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The Social History Delinquency Scale

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THE SOCIAL HISTORY DELINQUENCY SCALE

(TITLE)

BY

MARY A. BYRNE

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

MASTER OF ARTS

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1975

YEAR

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THE SOCIAL HISTORY DELINQUENCY SCALE

BY

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Abstract of a thesis

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Abstract

Twenty four delinquents from Coles County, Ill. and twenty four non-delinquents were given the Social History Questionnaire (Best and Ericksen, 1973). The two groups were matched on age, sex, and self-reported social status. An item analysis was performed and the questions which differentiated between the delinquents and the nondelinquents were identified. A delinquency subscale was then developed from the 54 significant questions.

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Table of Contents

Abstract	i
Acknowledgments	ii
List of tables	iii
Introduction	1
Factors differentiating delinquents from nondelinquents	1
Emotional disturbances	1
General emotional disturbances	2
Anxiety	3
Depression	3
Guilt feelings	3
Anger	4
Emotional control	4
Thought disturbances	4
Compulsions	5
Time perceptions	5
Behavioral and psychosomatic disturbances	6
General	6
Sexual problems	6
Interpersonal relations	7
Power-oriented	7
Autocratic	7
Narcissistic	7
Egocentric	7
Sadistic	8
Aggressive	8
Rebellion	8
Submissiveness	8
Dependency	9
Cooperation	9
Childhood	9
Family composition	10
Ordinal position	11
Accidents	11
Living arrangements	11
Education	13
Childhood symptoms	14

Relationship with parents	14
Affection	14
Rejection and neglecton	15
Discipline	15
Attitude towards the mother and father	18
Information about the parents	19
Employment	19
Education	20
Habits	20
Mental illness	21
Relationship between the mother and the father	21
Employment status	21
Previous prediction scales	23
Purpose of the study	25
Method	26
Subjects	26
Materials	26
Procedure	27
Statistical analysis	28
Results	29
Discussion	38
Home background	38
Trouble with the police, or trouble in school	39
Self-concept, personal traits and characteristics	40
Relations with other people, adults, and peers	42
The school	43
Limitations of the study	45
References	46
Appendix I: A sample social history questionnaire for adolescents	50
Appendix II: The Lawshe-Baker Nomograph	68

List of Tables

Table 1: Social History Questionnaire items which differentiate between the delinquent and nondelinquent groups . . .	30
Table 2: Mean and standard deviation for the delinquent and nondelinquent groups	33
Table 3: Frequency distribution of subscale scores for delinquents and nondelinquents	34
Table 4: Percentage distribution of subscale scores for delinquents and nondelinquents	35
Table 5: Expectancy Table	37

Juvenile delinquency is a major problem in the United States today and one that is far from solution. However, this is not because efforts have not been made to solve the problem. Considerable research on the subject has been collected over many years. These research studies have led to topologies, causations and a better understanding of juvenile delinquency.

Much of this information has been collected in large urban cities by examining single or multiple factors relating to delinquency. Some studies have involved only the delinquents without using controls. Other studies on delinquency have used cross-cultural variables to find the sociological and cultural effects on delinquency. Some research has involved a longitudinal approach to the problem by following the children as their development takes place through adolescence. Much of this research is conflicting and many answers have yet to be found.

What follows is a review of many factors which have been studied in the past, and have been found to differentiate between delinquents and nondelinquents. These factors and the literature associated with them give an overview of the delinquent and his parents. These factors include emotional disturbances, thought disturbances, behavioral and psychosomatic disturbances, interpersonal relations, childhood, relationship with the parents, and information about the parents.

Also included below are studies which have developed and/or used delinquency prediction scales.

Factors Differentiating Delinquents from Nondelinquents

Emotional Disturbances

Because it seems logical the emotional disturbances and juvenile delinquency would be (or are) related, many signs of emotional disturbances

in delinquents have been studied. These include: anxiety, depression, guilt, anger and hostility, emotional control, and general emotional disturbances.

One of the most significant and well known teams of researchers in the field of juvenile delinquency are the Gluecks. Sheldon and Eleanor Glueck began studying delinquency in the 1920's. In 1940 they started a systematic study to find the causes and factors in delinquency by comparing 500 delinquents and 500 nondelinquents matched on age, intelligence, National (ethno-racial) origin, and residence in underprivileged neighborhoods. Their delinquents were serious and persistent offenders who were in a state correctional agency. The nondelinquents had no court record except that of a single "boyish prank". The four main levels in which they were interested were: (1) the socio-cultural level, (2) the somatic level, (3) the intellectual level, and (4) the emotional temperamental level. Their study was completed in 1950 with the publishing of their book, "Unraveling Juvenile Delinquency". Much of the research cited below comes from this extensive study and later studies by the Gluecks.

General emotional disturbances. The Gluecks (1950) found that psychopathy, asocial, poorly adjusted, and unstable personalities were more frequently found in delinquents, but that neuroticism and psychotic trends were found more often in nondelinquents. They also found that emotional conflicts were more frequent in delinquents but that nondelinquents were more emotionally stable. This suggests that not only do delinquents have more conflicts but they also are not able to cope with these conflicts effectively.

The Gluecks work in delinquency has stimulated considerable research in this area. For example, Pati (1966) studied the personality pathology of

delinquents and found that most of the above was true. He studied 75 delinquents who were divided into three groups: first offenders, recidivists, and murderers. These were matched with 75 nondelinquents on age, educational standard, economic status, and locale of residence. The Rorschach Inkblot was used to collect the data in this study. He found that most of the delinquents, 66% of the first offenders, 80% of the recidivists and 60% of the murderers, appeared to manifest tendencies for unstable, neurotic, and psychotic personalities. However, the Gluecks found this to be true only for nondelinquents. The discrepancy between these studies may be due to the method of collecting data. The Gluecks used psychiatric interviews to obtain their psychological data while Pati (1966) used the Rorschach.

Anxiety. The Gluecks (1950) compared delinquents and nondelinquents on feelings of insecurity and/or anxiety. They found that a lesser proportion of the delinquents had feelings of insecurity and/or anxiety in marked degree. Dorn (1968) found the opposite true in a less controlled study. Dorn concluded that, "The findings in this study tend to support...that institutionalized delinquents are...more likely to be alienated and anxious." A possible reason for the difference between these two studies might be that the data was collected in different ways; the Gluecks used interviews and Dorn used tests. This factor would seem to need more investigation and further study.

Depression. The Gluecks (1950) found no significant difference between the delinquents and nondelinquents in terms of depressive trends. They found that 96.3% of the delinquents and 98.6% of the nondelinquents were entirely free from depression.

Guilt feelings. Silver (1963) took a group of psychopathic delinquents

and matched them for age and intelligence to three control groups. The control groups were (1) mild offenders from the same institution to control for environment, (2) a group of orphan home residents to control for the high amount of broken homes, and (3) a group of nondelinquent high school students. Silver gave all the subjects six TAT pictures and the Pd scale from the MMPI. It was found that guilt feelings were expressed less by the psychopathic delinquents than any of the controls. This would seem to be pertinent since the Gluecks found a significant number of psychopathic personalities in their delinquent group.

