in the United States. Arson alone accounted for over \$100,000,000 of the cost.

If there are any doubts as to juvenile involvement, I refer you to the initial and primary finding of Senator Bayh's subcommittee looking into juvenile delinquency which stated that juveniles account for almost half the arrests for serious crimes in the United States.

Where are these juveniles each day, including the delinquents? In our elementary and secondary schools.

Mainly due to the Gault decision a small percentage of juveniles arrested by law enforcement agencies are formally charged or brought before a judge. The majority are referred to juvenile authorities, who interview them informally and release them to their parents. Any doubts? Last year in the state of Fla. 127,000 juveniles were arrested and of that number 27,000 were formally charged or remanded to court. The other 100,000? Released and immediately sent back to school. So what are some of the things our school personnel must contend with?

Murder and Dangerous Weapons? Yes!

Last May a seventeen year old Largo High School student in Prince George's County, Maryland, was shot to death in the school parking lot.

In Richmond, Virginia, a sixteen year old boy was killed and a fourteen year old girl wounded when they were caught in the crossfire of a gun battle between two youths in a corridor at

Armstrong High School.

A seventeen year old honor student, preparing to enter Claremont college on a full scholarship, was attacked and stabbed to death by a group of six youths at John Glen High School in Norwalk, California.

An administrative assistant at Barberton High School, outside of Cleveland, Ohio was shot and seriously wounded by a seventeen year old student whom he was reprimanding for repeated absences.

At Locke High School in Los Angeles, gang warfare broke out during an afternoon dance in the multipurpose school building. Steel natural combs, chains, bricks, concrete blocks, walking canes and sticks were used as weapons.

Assaults, Rape and Robbery in our Schools? Yes!!!

In Los Angeles a bandit walked into a kindergarten class at the 95th street elementary school with a pistol in his hand and robbed the teacher in front of her five year old students...taking five dollars, her engagement and wedding rings.

Earlier this year, a masked gunman entered a first grade classroom of 28 students, forced the teacher to take her clothes off in front of her students and attempted to rape her. He held a gun between her eyes and threatened to blow her head off. When she resisted him, he fled with \$16 from her purse.

Three different times in one semester, a teacher was raped on the grounds of a Houston, Texas school. In each instance the intruder and perpetrator of the violence was an outsider, a person who had no business on the school grounds.

A teacher was in the music room sitting at a piano preparing for her class when she heard a soft voice behind her. When she turned she saw a young man brandishing a small caliber pistol. When he discovered she only had three dollars in her purse, he raped her before casually walking out of the classroom.

Last year in my school system an elementary grade student was intercepted by a young man while she was on her way to school. He attempted to drive her to a deserted area to assault her but he got stuck in the mud which resulted

in his apprehension. Incidentally, he was out on bond at the time in connection with sex assaults on some children in Miami, one of which was the child of an FBI agent.

Safety of School Facilities

In addition to our primary concern, the safety and security of our students and school personnel, it is obvious that the safety of school facilities is also not being guaranteed. The primary function of school systems cannot be carried out without being insured that it will be safe from destruction and theft.

Are School Facilities and Equipment Being Destroyed? Yes!!

There is a bright yellow cardboard chart near the window of teacher Marc Haverson's classroom at the Mann School (in Philadelphia) that bears the unlikely inscription: "Our Gerbil Diary."

Haverson's fifth graders used it to record the day-to-day activities of the class's three pet rodents.. what they ate, how they played, how much they had grown. There is no entry for May 26th. This is the day the gerbils were killed.

In what was described as a grizzly act of school vandalism, scores of pets at the elementary school in Wynnefield were killed by vandals who broke into the school over the Memorial Day weekend. They killed all the school pets, including gerbils, hamsters, goldfish and birds, in more than twenty-five of the forty classrooms.

They uprooted dozens of house plants, rifled teachers' desks, ransacked supply closets, destroyed a television set, broke windows and stole cassette tape recorders, adding machines and cash. "Coming to school isn't going to be as much fun anymore," said ten year old Stacey Wilson who concluded the vandals were "jealous, cruel people."

About one hundred parent volunteers took part in "operation facelift" at the Wedgewood School in Seattle, Washington. Budget cuts had prevented the painting of the school so the PTA, mostly mothers, led the drive "To do it ourselves." The school district supplied the paint and the parents

supplied the labor. The job, six volunteers to a shift, two shifts a day, began on June 5th. They painted the hallways an appealing vanilla and the wall next to each of the twenty-two classrooms with colorful floor-to-ceiling room numbers. They also painted the principal's office and the teachers' lounge.

Then, sometime during the night of June 26th, young hoodlums broke into the school. In minutes they ruined many hours of volunteer work. They used mops to smear the hallway floor with paint and paint thinner. They spattered paint on lockers. They sprayed the floors with fire extinguishers. They took petty cash from a secretary's desk and candy from the teachers' lounge where they dumped coffee grounds on the floor.

This past school year we at Fort Lauderdale experienced our first school bombings. However, it did have a good ending in that my resource person at that high school had the three youths involved identified before the school day was over. Not only that, he got admissions from them to several other unsolved bombings that had previously occurred in the community.

Another serious and costly problem is the telephoned bomb threat. In addition to the disruption of school, it is estimated that with the involvement of police and fire personnel, a typical telephoned bomb threat costs between two and three thousand dollars. During the year 1974, 6,689 telephoned bombed threats to schools were reported to the FBI. Based on cost estimates, you can figure on between fifteen and twenty million dollars. Again, it is quality education which is the loser.

Drug Abuse

Drug abuse is, and should be, a continuous concern of parents. A study on drugs in our schools, conducted by a house subcommittee in 1970, concluded that drug abuse in our schools had become so extensive and pervasive that it was only the uniquely-gifted and self-possessed child who is capable of avoiding involvement in some form of drug abuse.

Once again things have changed ..They've gotten worse!

The December, 1975 issue of **Criminal Justice Digest** reported

that in Chicago thousands of children, some as young as eight, are using drugs, buying and selling them in school corridors, washrooms and playgrounds. They come to school high and get even higher while there. In addition to the three R's, they can tell you all about LSD, PCP, ZNA, DMT, POT and Angel Dust.