Anger. The presence of conscious or unconscious hostile impulses against others without a normal reason for them was found to be stronger in delinquents than in nondelinquents by the Gluecks (1950). A sharp difference between these two groups on marked hostile impulses can be seen (60.1% of the delinquents as compared to only 37.2% of the nondelinquents).

Emotional control. Destructiveness and impulsiveness are both related to anger and can be viewed as indicators of emotional control. Both of these variables have been studied by the Gluecks (1950). As would be expected, a much larger proportion of the delinquents than the nondelinquents were markedly destructive. In addition, 20.5% of the delinquents reveal this characteristic in mild or suggestive degree as compared to only 8% of the nondelinquents. With respect to impulsiveness, 43.5% of the delinquents showed marked to slight impulsiveness compared to only 18.5% of the nondelinquents.

Thought Disturbances

Many studies have dealt with the thought disturbances in delinquents and nondelinquents. The literature on two thought disturbances which will

be reviewed below include compulsions and time perceptions.

Compulsions. Significantly fewer delinquents have compulsory trends than do nondelinquents. Gluecks (1950) show this by stating that 79.3% of the delinquents were absent of compulsory trends compared to 69.9% of the nondelinquents.

Time perceptions. Kulik, Stein, and Sarbin (1968) matched 100 delinquents and nondelinquents with respect for age, race, vocabulary intelligence scores, and social status. They found that the nondelinquent subjects showed a more extended future time perspective than delinquent subjects.

Time estimation was also studied by Siegman (1961). In his study, delinquents and nondelinquents of lower socio-economic status were asked to estimate the length of time between stop watch clicks for 5-, 15-, and 25-second intervals. The results supported the hypothesis that time estimations of the delinquents would be shorter than those of the nondelinquents. However, Barabasz (1970) found the opposite to be true. In one phase of his study he showed delinquents and nondelinquents four cartoon series with animals working towards a goal. The subjects were to mark how long they thought each cartoon was. The results showed the time estimation of delinquents to be longer than those of the nondelinquents. It would seem by comparing the two previous studies that when a time-estimation task is goal directed and possibly unpleasant in some way that it would seem longer to the delinquent than the nondelinquent. When the task is just time-estimation the delinquent perceives the time as being shorter than the nondelinquent.

Behavioral and Psychosomatic Disturbances

General. Badami (1965) studied some of the factors of juvenile delinquency. He used two groups of subjects, delinquents and nondelinquents, with 150 in each group. These were matched on the basis of age, intelligence, and economic status. He used a family relationship questionnaire and character evaluation form devised by Dr. A. S. Patel and an Adjustment Inventory standardized by Dr. H. S. Ashthana. Badami presented no statistical evaluation of his data. He found that at the time of selection, a higher number of the delinquents had weak and average healthful living compared to the nondelinquents. Symptoms of good health were found more frequently in the nondelinquents. This study was done in some of the districts of Gujarat, India, and therefore, may only have limited value with respect to the subject of delinquency in the United States. This may explain the discrepancy between Badami and the Gluecks' findings. The Gluecks (1970) found that there was no difference between delinquents and nondelinquents concerning poor health at the end of the period of study and severe illness or physical disabilities during the period of study.

Badami (1965) also found that the delinquents were more addicted to smoking, gambling, drinking, and other addictions such as snuffing, tobacco taking or chewing, in comparison to the nondelinquents.

Sexual problems. In the study conducted by Silver (1963) it was found that delinquents expressed sex needs and problems more openly than did the controls. This does not mean that the delinquents had more sexual problems and needs than the nondelinquents, but that they expressed them more often in written or verbal form.

Interpersonal Relations

Several factors are described below which show patterns of the delinquent's interpersonal relations. These include power-oriented, autocratic, narcissistic, egocentric, sadistic, aggressive, rebellious, submissive, dependent, and cooperative.

Power-oriented. The Gluecks (1956) studied helplessness and powerlessness in delinquents and nondelinquents. According to the Gluecks, these variables were associated with an unconscious kind of insecurity in which "the individual feels himself incompetent, especially as regards changing or influencing anything, and most particular the course of his own life". They found that the absence of the feeling of helplessness and powerlessness was associated with delinquency.

Autocratic. The Gluecks (1950) found a difference between delinquents and nondelinquents on general surface contacts with other people. Although this difference was significant, they concluded that there is little, if any, actual difference in the way in which each group expresses their contact with people in general.

Narcissistic. With respect to narcissistic trends, that is, increased need for power, superiority, prestige, status, and admiration, the Gluecks (1950) found that a higher (though not very large) proportion of the delinquents follow this pattern in seeking to satisfy their needs. Such trends in marked degree were found in 13.2% of the delinquents, as compared to 5.5% of the nondelinquents.

Egocentric. The Gluecks (1950) defined this trait as "self-centered, inclined not to make allowances for others (and) selfishly narrow in view-

point". They found this more in delinquents than in nondelinquents (13.7% of the delinquents, compared to 2.2% of the nondelinquents).

Sadistic. As concerns destructive-sadistic trends, the Gluecks (1950) believe that the delinquents have the tendency to "destroy, to hurt, and so on" in greater degree than the nondelinquents. They state that 48.7% of the delinquents showed destructive-sadistic trends from slight to marked degree compared to only 15.8% of the nondelinquents.

Aggressive. The Gluecks (1950) found that a much higher percentage of the delinquents (15.1%) than of the control group (5%) are more aggressive, and "inclined to impose their will on others--a positive quality, whether uncomplicated or compensatory" (page 245). Horrocks and Gottfried (1966) found a negative correlation between delinquency and aggression when they gave the TAT to 27 delinquents and 55 nondelinquents. Although this study did not have the controls that the Gluecks did, they still reached a similar conclusion.

Rebellion. This trend, as studied by the Gluecks (1950) was seen as aggression in a negative sense. They stated that defiance was seen as,

"aggressive self-assertion born out of deeper insecurity or weakness and therefore often indiscriminate in its aims and means and usually directed against somebody or something rather than towards a positive goal" (page 219).

They found that 51.4% of the delinquents exhibited slight to marked defiance, compared to only 11.5% of the nondelinquents.

Submissiveness. The Gluecks (1950) considered this trait as the,

"abandonment of self-assertion in the attempt to gain security by submitting to other, especially to those who are believed stronger and also to the more anonymous power of institutions, public opinion, and conventional usage" (page 219).

They found a large difference between delinquents (26.6%) and nondelinquents (79.5%) on marked submissiveness. Submissiveness was totally absent in 28.7% of the delinquents as contrasted with only 2.1% of the nondelinquents. In a later work (1970) they state that "nonsubmissiveness to authority" is one of the five variables which identified juvenile delinquents at age two or three and one of the two character traits and three social factors which also identified potential delinquents.

Dependency. Marked dependence on others was found by the Gluecks (1950) to be negatively associated with delinquency, as shown by the considerable difference in incidence of the trait between the total group of delinquents and that of the nondelinquents. Only 68.3% of the delinquents were dependent on others compared to 85.6% of the nondelinquents. Dependence, here, was associated with the tendency to cling to others rather than stand on their (the subjects) own feet.

Cooperation. The Gluecks(1950) used the following to define cooperation: "surface contact within some sort of common work or enterprise in which it is necessary that two or more people should work together without mutual obstruction" (page 227). They found that a substantially lower proportion of the delinquents than the nondelinquents were clearly cooperative with the people with whom they were closely related in their daily contacts.

Childhood

The childhood situation of delinquents and nondelinquents has been a major object of study in the past; this can be seen by the large amount of research available on the subject. Some of the aspects of childhood which are reviewed below include: the family composition, number of children in the family, the ordinal position of the child, accidents in childhood,

living arrangements, education, and childhood symptoms.

Family composition. Gibson and West (1970) investigated the family composition of 411 boys age eight to nine. These boys represented the total male membership of second grade classes in an urban, working class neighborhood. After all the boys had passed their fourteenth birthday the authors searched the criminal records office at the local children's department in order to find delinquency records of any of the boys tested. The boys were then divided into three groups: 30 boys who had been convicted of some offense, 37 boys who were classed as unofficial delinquents on the basis of reports of delinquency acts but not resulting in conviction, and 294 boys who were free from any findings of guilt and had not attracted notice for delinquent behavior. Gibson and West (1970) found that 50% of the convicted delinquents had six or more children in their families compared to only 17.3% of the reported delinquents and 12.6% of the nondelinquents.

The Gluecks (1950) confirmed Gibson and West's findings. They found that the mean number of children in the families of the delinquents was 6.85 with a standard deviation of 3.45. This was higher than the nondelinquents, for they had a mean of 5.9 children and a standard deviation of 3.46.

Koller (1971) studied the factors of parental deprivation and family background of female delinquents in Australia. The author in this study randomly chose 121 girls at a training school and 101 unmarried girls from the population at large with similar socio-economic status and age as the delinquents. It was found that the family size of the delinquent girls was 4.18 as compared with the average Australian family of 2.48 persons in 1967 (Yearbook, Australia, 1967). The fact that this study was done in a different country may be the reason for the difference between the studied cited.

Even though there was a difference between them, all three of these studies show that the delinquents come from a larger family than the non-delinquents.

Ordinal position. In the study cited above, Badami (1965) found that a great number of delinquents were an only child, the youngest child, or the eldest child in the family, while the nondelinquents were found to be the intermediate in the rank in the family. This study was done with controls and each group was matched with respect to age, intelligence and economic status, although no statistical evaluation was presented.

The lack of statistical significance in Badami's study may be the reason for its contradiction with the Gluecks' (1950) findings. The Gluecks found that 60% of their delinquents and 47.3% of the nondelinquents were the middle child. Consequently, they concluded that a lower proportion of the delinquent boys were only children, first children, or the youngest child.

Accidents. The Gluecks (1950) also found that 33.2% of the delinquents compared to 15.4% of the nondelinquents had had serious accidents.

Living arrangements. The study cited above by Badami (1965) found that "a significantly greater number of delinquent children were coming from broken families" than nondelinquent children (page 137). The Gluecks (1950) research is consistent with this and they conclude that: "no fewer than six

in ten (60.4%) of the homes of the delinquents, compared with only a third (34.2%) of the homes of nondelinquents, had in fact been broken by separation, divorce, death, or prolonged absence of a parent" (page 122).

The Gluecks found no difference between the two group in terms of the age of the boy at the time of the first breach in the family life. Cohesive-

ness of the family was later found to be one of the three social factors for the identification of potential juvenile delinquents at 5-6 years of age, with less family cohesiveness being more predictive of juvenile delinquency.

Koller (1971) cites similar findings. He found that 61.5% of the delinquent girls and 12.9% of the nondelinquent girls experienced parental loss or depredation.

The Gluecks (1950) found that only 50.2% of the delinquents lived with both of his own parents, contrasted with 71.2% of the nondelinquents. Of those delinquents who only lived with one parent, it was found that only 15.6% did not live with their own mother, but 41.2% did not live with their own father. These percentages are substantially higher than those of the nondelinquents. Of the nondelinquents who only lived with one parent, it was found that only 7.2% did not live with their mother, and 24.8% did not live with their own father.

Another approach to parental marital status is that used by Lunden (1964). He cites statistics from different states concerning the marital status of delinquents' parents. He found that in Fulton County, Georgia, in 1961, that 60% of the white parents and only 33% of the black parents of delinquents were living together. He also found the same thing to be true in Philadelphia County, Pennsylvania, in 1960. In that county only 60% of the white and 33.4% of the black parents of delinquents were living together. In Georgia, the main reason for the parents not living together was divorce in the white families and separation in the black families. However, in Philadelphia, the main reason the parents were not living together

er in the black families was separation followed closely by not being married, as compared to death and separation in the white families.

Lunden (1964) also cites the marital status of the parents of delinquents in California in 1961; this was done according to the sex of the delinquents. In this state only 35.5% of the boys' and 25.7% of the girls' parents were living together. The main reason for both was divorce.

The Gluecks (1950) also studied the frequency of moving from place to place in the families. They found that the delinquents had "far less opportunity than the nondelinquents to develop close neighborhood ties, for only 21.3% had moved less than five times from one house to another, as compared with 58.5% of the nondelinquents" (page 155).

At the other extreme, 23.9% of the delinquents had moved fourteen or more times, as compared with only 5.2% of the nondelinquents.

Education. The Gluecks (1950) found that there was no difference between the two groups in terms of the age of the boy when he entered first grade. They found that more of the delinquents (61.5%) than the nondelinquents (10.3%) markedly disliked school. They also found that the delinquents attended more schools than the nondelinquents. This more frequent shifting from school to school partially explains the findings, that despite the essential similarity in intelligence quotients of the two group, a disproportionately higher percentage of the delinquents repeated two or more school grades (46.5% of the delinquents and 27.2% of the nondelinquents).

The Gluecks (1950) also found that 94.8% of the delinquents compared to only 10.8% of the nondelinquents were occasionally to persistently truant from school. It was stated above that delinquents disliked school much more than did the nondelinquents. This may possibly be the reason for the large amount of truancy in the delinquents.

School misbehavior characterized almost all of the delinquents, compared with less than a fifth of the control group in the Gluecks (1950) study. The average age of the delinquents' first school misbehavior was nine and a half; this was a full three years younger than the mean age of the small number of nondelinquents when they showed the first evidences of any maladaptive behavior in school. In their follow-up investigation, the Gluecks found that more delinquents quit school before their sixteenth birthday and more nondelinquents quit or finished school after their seventeenth birthday.