The story of illicit drug use by school-aged children in the Chicago area is not found in statistics because Cook County doesn't keep them. It is found in the school where school personnel deal with it daily, where fellow students willingly supply drugs to other students in order to support their own habits.

Four surveys, released by the National Institute on Drug Abuse, disclosed: That between 1969 and 1975 male high school seniors had a three-fold increase in marijuana and amphetamine use and a four-fold increase in barbiturate use.

Theft

Principals get some pretty unsolvable problems dumped in their laps every year and I would have to rate bicycle thefts high on the list. We are all very knowledgeable and conscious of motor vehicle thefts but the FBI uniform crime report for 1974 reports that while the number of motor vehicle thefts rose 11 percent between 1969 and 1974, during the same period bicycle thefts were up 54 percent. To me that figure represents a national emergency requiring immediate attention.

These are just some of the many serious and costly problems facing school systems throughout the country.

My Concern

If the incidents I have related here tonight shock you, I say **GOOD!** If you sit there and wonder what's this guy's angle? I feel sorry for you. You will recall that in the beginning I pointed out that these serious crimes were not taking place in any one particular area in the country and that should be evident from the cases I selected. In the interest of time, the selections were limited. I have no angle, but I am concerned. My concerns are mainly for people..

school personnel and students, who find it very difficult to teach and learn under such disruptive circumstances, and secondly, because millions of dollars are being lost as a result of these criminal acts...monies that are sorely needed to provide quality education.

Educators are not trained to deal with such criminal activity..and school systems are not properly equipped to cope with such activity. No principal or teacher wants to remove a student from school but, in many instances if the class is to continue, the disruptive student must be removed, usually by being suspended. He is then placed on the street, getting farther behind in school, and where he will inevitably become a law enforcement problem. We all know the cost of incarcerating a child as compared to educating him. By educating him, he benefits and the community benefits. He should remain in school but some alternative program must be provided: an alternative which will identify his problem..whether it be physical, psychological, curriculum or home environment..so that the problem can be treated with a view to getting him back in the mainstream with his fellow students.

These Voids Must be Filled. How Can They be Filled?

One school superintendent put it very well earlier this year when he referred to the fact that school violence and vandalism threatens to seriously hamper the ability of educational systems to carry out their primary function. His suggestions:

A variety of special training programs for teachers and staff;
Establishment of a well-trained and organized security force;
Cooperative efforts with law enforcement to develop a positive preventive program to reduce violence and vandalism;
A workable drug abuse program;
A district-wide code of conduct to be distributed to all students and parents;
AND
A relevant, comprehensive instructional program designed to meet the needs of all students.

We must effect a closer relationship between the educators and law enforcement. If we keep blaming each other, the youth of our nation will be the losers.

Reports From Security Officers

Report from Prince George's County, Maryland

Peter D. Blauvelt

Why should we assume that our schools will ever be any different from the communities they sit in?
...Blauvelt

Prince George's County, Maryland, is primarily a suburban school district, located adjacent to Washington, D.C. The County has 235 schools, approximately 146,000 students, and is spread out over 486 square miles. As was true with most other comparable size school districts, Prince George's County Public Schools were not prepared to deal with the increases in vandalism and violence which began to make an impact, starting in the late sixties and continuing into the seventies.

Losses due to vandalism, theft, burglary and arson increased from \$249,919 for the 1971-72 school year to \$549,254 for the 1974-75 school year, an increase of 120%. Incidents of robbery, extortion, and drug abuse were also on the increase. Reported assaults increased from 149 incidents in 1971 to 1148 in 1975. Exact numbers of incidents are not available prior to 1972, as there were no formal means set up for the reporting of incidents, and no attempt had been made to systematically collect these types of data.

In March 1971, the Board of Education and the Superintendent of Schools decided to take a different approach to the security problem. A Chief of Security was hired, and he was given a free hand in developing new and innovative approaches for coping with rising property losses and crimes of violence.

The Chief of Security was given responsibility for both daytime and nighttime crime. This meant that several approaches would have to be developed—one to deal with property crimes, i.e., vandalism, burglary, arson and theft of property, and another to deal with crimes against persons, i.e., assaults, robbery, extortion, drug abuse and related acts.

The crimes against property offenses were amenable to mechanical and electrical devices—simply stated, a sophisticated burglar alarm system. It took one year of planning and two years for installation, but now every school in the county, plus office buildings, warehouses, and several bus lots are protected by a burglar alarm system. This equipment is monitored by the Security Office—24 hours a day, seven days a week. The response unit for the alarms is the Prince George's County Police Department, whose K-9 Corps has been furnished with a master key to all of the schools.

The cost for the entire alarm system was \$675,000, which breaks down to an average cost of \$2700 per school site.

The problem of coping with crimes against persons was much

more difficult than the problem of property offenses. The approach taken involved the hiring of qualified security officers, called Investigator/Counselors. In November of 1971, seven individuals were hired; today they number 42 men and women. Thirty-two of them are assigned to individual secondary schools and are called Resident Investigator/Counselors; the remaining ten are assigned to geographic areas of the county and have security responsibility for approximately 20-25 schools. Every school in the county has an Investigator/Counselor assigned to it for handling security matters.

In addition to their responsibility for investigating any criminal incident that occurs on school property, they are also available to counsel students, teachers, administrators and parents on security matters. This added role has proven to be an invaluable asset to the schools and to the students and their parents.

The Investigator/Counselors hold a Special Police Commission, issued by the State of Maryland, which gives them police powers on school property. The Investigator/Counselors are unarmed and do not wear uniforms. The staff averages 17.8 years of investigative experience per person, and yet the average age is only 46 years.

With a firm belief that security must remain a resource to school administrators and not become institutionalized, efforts were made to increase the awareness of the school's staff of their responsibilities for implementing and

maintaining sound security procedures. Seminars were developed which stressed **Target Hardening Techniques** which administrators, teachers, custodians, cafeteria managers and health room personnel could employ to make their schools a safer place to teach.

In 1973, a unique program was developed for the involvement of students in school security matters. What had been overlooked for so long was the simple fact that students are the victims of most criminal acts that occur during the school day. It is their lunch money that is being extorted, their lockers that are being ripped off, and their person that is being assaulted. Yet, no one was asking students how they would approach the task of reducing these incidents.

The outcome of going to the students and asking for their ideas and suggestions resulted in the formation of the Student Security Advisory Council (SSAC). There are a number of these programs in operation today in both Senior and Junior High Schools. The uniqueness of the program is that students are being given an opportunity to openly discuss and to become involved in finding solutions to their security problems.

The results of these programs have been very gratifying. Property losses were reduced by \$180,000 or 34% during the 1975-76 school year. During the same period, robberies were down 7%, student on student assaults were down 65.8%, and student on teacher assaults were reduced by 33%.

This does not mean that we have solved all of our problems—far from it. What it does mean is that we have been able to make some inroads in dealing with a problem that has threatened to cripple the educational process. There are many areas that still need our attention, but we feel confident that these too can be met and solutions found. The goal of the Office of Security Services is to provide a safe and secure environment where the educational process can take place. By getting all members of the school community involved, this goal is attainable.

Peter D. Blauvelt is Chief of Security Services, Prince George's County Public Schools, Maryland.

The Nation's Leader in Reduction of School Violence?

Edward D. Brady

The Department of Personnel Security for the Chicago (Illinois) Board of Education was presented two awards during May, 1976. One was for the founder of the security program, Edward D. Brady, Director, and the second was awarded to the school system for its program. President John D. Carey, of the Chicago Board of Education received the award on behalf of the 520,000 student school system. Chicago was described as the nationwide leader in reduction of violence over 17,000 school districts.

It was a long road from the middle 1960's when the Chicago Public Schools were plagued with violence, employee assaults, sit-ins, and student disturbances in the schools. During the late 1960's over 200 schools were closed for at least one day due to student-related disturbances in the schools. In March, 1966, Mr. Edward D. Brady began with a force of seven officers and a \$10,000 yearly budget. The budget grew to 3.2 million in 1975-76 and over 700 security officers employed.

Employee assaults were reduced 13.2% between 1969 and 1973, and employee assaults were reduced 25% between the 1974-75 and 1975-76 school years. In the last three years, not one school was closed due to a student-related disturbance.

The road toward improvement began when Mr. Brady began doing security work on a part time basis as he was then Director of the Social Adjustment schools. During June of 1969 he was employed as the Board's first Director of Personnel Security, having taught every grade from kindergarten thru college, and being a former elementary school principal.

In 1969 Mr. Brady founded a nationwide security organization. Mr. Brady wrote to over forty large school systems during 1969. He then traveled to Miami Beach and Fort Lauderdale and co-founded the National Association of School Security Directors with Joseph I Grealy of Broward County. Mr. Brady served as its first President

in 1970 and has served as chairman of the NASSD executive Board from 1971 through 1976.

The program consisted of a Security Team approach with the local principal serving as the team leader. The team included students, parents, teachers, custodial staff, office staff, community members, PTA, local advisory council, law enforcement agents, and other interested personnel. The security officers developed a technique for "listening" to the problems of the students, parents and community persons. They befriended these groups.

The Chicago Board of Education members are known to listen to students and communities and the Security Organization merely followed this pattern. The program has been highly praised by **US News and World Report**, and the **PTA Magazine**. The National Commission for the Reform of Secondary Education in its 1973 report stated "One of the nation's most effective school security chiefs, is Edward D. Brady of Chicago. He contends that failure to report incidents is at the heart of the security trouble. "Unless you know the scope of the problem, you are not going to solve it."

The Personnel Security Department was absorbed into the newly created Department of School Safety and Environment in February, 1976 under the newly appointed Director Jop P. Mayo.

Edward D. Brady is Director, Personnel Security, Chicago Board of Education. Chairman, Executive Board, and co-founder of National Association of School Security Directors.

Report from Bellevue, Washington

Harry W. Wilson

....education...is in the final analysis, the ultimate answer to the growing problem of violence, which really is a community problem.

....Henry W. Wilson

The Bellevue Public Schools have not had a serious problem with crimes against persons. Assaults against students have not

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Placement Outlook for Secondary Education Teachers

Robert H. Gourley and Claire Brown

Will there be jobs for the secondary education graduates in 1977?

Placement officers nationally report that placement opportunities in 1977 for secondary education graduates are similar to those of the past few years. While they anticipate a continued oversupply of teachers in some specific teaching fields and fewer listings than in the early 1970's, their overall feeling is that most secondary education graduates should be able to find positions for the 1977-78 school year. According to these spokesmen, mobility and teaching combinations are the primary criteria for locating teaching positions.

This, and other information, was obtained from a national survey of college and university placement officers conducted during September and October 1976. Nearly eighty questionnaires were sent to a randomly selected group of placement officers in the fifty states, and forty-five responses were received.

The information contained in the survey responses may prove valuable to students anticipating entry into the secondary education job market as well as counselors and university teachers of secondary education students. The respondents indicated that several

teaching areas are presently oversupplied and it is hoped that students currently enrolled in preparatory programs in these areas may be advised to consider other teaching fields prior to entry into the job market.

The Results

A compilation of the results of the survey appears in the accompanying chart. Placement officers at three midwestern universities and the University of Alaska reported excellent job opportunities for secondary teachers. The spokesman for the University of Alaska wrote, "we have more listings than we can fill." He added that only ten per cent of Alaska's teachers are from that state leaving a large number to be recruited elsewhere. The teachers most in demand in Alaska are those with broad backgrounds who are willing to teach in small rural schools.

Placement officers reporting poor job markets tended to be located in the eastern third of the United States. Nationally, however, fewer opportunities exist in metropolitan areas and college/university communities. Ten placement officers wrote that students who are mobile have the best possibilities for employment. Other criteria suggested were: a combination of teaching fields, and ability to coach (especially girls' sports).

As for teaching areas, the **most** in demand (according to number of schools responding) were: mathematics - 40; physical and earth sciences - 39; special education - 31; industrial arts - 27; biology - 19; coaching - 11; and business

education - 13. Several placement officers indicated that there is considerable need for vocational teachers of which industrial arts is but one part.

Teaching areas **least** in demand included (according to number of schools responding): social studies - 34; foreign languages - 25; physical education - 22; art - 18; English - 14; and history - 10.

Some teaching areas fell into both categories:

subject area	least in demand	most in demand
music (v & i)	4	9
speech	7	2
English	14	5
business education	5	12

Foreign languages were frequently listed as an area least in demand; however, four placement officers indicated that bi-lingual or bi-cultural teachers were **most** in demand.