Childhood symptoms. The Gluecks (1956) also found that extreme restlessness was substantially more characteristic of delinquents as a group (54.6%) than of nondelinquents (30.4%). Their study also revealed that delinquents as a group are more enuretic (persisting in bedwetting beyond the years of its normal expectancy) than nondelinquents.

Relationship with parents

Like childhood, much research has been done on the child's relationship with his parents. Those aspects studied below are: affection, rejection and neglect, and the child's attitude toward his mother and father.

Affection. Silver and Derr (1966) matched 40 delinquents and 40 nondelinquents from a low class neighborhood on age, sex, race, and intelligence. The Parental Authority-Love Statements Test did not differ between the two groups on the authority or love variables. The Gluecks (1950) found that only half as many fathers of the delinquents (40.2%) as of the nondelinquents (80.7%) evidenced warmth, sympathy, and affection towards their sons. Only 72.1% of the mothers of the delinquents compared to 95.6% of the mothers of the nondelinquents were found to be warm.

The Gluecks (1950) also found that there was a difference between the

two groups in terms of parental indifference. They found that 42.9% of the fathers of delinquents, compared to only 16% of the fathers of non-delinquents were indifferent. Indifference was found in 21.2% of the delinquents' mothers, compared to only 3.4% of the nondelinquents' mothers.

In one of the Gluecks' studies (1970), affection of the parents for the boy was found to be one of the five variables to identify potential juvenile delinquents at the age of two or three.

Rejection and neglect. Hetherington, Stouwie, and Ridberg (1971) studied the patterns of family interaction and child-rearing attitudes as they related to juvenile delinquency. The subjects were 120 families divided into four groups: a nondelinquent group and three delinquent groups: unsocialized-psychopathic, neurotic-disturbed, and socialized-subcultural. Each family participated in the Structured Family Interaction Task (Farina, 1960) and both parents completed the Stanford Parents Questionnaire (Winder & Rau, 1962). Hetherington, Stowie, and Ridberg found that both parents of delinquent boys in all groups were more rejecting towards their sons than the nondelinquent parents.

Duncan (1971) also used the Stanford Parents Questionnaire, but added a structured situational interview. He investigated the attitudes and interactions of the parents of delinquents and the parents of normal adolescents. He found that parents of nondelinquents can be clearly differentiated from parents of delinquents in terms of rejection. He found that the parents of the nondelinquents were less rejecting than the parents of the delinquents.

Discipline. In a review of the literature, Desai (1970) states, "defective discipline in the home is generally recognized as contributing to misconduct" (page 75). He reports that Neumeyer (1961) found defective discipline

and control more common among the families of delinquents than among nondelinquents. Desai also points out that Burt (1948) found defective discipline among delinquents' families five times as often as he found it among the nondelinquents' families; and that Healy and Bronner (1939) found that 40% of 4,000 cases of delinquents in Chicago and Boston came from homes in which delinquent children were brought up under strict family discipline or lack of family discipline.

The Schlichter and Ratliff (1971) study has important implications for discipline. They found that nondelinquents learned best from punishment and delinquents learned best from reward. They found this by setting up a two choice discrimination task for 45 delinquents and 45 nondelinquents. They gave each group either (1) reward for correct responses, (2) punishment for incorrect responses, or (3) both reward for correct responses and punishment for incorrect ones. This study may explain the conflicts between the following studies.

Hetherington, Stouwie, and Ridberg (1971) concluded that inconsistency was a significant variable. Both the mothers and the fathers of nondelinquent boys were more consistent with their sons than the parents of the delinquent boys. With respect to girls, both parents of the delinquent girls were inconsistent compared with the parents of the nondelinquent girls. Duncan (1971) also found that the parents of the delinquents had lower consistency of controls.

The Gluecks (1950) studied many factors relating to the parents' discipline of their sons. They found that more mothers of the delinquents (56.8%) than of the nondelinquents (11.7%) were lax in their disciplinary practices. Also, the delinquents' fathers (26.5%) were more lax than the nondelinquents'

fathers (17.8%).

Relatively few of the mothers of either group were overstrict with their sons. But, overstrictness was found in 16.1% of the delinquents' fathers, as compared to 8.7% of the fathers of nondelinquents.

The Gluecks (1950) also found that more parents of the delinquents were erratic in their disciplinary practices, swinging from overstrictness to laxity without any consistency, than the parents of nondelinquents.

The Gluecks (1950) described firm discipline to be consistent, but kind. This was found in 4.2% of the mothers of delinquents compared to 65.5% of the mothers of nondelinquents. Firm discipline was used by 5.7% of the delinquents' fathers, contrasted by 55.5% of the nondelinquents' fathers.

The type of discipline used by the mother, that is, either lax, overstrict, erratic, or firm but kindly, was found to be one of the three social factors in the identification of potential delinquents (Gluecks, 1970).

Three methods of control differentiated between the mothers of the two groups in the Gluecks (1950) study. The delinquents' mothers used physical punishment and threatening or scolding more than did the nondelinquents' mothers. However, the nondelinquents' mothers used reasoning more. With respect to the fathers, the delinquents' fathers used physical punishment more but the nondelinquents' fathers used reasoning more.

Hetherington, Stowie, and Ridberg (1971) report that fathers of delinquent boys used physical punishment towards their sons more often than the fathers of nondelinquent boys.

It can be seen then from the above research that the most common form of discipline was physical punishment with the delinquents and reasoning with the nondelinquents. As was stated above, Schlichter and Ratliff (1971)

found, in a laboratory situation, that punishment should work best for non-delinquents and reward for delinquents. Many studies have shown that this is not the case in the actual family situation with delinquents and nondelinquents (Hetherington, Stouwie, & Ridberg, 1971; Gluecks, 1950).

Attitude toward the mother and father. Medinnus (1965) studied delinquents' and nondelinquents' perceptions of their parents. He used 30 delinquent males with mean age of 15 years, and 30 nondelinquents. The groups were matched for sex, chronological age, and fathers' occupational status. All 60 boys were given the Parent-Child Relations questionnaire by Roe and Sigelman (1963). They found that the nondelinquents had a more favorable perception of their parents than the delinquents.

Badami (1965) found that delinquent children showed an attitude of indifference and rejection towards their parents. Very few had warm attitudes towards their father or mother. On the other hand, the nondelinquents had warm and indifferent attitudes and very few had attitudes of rejection towards their father or mother.

The Gluecks (1950) found that a far lower proportion of the delinquents (32.5%) than of the nondelinquents (65.1%) had close ties to their fathers. Correlatively, a far higher percentage of the delinquents (11.8%) than the nondelinquents (2.8%) expressed open hostility to their fathers. The two groups on the whole expressed closer emotional ties with the mothers, although 89.9% of the nondelinquents, compared to only 64.9% of the delinquents revealed attachment to their mothers. Even though very small percentages of both groups openly expressed hostility, a far higher proportion of the delinquents (28.3%) withheld their feelings towards their mothers than nondelinquents (9.4%).