No geographic pattern developed in the demand for specific teaching areas. The oversupply of social studies teachers, for instance, appears to be national. The need for science and mathematics teachers also appears to be nationwide.

A survey conducted in October 1975 produced similar findings. At that time, placement officers were anticipating good conditions for secondary teachers placement, and now, a year later, that optimism continues. The subject areas the **most** and **least** in demand have also stayed the same.

Conclusions

In reviewing the responses of the placement officers, it may be concluded that there is opportunity

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in the area of secondary education, but it is limited in some specific teaching fields. Students, counselors, and teachers are encouraged to apply the survey information to their plans for secondary teaching or in educating would-be teachers. Obviously students entering already oversupplied teaching areas will have difficulty, and

perhaps no success, in finding teaching positions. Opportunities do exist, however, in several areas and students interested in secondary teaching would be advised to consider these when making career plans. Those individuals who are willing to relocate in smaller rural communities and who have good teaching combinations stand an

even better chance of finding employment as secondary teachers.

While the oversupply of teachers may spell unemployment for some, it may have a positive effect as well. Those who hire teachers have an unprecedented opportunity to choose highly qualified dedicated teachers.

THE OUTLOOK FOR SECONDARY EDUCATION PLACEMENT THROUGHOUT THE COUNTRY

University	Placement Outlook	Level of Demand by Subject Area
Alabama State University Montgomery, Alabama	Good; the region is fair	Most: Industrial arts, math, special education, physical sciences, speech reading. Least: History, PE, music, art
University of Alaska Fairbanks, Alaska	Excellent	Most: Vocational education, music, math, science, language arts Least: Social studies, PE, foreign languages
University of Arkansas Fayetteville, Arkansas	Good, if willing to relocate	Most: Math, science (except biology), special education, industrial education Least: Social studies, PE, English, foreign language
Stanford University Stanford, California	30% teacher unemployment in metropolitan areas; good in rural areas	Most: Math, physical science, math/science combination, IA, special education Least: Social studies, English, Art, PE
University of Colorado Boulder, Colorado	Moderate to poor; most jobs in small rural communities	Most: Special education, math counseling, science Least: English, social studies, foreign languages
University of Hartford West Hartford, Conn.	Extremely discouraging	Most: Special education, math, science Least: Social studies, English
Delaware State College Dover, Delaware		Most: Math, science, industrial arts Least: Foreign language
University of Delaware Newark, Delaware		Most: Chemistry, physics, business ed., math, career education Least: Foreign language, social studies
Florida International Univ. Miami, Florida	Poor	Most: Math, science Least: Social studies, history, English
University of Hawaii Honolulu, Hawaii	General oversupply to teachers except in specified areas	Most: Special education, some possibilities in math, sciences, industrial arts, ag, inst. music Least: Social studies, English, PE, Home Ec., art, speech
Boise State University Boise, Idaho	Good for those willing to locate in rural areas	Most: Math, sciences, special education, inst. music Least: Social studies, PE, art, history, foreign languages
Idaho State University Pocatello, Idaho	Overall good	Most: Special education, math, science, English, business ed., vocational ed., women's PE Least: History, social sciences, men's PE, art, music, German, Home Ec., French
Northern Illinois University DeKalb, Illinois	Good with teaching combinations and mobility	Most: Sciences, Industry and trades, math, math/science combinations, library, business ed, inst. music, coaching, extra-curricular Least: Home ec., vocal music, social studies, PE, English, foreign languages, language arts, driver ed.
Illinois State University Normal, Illinois	About 50% will get jobs; teaching combinations best	Most: Ag., business ed., distributive ed., physics, chemistry, math, industrial technology, LD Least: Sociology, psychology, social studies, geography, economics, art, foreign languages, PE without health
Indiana State University Terra Haute, Indiana	Favorable for majority of grads; similar to '75 and '76	Most: Industrial arts ed., math, LD, teaching combinations, coaching with good teaching combination Least: Speech without English combination, home ec., PE, social studies, foreign language
Drake University Des Moines, Iowa	Will not predict	

University of Iowa Iowa City, Iowa	Competitive, candidates must be mobile	Most: Least:	Special education, sciences, math, home ec., business PE, social studies, art, modern languages
Fort Hays Kansas State Coll. Hays, Kansas	Excellent for our grads; fair in our region	Most: Least:	Coaching, English, Industrial arts, math, physical sciences, home ec., special educ., bi-lingual History, psychology, social studies, biology, PE
University of Kentucky Lexington, Kentucky	Dim, anticipate no change; region has many unemployed secondary graduates		
Grambling State University Grambling, Louisiana	Fair	Most: Least:	Special education, Industrial ed., math, sciences Foreign languages, social studies, speech pathology, ag
Bates College Lewiston, Maine	Tight, competitive; very limited in our region	Most: Least:	Math, science Humanities, social studies
Frostburg State College Frostburg, Maryland	Improving slightly from '75-76	Most: Least:	Math, chemistry, biology, physics, foreign languages PE, history, sociology, psychology, geography
University of Massachusetts Amherst, Mass.	Approximately 1/3 will find jobs; mobility necessary	Most: Least:	Industrial arts, math, earth science, physical sciences, vocational, technical, and ag education Social studies, foreign languages (except bi-lingual or bi-cultural), English
Boston University Boston, Massachusetts	Very competitive throughout New England area in all teaching areas	Most: Least:	Math, science, special education Social studies, English, foreign languages
University of Michigan Ann Arbor, Mich.	Good for our graduates; fair in our region	Most: Least:	Chemistry, math, coaching, special education English, history, political science
Wayne State University Detroit, Michigan	Becoming progressively more difficult and will be for the next couple of years.	Most: Least:	Math, science, vocational areas, special education, non-school library positions. Social studies, English/speech
University of Minnesota Minneapolis, Minnesota	Fair to good; teaching combinations, mobility, and special skills all help	Most: Least:	Vocational, math, physics, chemistry Art, social studies, foreign languages, PE, speech
Northeast Missouri State U. Kirksville, Missouri	Very good for our grads; good in our region	Most: Least:	Special education, industrial ed., math, science, English/speech/journalism combination, coaching PE, social studies, art, business education
University of Missouri Columbia, Missouri	Fair; secondary majors need teaching combinations, special skills (coaching), and mobility.	Most: Least:	Math, industrial arts, science, music, special education, teaching combinations, coaching Art, English, social studies, speech, PE
Glassboro State College Glassboro, New Jersey		Most: Least:	Physical science, biological science, math, industrial arts, special education Social sciences, PE, foreign languages, psychology
Eastern New Mexico Univ. Portales, New Mexico	Good for our grads and in region	Most: Least:	Industrial arts, math, science, PE, music, media, special education, bi-lingual, reading Social studies, art, distributive ed., languages, journalism, business education, drama
University of New Mexico Albuquerque, New Mexico	Fair outside city area; state outlook better	Most: Least:	Math, industrial arts, special education, science English, social studies, art, music, languages
Appalachian State University Boone, North Carolina	Bleak overall; good in special areas	Most: Least:	Industrial arts, special education, chemistry, physics, math, media, reading, business education Social studies, speech, English, foreign languages, PE, biology, art, home ec., music, speech
Youngstown State Univ. Youngstown, Ohio	Fair; better than elementary	Most: Least:	Science, math, math/science combination, special education, business ed., English, music Social studies, speech/drama, foreign languages
University of Tulsa Tulsa, Oklahoma		Most: Least:	Math, physical science, special education, industrial arts Social studies, home economics
Slippery Rock State College Slippery Rock, Pa.	Tight market	Most: Least:	Math, science, driver education Social studies, English
Temple University Philadelphia, Pennsylvania	Very bad; highly competitive	Most: Least:	Industrial arts, math, science, special education, reading Social studies, foreign languages, health education
Northern State College Aberdeen, South Dakota	Good prospects for our graduates and in our area	Most: Least:	Business education, distributive education, chemistry, English, general science, IA, math, media, social science, music, guidance, coaching Art, economics, history, PE, political science, sociology

University of South Dakota Vermillion, South Dakota	Good to excellent depending upon mobility	Most: Least:	Special education, science, math, IA, coaching, counselling Social sciences, PE
University of Tennessee Knoxville, Tenn.	Fair; listings up slightly from '74-'75	Most: Least:	Math, science, IA, special education Social studies, English, business education
Texas Tech University Lubbock, Texas	Prospects look good for our graduates, but employment poor in Lubbock area	Most: Least:	Math, science, reading, special education, band, coaching, counseling Home economics, art
Virginia State College Petersburg, Virginia	Low demand	Most: Least:	Industrial arts, special education, guidance Social studies, foreign languages, business ed.
Utah State University Logan, Utah	Fair	Most: Least:	Special education, ag, math, business ed., industrial education Social studies, art, foreign languages
Eastern Washington State Coll. Cheney, Washington	Fairly good	Most: Least:	IA, business ed., distributive ed., math, physics, chemistry, music, Spanish, girls' coaching, media PE, social studies, psychology
Univ. of Washington Seattle, Washington	Grim, bleak, but not impossible	Most: Least:	Special ed., reading, combinations, bi-lingual, vocationally certified business, some music Social studies, English, PE, foreign languages
University of Wyoming Laramie, Wyoming	Excellent, 80% or more; outlook good in our region	Most: Least:	Ag, home ec., business ed., distributive ed., industrial ed., music, math, special ed., coaching Social studies, PE, art, foreign languages

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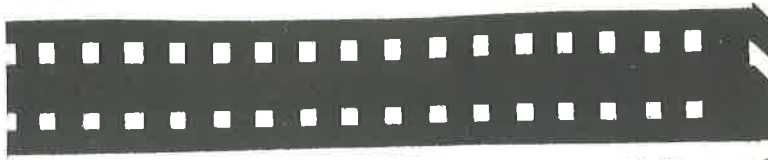
Vulnerability and accessibility of target area
Information provided by person making threat (specific or vague)
Possible motive for threat or actual bombing
Probable risks involved
Practicality of evacuation
Type of search to be implemented (overt or covert)
Who will conduct search

-Courses of Action

- Total evacuation
- Selective evacuation
- No evacuation

Each Army area has an EOD Control Detachment which can give information on the locations of Army EOD Detachments and set up training for your personnel. These agencies can give you information on what is available to help your school should a bombing incident arise, how to obtain their services and exactly what assistance they are able to give. Thanks are given to the FBI Bomb Data Program and the Bureau of Alcohol, Tobacco and Firearms for their charts and as reference sources. **Bomb Threats** is the Training Circular 19-5 and was

written by the U.S. Army Military Police School, Fort McClellan, Alabama. The information conforms with approved Department of the Army doctrine and is intended to complement existing literature. Headquarters, Department of the Army, Washington, D.C. 29 August 1975.



MEDIA CORNER

Howard A. Swan, Jr.

There is little doubt that violence in the schools is on the increase. The security industry has grown tremendously in recent years to combat the many forms of vandalism which plague not only inner-city schools but suburban and rural schools as well.

The June, 1976 issue of **School Product News**—a trade publication for school and college administrators—reported in its second school security survey that “the total cost of vandalism in public schools in this country is now estimated to be \$500—\$600 million”—a five-fold increase in the last five years! This survey further revealed that the average school district cost of vandalism was \$63,000.00—about \$3.75 per pupil! Congress apparently recognizes the magnitude of the problem in that it has mandated the Safe School Study by the National Institute for Education. This study will survey a stratified sample of 4800 schools and also report exemplary programs of vandalism prevention.

The purpose of this column is not to suggest the causes of violence

and vandalism in America's schools—that task has been assigned to a variety of others. The intent of this column is to suggest instructional resources which may shed light on ways to deal with violence and vandalism in the schools.

16mm Films

New Approaches to Big Problems
Media Five, 29 minutes, \$375, Rental \$45.

Ideas on a variety of problem areas including discipline, human relations, authority, self-concept, truancy, and violence.

Emotional Development: Aggression
CRM, 19 minutes, \$295, Rental \$35.

A probe into the roots of aggression; the idea is expressed that if aggression is learned in a social context then by the same token, it can be altered in a social context.

Using Values Clarification
Media Five, 29 minutes, \$375, Rental \$45.

Dr. Sidney Simon discusses development and meaning of values clarification and demonstrates the

strategies with a group of high school students.

Childhood Aggression

Media Guild, \$425, Rental \$35.