Information about the parents

Some aspects of the parents of the delinquents and nondelinquents will be reviewed below. These include: employment, education, habits, mental illness, and the relationship between the mother and the father.

Employment. Although Gibson and West (1970) found the percentage of the delinquents' fathers (30%) who had a low occupational status was at least twice the percentage of the reported delinquents' (13.8%) and nondelinquents' fathers (15%), this only approached significance.

Badami (1965) found that the fathers of delinquents were usually employed in a mill or factory and worked as laborers, seasonal laborers or vendors. The fathers of nondelinquents were employed in government departments or in private firms. Generally, the fathers and mothers of delinquents were irregular in their occupation. More mothers of the delinquents were employed than of the nondelinquents. They were usually employed as laborers, seasonal workers or as domestic servants. Most of the mothers of nondelinquents were housewives, and the ones who were working, were doing so at their own homes and not outside. However, no statistical tests of significance were used.

Although the Gluecks (1950) found no striking differences between the two groups in terms of the fathers' occupation, they did find quite a difference in the usual work habits of the fathers. Good work habits were found in 71.1% of the nondelinquents' fathers, compared to only 37.6% of the delinquents' fathers. They also found that 90.2% of the delinquents' families had financial problems requiring social services to the family, while only 69.8% of the nondelinquents' families had such problems. The major reason for considerable aid to the families of delinquents was that the breadwinner was

able, but unwilling to assume the responsibility for working (45.5%); this was only the case in one-fourth (25.1%) of the nondelinquents' families.

Education. Education of the parents does not appear to be important in delinquency. The Gluecks (1950) state, "certainly neither group brought

to their task as parents much in the way of any formal education; three-fourths (73%) of the parents of the delinquents and two-thirds (66.7%) of the parents of the nondelinquents had either no formal schooling or not more than grammar schooling" (page 99).

Badami(1965) found, that a great number of fathers of the delinquents were mostly illiterate. Fathers of the nondelinquents had education at least up to primary, also up to secondary and some up to the college level. However, no statistical tests of significance were used. He also found that an equal number of mothers of both the groups were illiterate but more mothers of the members of the normal group had education up to primary level than that of the delinquent group.

Habits. The Gluecks (1956) found that the fathers of the delinquents (62.4%) were more alcoholic than the fathers of the nondelinquents (38.6%). The mothers of the delinquents (23%) were also found to have a higher percentage of alcoholism than mothers of nondelinquents (7.2%).

Badami(1965) found that a greater number of the delinquents had fathers who were addicted to drinking and gambling in comparison to the fathers of the nondelinquents. More of the mothers of the delinquents were also found to be addicted to smoking, drinking, and gambling than the other mothers.

A higher rate of criminality and immorality was also found by Badami (1965) among the fathers and mothers of the delinquent group when compared to the nondelinquent group. However, no statistical tests of significance are presented. The Gluecks (1950) studied the history of criminality in the

families of the mothers and fathers of both groups. They found more criminality in the families of the fathers of delinquents (54.8%) than nondelinquents (36.2%); the same was found in the families of the mothers of the delinquents (40%) and nondelinquents (32.2%).

Mental illness. Parents of nondelinquents were generally better adjusted than the parents of delinquents (Duncan, 1971; Silver & Derr, 1966). The Gluecks (1950) also found that mental health was a problem requiring social services to more of the delinquents' families (69.3%) than the nondelinquents' families (19%).

Relationship between the mother and the father. Although no statistics are presented, Badami (1965) found that the fathers and the mothers of the delinquents exhibited far poorer relationships with their other partner than that of the parents of the nondelinquents. Hetherington, Stouwie, and Ridberg (1971) found that the parents of nondelinquents have a relaxed affectionate relation with each other and their sons and that they both participate actively and assume a decisive role in their child's rearing. They also were found to have a high sense of self esteem. The authors state that "they view their marriage as mutually gratifying".

Employment status. By comparing arrests and unemployment for the United States, Glaser and Rice (1959) found that the frequency of crimes committed by juveniles varies inversely with unemployment rate. In India and without showing statistical significance, Badami (1965) obtained similar results. He found that more delinquents were working in one way or the other: as serving as a hotel boy, shoe-shiner, vendors, domestic servants, or in some other job. Delinquents were not found regularly doing their jobs.

Allen and Sandhu (1967) gave a questionnaire to a group of delin-

quents and a control group of nondelinquents. The two groups were controlled with respect to sex, age family income and race. They found that more delinquents than nondelinquents were making over \$100.00 a month. In addition more delinquents had full time jobs. The authors explain this by the delinquents' earlier exit from school.

The Gluecks (1950) found that more delinquents than nondelinquents were employed after school. There was no difference between the two groups in terms of their reasons for working. The nature of the after school work varied for delinquents and nondelinquents. The delinquents worked more in street trades, such as peddling, boot blacking, and selling papers, while the nondelinquents worked in supervised jobs such as office boys and store helpers.

Previous Prediction Scales

The Gluecks studied many of the various factors relating to delinquency. They found that no one factor could predict delinquency. Therefore, from their research they developed three prediction scales for delinquency (Glueck, 1959). The first of these scales is much more practical than the other two because it uses social factors. These social factors include: social background, parental discipline, supervision, relationship between child and parents, and cohesiveness of the family. The second scale uses the Rorschach with respect to personality variables. The third scale was based on psychiatric interviews.

Five factors which comprised the first table or social prediction table are as follows: (1) discipline of the boy by the father, either overstrict or erratic, lax, or firm but kindly, (2) supervision of the boy by the mother, either unsuitable, fair, or suitable, (3) affection of the father for the boy, either indifferent or hostile, or warm, (4) affection of the mother for the boy, either indifferent or hostile, or warm, and (5) cohesiveness of the family, either unintegrated, some elements of cohesion or cohesion. These factors were scored by means of weighted failure scores. Through this, the Gluecks were able to differentiate sharply between delinquents and nondelinquents.

Like the Gluecks, Zakolski (1949) also used adolescent male subjects for his population. From a test battery, he used 228 matched and weighted items to develop a delinquency score. Added to these items were 52 items which he named "rapport scores", because they measured the extent to which the boy was willing to reveal himself or seek to hide himself. These items were also scored and were given weight of one. The difference between the

means was found to be significant.

Gough and Peterson (1952) developed the Gough Delinquency Proneness Scale and found that they could correctly classify 78% of the juvenile delinquents classified in other studies. This scale was a personality inventory with items classified into four categories: (1) role-taking deficiencies, (2) resentment against family, (3) feelings of depression and alienation, and (4) poor scholastic adjustment.

Finley (1955) developed the Social Opinion Inventory. This inventory consisted of 125 words, 20 of which referred to people or activities chosen for their antisocial connotations. The subjects were asked to place an X by each word which names someone or something that the world would be better off without. He is then to go back and circle each word which names someone or something the world is (or would be) better with. He is then to go through the list a third time and place a check by every word naming someone or something that does not concern him personally. The scores of the delinquents were in each case lower than those of the unselected children.