A film based on an actual case history involving a child and his family. Documents the environment, the child's aggressive behavior and the treatment for modifying the behavior.

The Vandals

Xerox, \$360.

With Harry Reasoner as host, this film examines the social causes for vandalism—from the unthinking litterbug to the malicious arsonist.

Human Aggression

Harper & Row, 22 minutes, \$360., Rental \$36.

A film by Stanley Milgram which depicts spontaneous occurrences of aggression in real life and relates them to scientific principles and laboratory findings.

Sound Filmstrips/Sound Slides

An Inquiry into the Nature of Man: His Inhumanity and His Humanity
Center for Humanities, \$114.50, sound/slide set with two trays. Examines our inhumanity to each other and humanity toward others

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and the struggle to express the best of ourselves. Available in a middle school and a high school version.

Man Against Man: A Study in Aggression and Conflict

Center for Humanities, \$114.50, sound/slide set with 2 slide trays. Suggests that aggression is a culture-induced value and ways to direct aggressive energies. Available in a middle school and a high school version.

Law in a Democracy Series

Guidance Associates, 3-part sound-filmstrip program, \$129.50

Designed to give secondary students a realistic understanding of the legal system—its failure and success and the direct influence on people's lives.

Your Civic Responsibility

Guidance Associates, \$48.50.

Challenges young people to discuss their own feelings and responsibility in their communities.

Audio Tapes

Psychosocial Roots of Violence

47 minutes

Dr. Judd Marmer defines and examines the manifold forms of violence and focuses on the sources of destructive action. He argues for appropriate societal response.

Is Man Born Violent?

48 minutes

Dr. Isidore Ziferstein suggests that man is violent because of environmental factors and calls for de-emphasis on competition, and for child development in human-centered, even-handed, home environments.

Inner City School Problems: An Educational Wasteland

Sigma Information Inc., \$42.00

An engaging and provocative series of six tapes which confront the problems of inner city school by Dr. Wesley Amar.

Addresses:

Center for Humanities
Two Holland Avenue
White Plains, NY 10603

CRM/McGraw-Hill Films
1221 Avenue of the Americas
New York, NY 10020

Guidance Associates
757 Third Avenue
New York, NY 10017

Harper & Row Media
10 East 53rd St.
New York, NY 10022

Media Five
1011 North Cole Avenue
Hollywood, CA 90038

Media Guild
Box 881
Solana Beach, CA 92075

Pacific Tape Library
5316 Venice Blvd.
Los Angeles, CA 90019

Sigma Information, Inc.
545 Cedar Lane
Teaneck, NJ 07666

Xerox Films
245 Long Hill Rd.
Middletown, CT 06457

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and played more aggressively with the toys than did children in the control group.

Conclusions

Where does this research lead? While explaining aggressive behavior is extremely difficult, it does seem justifiable to conclude that the causes of such behavior are multiple—cultural, social, and psychological. Influencing factors include cultural values and early experiences with aggressive behavior. In short, it appears that individuals learn to be aggressive through observation and imitation in an environment where aggressive behavior is made reinforcing to them.

The research findings suggest to these writers that if one wishes to reduce or ameliorate aggressive behavior, the reinforcing value of such behavior must first be diminished in the home, school and community environment. Alternative responses such as cooperation and negotiation could be taught to achieve that which is desired. The provision of brief aversive consequences for aggressive behavior could be practiced. One must ask, however, will such attention to aggressive behavior be forthcoming in an environment such as ours where violence and aggressive behavior is so frequently rewarded?

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been frequent and assaults against members of the staff have been rare.

Violence in the Bellevue School District has been directed primarily at property. Between the fiscal years 1970-71 thru 1973-74, property losses rose from \$1.35 to \$3.03 per student. In the fiscal year 1974-75, however, the problem of arson entered the picture and due to the losses resulting from four arson fires, one costing over \$640,000 and another some \$130,000, property losses rose to \$38.06 per student.

During the last fiscal year during which time there have been no major fire losses, property losses due to crimes against property probably will drop in the Bellevue School District to between \$3 and \$4 per student.

It is felt that education, developing a greater respect for authority and property belonging to others, including the public, is in the final analysis the ultimate answer to the growing problem of violence, which really is a community problem.

Also, Bellevue Public Schools, working in cooperation with the Bellevue Police Department, have installed mini precinct stations in two of its facilities (one in each of two police zones) to provide the additional benefit to the district of having the police frequent the campus of these two schools.

At this time, Bellevue has had no extended experience with which to evaluate the effectiveness of its intruder alarms, however it already is felt that the use of the police mini station is a beneficial experiment to both the police and the school district. It is expected that the alarm system will pay for the capital investment by reduced insurance premiums, according to insurance sources, as well as reducing disruptions to the educational process.

Harry W. Wilson is Project Manager for Security Systems Development, Bellevue School District No. 405, 310 102nd Avenue N.E., Bellevue, WA 98004.

More Reports from Security Officers [Cont.]

credits the Student Security Aide programs with preventing seven race riots. Additionally, he states that police-school-student relations have improved greatly.

....Education in our district is now effective for the teacher to teach and the student to learn whether the teacher or student be an Indian, Oriental, Black or white.

....Ralph C. Elam

Ralph C. Elam, Security Educator for DeKalb County Schools (Georgia), reported problems of crime, violence, and vandalism at a minimum. The administration chose to work at solutions through local effort and local control. There is an intrusion alarm system to back up police.

Elam calls the response to the problems effective: "Education is now effective for the teacher to teach and the student to learn whether the teacher or student be an Indian, Oriental, Black or White person."

Stan Rideout, Chief of Security of the Pittsburgh Public Schools of their responses to crime, violence and vandalism:

"We have attempted to include and involve students in the resolution of these problems. We have an on-going Student Security Aide program in six of our senior high schools. For the past two summers we have assigned 200 Neighborhood Youth Corps youngsters to our Student Vandalism Patrol (male and female--White and Black). The young people patrol school yards encouraging other youngsters to 'throw a ball instead of a stone,' etc."

"Our (Adult) Security Division including our six-vehicle Security Mobile Unit works toward prevention of crime and the quick handling of problems as they erupt."

Rideout also stressed the close work with the Pittsburgh police.

Are these responses effective? Rideout calls attention to no loss of school days because of disruptions in the last four years, and a decline in vandalism when the Student Vandalism Patrol is on duty. He

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progress feedback.