Kvaraceus (1956) used both male and female subjects to develop and test his Kvaraceus Delinquency Proneness Scale. The items focus around differences in personal makeup, in home and family background, and in school experiences. Responses that characterized the delinquent group are scored as "plus"; responses that were found to characterize the nondelinquents are scored "minus". A summation of the pluses and minuses constitutes the Scale score.

One of the most searching validation studies of the KD Scale was done by Balough and Ramage (1955). They administered the Scale to 750 public school boys, 453 high morals boys and 182 institutionalized delinquent boys. They

found that the mean score was -1.69 for delinquent boys, -9.95 for public school boys, and -13.00 for high morale boys. All of the ratios were found to be highly significant.

Purpose of the study

From the above literature, it can be seen that many factors of juvenile delinquency have been studied--some in a very systematic way. Several delinquency prediction scales have also been developed, although these scales are quite old and possibly out of date. Therefore, it is the purpose of this study to develop an up to date delinquency prediction scale using the Social History Questionnaire (Best & Erickson, 1973) which will differentiate between delinquents and nondelinquents.

Method

Subjects

Subjects were 48 adolescents matched for age, sex, and social status. Twenty four of these subjects (the delinquent group) had been placed on official probation by the Coles County Circuit Court. The other twenty four subjects (the nondelinquent group) had no history of delinquency.

Subject in the delinquent group had been placed on probation for time periods ranging from six months to six years, two months. Their average age at the time of arrest was 14.5 years of age. Their average age at the time of the study was 15.4 years of age. With respect to the sex of the subjects, 21% were female and 79% were male. Of these adolescents 4% were from the upper class, 17% were from the working class, and 79% were from the middle class. The age, sex, and class status were self-reported on the answer sheet for the questionnaire.

The average age of the nondelinquent group was 15.5 years of age. There were 21% female and 79% male in the group. The social class statistics for this group are as follows: 4% upper class, 12.5% working class, and 83% middle class. These nondelinquents had no history of trouble with the law and had never been arrested by the police.

Materials

A Social History Questionnaire for Adolescents (Best & Erickson, 1973) was give to all subjects. Scales in the questionnaire include: symptoms, interpersonal relations, childhood, relationship with parents, information about parents, vocational information, miscellaneous information, and treatment.

Procedure

Names and phone numbers of youth on probation were supplied by the Chief Probation Officer and Juvenile Officers of both Charleston and Mattoon, Illinois. These youth were telephoned and asked to volunteer for this study. If the youth's response was affirmative an appointment was set up at the youth's convenience. For the most part the tests were taken at different locations. Each location was quiet and the youth was alone and uninterrupted while taking the questionnaire. Each of these subjects in the delinquent group was given the Social History Questionnaire for Adolescents. Before starting, the quotation below was read.

Subjects for the control group were volunteer students from Charleston High School. After receiving permission from the Superintendant, Principal, and Study Hall Supervisor, the author set up a date to secure volunteers from the student body during study hall periods 1, 2, and 3. On that date, and during those periods, the study hall supervisor asked for the students attention and introduced the author.

The author then asked for volunteers to take the Social History Questionnaire. It was explained that the questionnaire would take most, if not all of the study hall period to complete. The subjects were then asked to raise their hands and the author passed out the questionnaire and an answer sheet to each. At this time the following was read to the control group.

"The purpose of this study for which you are answering this questionnaire is to help in finishing a research project which I am doing to get my master's degree. Please fill in all the information needed on the answer sheet as accurately as you can, for everything

will be kept confidential. Put your age in years and months: like 14 years, 8 months. In the space just to the right of where you put your age, put down the day, month, and year you were born-- not the day this year that you celebrated your birthday. This would be like 7-1-58. Please do that now and when you are finished just look up--don't start the questionnaire...Now read the first page of the questionnaire where the instructions are with me as I go through them...(Instructions are read)...Are there any questions? Begin.

Statistical analysis

An item analysis was used on the data after testing. The steps in this included: (1) transferring the test scores to an IBM form, (2) sending them through a test scoring machine, (3) sending them through a computer for the percentages, and (4) testing the significance between the delinquents' and the nondelinquents' answers by comparing the percentages for each question. The Lawshe-Baker Nomograph was used to test the significance of the difference between the two percentages. The level for significance used was the .05 level. Questions that differentiated between the two groups were then recorded and developed into a scale.

Results

The delinquency subscale, developed using the above described procedures, consists of 54 questions or 13.7% of the total number of questions. Differences for the 54 questions were found to be significant at or above the .05 level of confidence. These items and a scoring key are presented in Table 1.

The subscale scores for the total sample ranged from 3 to 45. The delinquent group's scores ranged from 16 to 45. The nondelinquent group's scores ranged from 4 to 31.

As can be seen in Table 2, the mean score of the delinquent group was 30.04 with a standard deviation of 8.59. The nondelinquent group's mean was 15.88 with a standard deviation of 7.09.

Using a critical ratio test, the differences between the two means was found to be significant at the .05 level. Hence, a high score is more characteristic of a delinquent and a low score more typical of a nondelinquent.

A computation of a frequency distribution of subscale scores for the delinquent and nondelinquent groups was made. This is presented in Table 3.

As can be seen by Table 3, eight out of the twenty-four subjects in the delinquent group (33.3%) scored 35 or over while none of the nondelinquent group scored so high. Respectfully, ten out of the twenty-four subjects in the nondelinquent group (42%) scored 14 or below, while none of the delinquent group scored so low.

The percentage of each score class made by each group is presented in Table 4. In the six highest score classes, the delinquent group composed the majority, if not all, of the scores. The delinquent group's scores composed 75% of the 25-29 and 30-34 score classes and 100% of the four

TABLE 1

Social History Questionnaire Items
Which Differentiate Between the
Delinquent and Nondelinquent Groups

Key	Item No.	Statement
T	5	I have threatened to kill someone.
T	11	I have been in trouble because of the bad things I have done.
T	12	I like to be the boss when I am with other people.
T	13	I get angry whenever people make me do anything.
T	21	I expect people to do whatever I tell them to do.
T	29	I have been arrested several times.
F	30	I usually make a good impression on other people.
T	35	Most of my problems are caused by bad luck.
T	60	People are always making trouble for me.
T	68	My girlfriend (or boyfriend) and I argue a lot.
F	72	Most people like me.
T	73	I am tense and nervous almost all the time.
T	78	There is no one that I can really trust.
T	84	Most of the time I am not concerned about other people.
T	85	It is very hard for me to keep my emotions under control.
T	94	Sometimes I lose all control of my emotions.
F	103	Even though I know there is nothing to fear I am still afraid of a few things.
F	117	I am usually a considerate person.
T	120	I am impatient with other people when they make mistakes.