Most educational directors obviously viewed their programs as extensions of public schooling. Perhaps this is because youth are detained so briefly that adjustment or dramatically different remedial or corrective educational programs seem unlikely alternatives to the directors of education programs.

Inadequate budgets for classroom facilities, materials, and inservice training could facilitate the use of new and untried methods. Curriculum supervisors could participate in inservice activities to insure carry-over, encourage implementation of suggested programming ideas, and provide a built-in program monitoring system.

Special Education in Correctional Facilities

Remedial methods, materials, and other aspects of special education are necessary to supplement the life adjustment curricula. Besides special class arrangements where necessary, educational diagnosticians are needed to assess handicapping conditions and collaborate with other personnel in the development of adequate educational prescriptions for these handicaps. Institutions should include programs for black, Latino, Indian, and other minority group studies in their curriculum options.

Grouping

Apparently, youths are often assigned to an educational program or to specific classes on the basis of available space. Greater consideration should be given to more adequate grouping or clustering of the youth according to a combination of results from academic tests, both informal and formal, age, interests, and career development of delinquent youth.

The main overall impression provided by the survey data is that the educational model relied upon in most institutions is an outdated traditional one borrowed from the public schools. It should be recognized that this model has already failed these youth in their home communities. Comments which accompanied the survey instrument indicated that many of the educational program directors are painfully aware that their institutions need a revised con-

tinuum of programs and services. The directors described program aspects which were unquestionably novel, in an attempt to provide substantive planned change where vacancies now exist.

Moderate program revisions applied to a worn-out delivery system probably serve only to reinforce social, personal, and vocational failure training were frequently cited as obstacles to effective instruction in institutional programs. The problems may go beyond this, however. On the basis of the present survey and other considerations, several changes in educational programming in institutions for juvenile delinquents are put forward for consideration by educational policy makers and other professionals in the field.

Personnel in Correctional Facilities

Informal observation and numerous literature reports indicate that a large fraction of juvenile delinquents exhibit educational handicaps of various kinds. Teaching staff at institutions should be certified in instruction of learning disabled and behaviorally disordered youth, in addition to certification in content areas. Sequential inservice training programs, in association with universities or state departments of instruction, are one recommended way of accomplishing this.

CURRICULUM DECISIONS AND CONTENT

Curriculum for delinquent youth should be aimed at competencies needed for adjustment in the world of work and leisure. A major aspect of this would be a series of modules or packages to train skills required for a youth to successfully enter into technical training, unskilled, and semiskilled areas of employment. On-grounds career simulation centers should be developed.

Instructional objectives need to be prepared not only on the basis of deficits shown on formal and informal assessment, but also in terms of the social skill development and career goals of the youth in question. Educational programming for delinquent youth should not be based on contact hours or units or credit, but on individual career education plans developed for each pupil upon entry into the program.

Curriculum supervision should disseminate information on new curriculum content. This process

should include inservice training programs to demonstrate such materials for the consumers being served. The programmatic grease being applied in patchwork fashion to institutional educational programs continues to obscure the issues. Is it possible that what is needed is not a little grease, but a radical overhaul of the present system?

Many examples already exist of curriculum methods and materials which are being utilized in regular school programs to assure success for all children, after having been developed from an understanding of the needs of exceptional children (Bush & Giles, 1969; Canfield, Wells & Hall, 1972; Dinkmeyer, 1973; Educational Research Council of America, 1972; Frostig & Horne, 1964; Kephart, 1971; Miele & Smith, 1975; Randolph & Howe, 1971; Ross & Ross, 1974; Valett, 1967).

These curriculum applications from special to regular education are noteworthy and must be expanded, particularly in areas of high priority. One such area is that of teaching children self-control. It is believed that the common denominator for disruptive behavior is a lack of self-control. To effectively cope with the requirements and challenges of the classroom, a child must develop the capacity to control his own behavior, even when faced with frustration. In our terms, self-control is defined as one's capacity to direct and regulate personal action (behavior) flexibly and realistically in a given situation.

Any child or group of children with lags or weaknesses in self-control can be helped substantially by a curriculum tailored to develop skills and confidence in this area. Our position is that a specialized curriculum, presented within a context of positive relationship and sensitive teaching, offers the most direct and enduring means of overcoming disturbances associated with problems in self-control. Recently developed is such a curriculum (Fagen, Long & Stevens, 1975) designed for the following purposes:

1. To reduce disruptiveness, improve school adjustment, and prevent behavior and learning disorders.
2. To strengthen the emotional and cognitive capacities which children need in order to cope with school requirements.

3. To build control skills which allow for an effective and socially acceptable choice of action.
4. To enhance value for the teacher-learner and educational process.
5. To promote a more desirable educational balance between cognitive and affective development than that which currently exists.

Primary Prevention Program for School Age Children

1. It should be available to all children.
2. It should begin as early as possible in the child's development.
3. It should focus on the concept of health rather than illness or pathology.
4. It should be educationally focused.
5. It should emphasize normal adult-peer-self interactions.
6. It should be functional to the teacher.
7. It should be intrinsically pleasant and satisfying to children.
8. It should be inexpensive enough to be applied on a mass basis.
9. It should increase or strengthen skills for effectively coping with stresses of living.

The self-control curriculum appears to meet all of the above conditions of a successful and well-designed prevention program. While we do not claim to have created a comprehensive prevention program, we do believe our curriculum provides the average elementary school teacher with a direct and realistic means of enabling pupils to strengthen their coping skills.

Under development and currently under field test analysis are over 900 specific activities for teachers to use with pre-school through secondary level children. These materials **Activities for Teaching Children Self Control** (Dembinski, Fagen, Long and Mauser) we feel, will fill a necessary void by meshing together both affective and cognitive tasks that will lessen the possibilities of deviant behavior and learning problems in our nation's youth.

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Busing in Detroit

As in any city facing the inauguration of court-ordered busing, the possibility of violence was a nightmare for Detroit. To forestall the expected, a strategy involving two major thrusts was established. One was the establishment of a specially trained police task force which had access to the lessons from other cities, the information which could be made available by the various intelligence sources, and assistance from community groups. The other was an extensive public relations campaign in which political, civic, union, and religious leaders, many of whom were lukewarm if not antagonistic to busing itself, made their position clear and public that,

regardless of their views on the merits of the order, it was everyone's duty to comply. The message made over and over again was that violence was wrong.