TABLE 1

Key	Item No.	Statement
T	131	Money is a big problem in getting along with my girlfriend (or boyfriend).
T	145	Whenever I am depressed I also feel tense and anxious.
T	156	I have been in trouble more than once for getting into fights with people.
T	157	I am often confused by the things that are happening around me.
T	158	I don't get along with my girlfriend's (or boyfriend's) parents.
T	165	People do things that make me angry enough to kill or seriously injure them.
T	166	Sometimes I do not know what day, month, or year it is.
T	167	It is exciting for me to do things which are against the law.
T	174	I do not like it when other people boss me and tell me what to do.
T	176	I have been in trouble with the police before.
T	187	I often feel so tired that it is almost impossible for me to do anything.
F	200	My father was almost always kind and loving with me.
T	207	When I was little I had few friends.
T	208	My childhood was very unhappy.
F	212	I like school.
T	221	I did not like school.
T	228	My father ignored me most of the time when I was little.
T	235	When I was a child my family was very large.
T	236	My father ignored me most of the time when I was little.
F	248	In school I made good grades (mostly A's and B's).
T	254	No matter what I did it was almost impossible for me to please my father.

TABLE 1

Key	Item No.	Statement
T	261	When I was a child I was so active and restless that I often got in trouble.
T	262	I have at least one sister.
T	263	My father almost never listened to anything I had to say.
T	275	I failed at least one grade in school.
T	284	I often skipped school.
T	302	I was expelled from school at least once.
T	310	I think I would enjoy dangerous work.
T	311	In school I often got into trouble with the teachers.
T	320	I often had fights with the other children in school.
T	329	In school I had few friends.
T	344	Although my father often threatened to punish me he almost never did anything.
F	368	I get along well with other people in a group.
T	371	I have no particular feelings of any kind toward my father.
T	388	I was separated from one or both parents during childhood.

TABLE 2

Mean and Standard Deviation for
Delinquent and Nondelinquent Group

	Delinquent Group	Nondelinquent Group
Mean	30.04	15.88
Standard Deviation	8.59	7.09

TABLE 3

Frequency Distribution of Subscale Scores
for Delinquents and Nondelinquents

Score Class	f for both groups	f for each group	
		Delinquents	Nondelinquents
50-54	0	0	0
45-49	1	1	0
40-44	3	3	0
35-39	4	4	0
30-34	8	6	2
25-29	4	3	1
20-24	7	3	4
15-19	11	4	7
10-14	5	0	5
5- 9	4	0	4
0- 4	1	0	1
	48	24	24

TABLE 4
Percentage Distribution of
Subscale Scores for
for Delinquents and Nondelinquents

Score Class	Delinquents	Nondelinquents
50-54	0	0
45-49	100	0
40-44	100	0
35-39	100	0
30-34	75	25
25-29	75	25
20-24	43	57
15-19	36	64
10-14	0	100
5- 9	0	100
0- 4	0	100

classes above 35. Likewise, the nondelinquent group scored 57% to 100% of the score classes below 24.

An expectancy table was constructed using the data from Tables 3 and 4. This expectancy table is presented in Table 5. Cutting scores for the expectancy table are 19 and 30. It was found that 25% of the delinquent group and 75% of the nondelinquent group scored 19 or below. Likewise, 83% of the delinquent group and only 17% of the nondelinquent group received a score of 30 or higher. Thus, a young person receiving a score of 30 or more is likely to be a delinquent, whereas a score of 19 or lower is not indicative of delinquency.

TABLE 5
Expectancy Table

Total No.	Number receiving each score		Test Scores	Per cent receiving each score		Total per cent
	Delinquents	Nondelinquents		Delinquents	Nondelinquents	
0	0	0	50-54	0	0	100
4	4	0	40-49	100	0	100
12	10	2	30-39	83	17	100
11	6	5	20-29	54	46	100
16	4	12	10-19	25	75	100
5	0	5	0-9	0	100	100

Discussion

The 54 questions on the Social History Delinquency Scale can be divided into five areas. These five areas are: (1) home background, (2) relations with other people, adults, and peers, (3) trouble with the police, or trouble in the school, (4) self concept, personal traits, and characteristics, and (5) the school.

Home background

The following questions were grouped together in this area:

- 200. My father was almost always kind and loving with me.
- 207. When I was little I had few friends.
- 208. My childhood was very unhappy.
- 228. My father only has a grade school education.
- 235. When I was a child my family was very large.
- 236. My father ignored me most of the time when I was little.
- 254. No matter what I did it was almost impossible for me to please my father.
- 261. When I was a child I was so active and restless that I often got in trouble.
- 262. I have at least one sister.
- 263. My father almost never listened to anything I had to say.
- 344. Although my father often threatened to punish me, he almost never did anything.
- 371. I have no particular feelings of any kind toward my father.
- 388. I was separated from one or both parents during childhood.

The majority of these questions pertained mainly to the child's relationship to his/her father. The results point out that the father/child relationship was very poor for the delinquent. The child had very few interactions with the father and the ones that he did have were unpleasant. The

delinquent at this point has no particular feelings at all for the father. The delinquents and nondelinquents did not show any significant differences in their attitudes or feelings towards their mothers.

The literature cited in the beginning of this paper agrees with all of the findings in this area except one. The Gluecks (1950) found no significant difference between the delinquents' and the nondelinquents' fathers' education, whereas in this study significantly more of the delinquents' fathers were found to only have a grade school education than the nondelinquents' fathers. This may possibly be because of the 24 years difference between the studies. It may also be a result of the difference in geographical location. The Gluecks studied an urban population while in this study the sampling is from a rural area. It may also be a result of the measuring techniques used. The Gluecks used interviews while in this study a questionnaire was used.

Trouble with the police or trouble in school

Related questions found to be significant in this area are:

- 11. I have been in trouble because of the bad things I have done.
- 29. I have been arrested several times.
- 60. People are always making trouble for me.
- 156. I have been in trouble more than once for getting into fights with people.
- 167. It is exciting for me to do things which are against the law.
- 261. When I was a child I was so active and restless that I often got in trouble.
- 311. In school I often got into trouble with the teachers.
- 320. I often had fights with the other children in school.

It is not surprising at all that these questions were found to differ-

entiate between the delinquent and the nondelinquent. Most of the above questions are based upon the child's antisocial conduct and this was one of the differences between the two groups to begin with.

The delinquents viewed their delinquency as being exciting and they apparently got into trouble for the thrill of it all. The delinquents also believed that much of their trouble was caused by other people and not by anything the delinquent did. This projection of blame onto others, may be an attempt to rationalize that they aren't bad kids, and if it weren't for others they might not be in the situation they are in.

As was cited previously, Gluecks (1956) also found that extreme restlessness was a childhood symptom of delinquents which agrees with this study's findings. Gluecks (1950) also found that problems relating to school characterized the delinquents (found in this study by significant questions #311 and #320).