The week the buses started to roll, once again school headquarters housed a command post. Into this one was fed detailed reports from a radio network reaching every bus, from the Police Department switchboard, from the security people in the schools, from a unit of the Justice Department, and from some fifty citizens monitoring in schools. The input was thorough enough so that within minutes it was possible to identify the registered owner of a car following a bus.

The data for the first morning was typical. In the entire city, one small group of parents carrying signs marched across the street from one school, twenty demonstrators carrying signs marched before television cameras outside school headquarters, one car drove across the path of a bus to force it to the curb, outside one school a pro-busing picket line appeared, and, in the schools, 23 students were ticketed for loitering in a middle school.

The last-mentioned has some interest. It is the custom in Detroit for classes to start the first day in elementary schools and middle schools; in the high school, students stay home while the teachers and administrators prepare for the official start the next day. Often the high school students use the holiday to visit and, occasionally, bedevil the elementary and secondary schools from which they came. Because busing had begun the first day of the second semester, that situation occurred. At one middle school in an area rife with gangs, the teachers saw that some students who had just graduated to a neighboring high school were in the halls. The teachers ushered those students from the building. While the students were milling about an outside door they were spotted by a patrol car, which called for reinforcements, and they ticketed all of them.

The middle school in question was one so often invaded by intruders that teachers customarily locked the doors during class periods. As an aftermath to the ticketing episode there was a drop in intruders and it became possible

once again for the school to operate in a less wary manner.

As context for the relative peacefulness in schools when busing began, all one would have had to do was listen to the police radio. This year Detroit will be breaking its old record for homicides. The calls to police squad cars are an unrelenting stream of reports on fights, knifings, and hold-ups. The schools on that day were an island in a surging sea.

The court order for a Uniform Code of Student Conduct called for dissemination throughout the school system and for changes in reporting standards. At first both were handled in so perfunctory a manner that the shortcomings had to be called to the attention of the court, and greater vigor brought into both processes. Citizen monitors are now administering short tests to determine how well students and teachers understand the code. The reporting system is being revised so extensively that statistics comparing years may well be reflecting changes in process rather than events.

In the period since busing began, the schools have been going along pretty much as in the recent past. Suspensions are running about eight thousand a year; in most high schools there are three or four security officers. What is worth discussing later is that for one crucial week the level of trouble was controlled.

A more recent appraisal resulted from concern which was set in motion when one of the newspapers decided to run a feature story, "Detroit's Blackboard Jungles," in a Sunday edition and, on its front page, publish stories written by reporters who had gathered information within the schools. The headlines, rather than the content of the stories, were scary.

Monitors in the Schools

To decide on its own course of action the Monitoring Commission held a luncheon at which citizen monitors in the schools told of their experiences. These people, with one exception, told of stringent security measures: in most schools, only one door could be entered from outside the building. Students and authorized school personnel had been issued identity cards which included color portraits, and in most schools teachers and

security people did stop individuals and demand to see identification, unless it was worn on an outer garment.

Of some interest was the experience of the monitors in the schools which had been the subject of newspaper comments. They expressed their surprise at what they had seen and heard. With the exception of one instance where a fist fight had been witnessed, they had found on the days they had observed the hallways and classrooms were quiet and orderly, although the lavatories, especially for girls, were reputed to be the setting for unobserved incidents. Later, at a news conference when the findings were interpreted as evidence of improvement, an astute reporter asked the monitors whether they based that statement on first-hand knowledge in previous years or on a contrast with expectations derived from news reports. The monitors said in effect that their personal baselines were the impressions garnered from the media.

Now, keeping in mind the data, such as they are, summarized at the three reference points, let us deal with the questions posed at the outset.

Are we at a turning point? Clearly all we have to go on is material from one large city. It may or may not be representative. This year in that city anyone whose impressions of violence in schools were derived from generally promulgated reports would be very likely to be astonished at what he or she would see or hear upon walking into most schools on an average day. There are few schools where one would see wild scenes with any frequency. There would be occasions when what would be perceived as relative calm would be broken by violent events. They do occur. In the average high school or middle school, the incidence would amount to four or five per thousand students per week.

What would be more salient is the time, energy, and personnel involved in preventing or dealing with incidents. At the start of the school day in most secondary and middle schools, the administrative staff is busy the first hour in intensive conferences with students and parents to deal with complaints, decide on what to do about past offenses. The observer would see administrators and

teachers walking through halls, posted at doors, and on the qui vive. They would see doors locked against intruders. They would see security guards in the schools and witness squad cars patrolling past school buildings. Some observers would feel uncomfortable and wonder how students could be adjusting to a "police state" atmosphere. After a while the observer would probably accept this, as have most students and educators, as on a par with their experiences in attending a heavily policed sports event or popular music concert. Police protection seems needed in the totality of our society; the schools are no exception, at least, not now. The cost is heavy whether measured in dollars or the energy available for education.

Questions about the Future

Our schools, as have our cities and our shopping centers, have learned to live with violence by increasing the resources devoted to containing it. There remain a last series of questions about the future. If we can contain and even reduce levels of violence, at what point can we free up resources to deal with causes? Let us mention only one. The reader will recall that at our first reference point, unemployment figured as a condition correlated with violence. As this is written, in the city which we have used as an exemplar, forty per cent of black youth are unemployed. If we were to assume that it is one of the root causes of our trouble, what would schools have to do to increase employability? To produce a public which would support programs to increase employment opportunities? If it seems quixotic to even contemplate the possibility that some day soon we can make up to our schools for the resources drained off to produce an environment conducive to education so that education can be improved both quantitatively and qualitatively, let us recall that the word "quixotic" has something to do with a hero who dreamed impossible dreams. Let us assume that it just may be possible we can find ways to reverse a trend which has robbed at least one urban American generation of its intellectual birthright.

1. William W. Wattenberg, "A Phenomenon in Search of a Cause," *Journal of Criminal Law*, etc., 1957.

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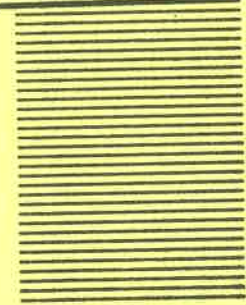
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