Self concept, personal traits and characteristics

The following questions were grouped together in this area:

12. I like to be the boss when I am with other people.
13. I get angry whenever people make me do anything.
21. I expect people to do whatever I tell them to do.
30. I usually make a good impression on other people.
35. Most of my problems are caused by bad luck.
72. Most people like me.
73. I am tense and nervous almost all the time.
78. There is no one that I can really trust.
85. It is very hard for me to keep my emotions under control.
94. Some times I lose all control of my emotions.

103. Even though I know there is nothing to fear I am still afraid of a few things.

117. I am usually a considerate person.

145. Whenever I am depressed I also feel tense and anxious.

157. I am often confused by the things that are happening around me.

166. Sometimes I do not know what day, month, or year it is.

174. I do not like it when other people boss me and tell me what to do.

187. I often feel so tired that it is almost impossible for me to do anything.

310. I think I would enjoy dangerous work.

The above questions suggest that the delinquents were very self-oriented. The power orientation and autocratic and narcissistic trends found in the Gluecks (1950 and 1956) studies are supported in this study. The delinquents more than the nondelinquents, were concerned about what they wanted to do and what they wanted others to do. This seems to be so strong that the delinquent doesn't related the idea to others. He apparently thinks that others don't mind being told what to do. This may be because of a very autocratic background in the delinquent's life. The delinquents may think that there is not such a thing as working with people in mutual cooperation, but that there are only bosses and followers in the world. And they are going to be bosses. This power over others has not brought about any admiration from others. Their self concept in relation with others seems to be very poor--they don't believe that most people like them or that they make a good impression on others. The difference here, may be one reason that the delinquents were found to have more anxiety than the nondelinquents.

The literature pertaining to anxiety cited previously in this paper, had conflicting results. The significant questions relating to anxiety in

this study (#73 and #145) found that the delinquents experienced anxiety more than the nondelinquents. These results are in agreement with the Dorn (1968) study and in conflict with the study done by the Gluecks (1950). This may either be because of the short time span between this study and the Dorn study, or because this study and the Dorn study used tests to gather data, whereas the Gluecks used interviews to obtain their results.

Lack of emotional control in this study (questions #85 and #94) was found more in the delinquent group than nondelinquent group. This agrees with the Gluecks (1950) study. The underlying destructive tendencies found in the Gluecks' study was not apparent in this study.

Relations with other people, adults and peers

The following questions pertain to this area:

5. I have threatened to kill someone.
21. I expect people to do whatever I tell them to do.
30. I usually make a good impression on other people.
60. People are always making trouble for me.
68. My girlfriend (or boyfriend) and I argue a lot.
72. Most people like me.
78. There is no one that I can really trust.
84. Most of the time I am not concerned about other people.
120. I am impatient with other people when they make mistakes.
131. Money is a big problem in getting along with my girlfriend (or boyfriend).
158. I don't get along with my girlfriend's (or boyfriend's) parents.
165. People do things that make me angry enough to kill or seriously injure them.
174. I do not like it when other people boss me and tell me what to do.

207. When I was little I had few friends.

329. In school I had few friends.

368. I get along well with other people in a group.

The delinquents differed from the nondelinquents in their relations with other people. The delinquents were found to be either indifferent, or hostile in their relations with others. Hostility seems to be kept inward, for overt aggression towards others was not found. Delinquents were found to stay away from others, not trust them, and be suspicious of them. In dealing with people, the delinquents were found either to try to control others with force and physical threats, or possibly by money (#131). It seems that this pattern has developed over quite some time and that their relationships with peers has been poor since they were very young. It would seem feasible that the delinquent has by this time developed such a defensive reaction towards other people, that this has left the youth inept at making deep and meaningful relationships.

The school

Related questions in this area are:

212. I like school.

221. I did not like school.

248. In school I made good grades (mostly A's and B's).

275. I failed at least one grade in school.

284. I often skipped school

302. I was expelled from school at least once.

311. In school I often got into trouble with the teachers.

320. I often had fights with the other children in school.

329. In school I had few friends.

Dislike for school, truency, school misbehavior, and general failure in school was found in this study to be in total agreement with the Gluecks (1950) study. School seems to be an area which the delinquent, more than the nondelinquent, has met many problems and a great deal of failure. He has had trouble with both the teachers and his peers. He has been truent from school, expelled from school, makes poor grades, and has failed at least one grade.

Whether the poor grades, the truency, and the failing of grades has caused the poor relationship with the teachers and peers, or whether the opposite is true, can not be known from this study. All that one can tell is that there are many factors related to school that the delinquent, more than the nondelinquent, has had to deal with.

Limitations of the study

One major limitation of this study is the number of subjects used. Had the number of subjects been larger, the data would probably have been more concrete and comprehensive. As it is, the two matched groups of 24 pointed out many related factors and a delinquency scale was developed, but only by further study of the instrument to test validity and reliability can the instrument be used with any degree of confidence. Until the Delinquency Scale is cross validated, it should be used with caution and then, only in an experimental manner.

Another limitation of the study is that the age and social class were self-reported by the subjects. The author did not investigate the subjects or their home life. This should be taken into account when reviewing the study.

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Appendix I

A Sample Social History Questionnaire for Adolescents

S O C I A L H I S T O R Y Q U E S T I O N N A I R E

This questionnaire contains a number of different statements. Read each statement and decide whether it is TRUE or FALSE for you.

Mark your answers on the special answer sheet you have. If a statement is true for you then put an X in the correct box under the T. If a statement is false for you, or if you do not agree with a statement, then put an X in the correct box under the F. If a statement does not apply to you or if you are uncertain about it, then do not mark the answer sheet for that statement.

Be sure the number on the answer sheet is the same as the number for the statement you answer. Make your marks dark so they are easy to see.

Answer every statement as correctly as you can. Try to give some answer to each statement.

1. My mental problems began very recently.
2. I have never been in trouble because of the things I have done.
3. I like taking the responsibility for getting things done.
4. I cannot seem to get interested in anything.
5. I have threatened to kill someone.
6. I would much rather be alone than spend time with other people.
7. I often have strange ideas that do not make much sense to me.
8. I think I know what my mental problems are and how they began.
9. I am very eager to please other people.
10. My mental problems have troubled me for a long, long time.
11. I have been in trouble because of the bad things I have done.
12. I like to be the boss when I am with other people.
13. I get angry whenever people make me do anything.
14. I sometimes buy things that could be used to kill people.
15. I am often disappointed by the things other people do.
16. I often believe things that are not true.
17. I do not know how my mental problems started.
18. I want other people to take care of me.
19. This is my first serious mental disturbance.
20. I have never been arrested.
21. I expect people to do whatever I tell them to do.
22. Sometimes I get so angry that I almost lose control of myself.
23. I have seriously planned to kill someone.
24. I often hold a grudge against people.
25. Sometimes I see things that are not really there.

26. There is very little that I can do about my problems.
27. I usually believe anything anyone tells me.
28. I often wish that I was someone else.
29. I have been arrested several times.
30. I usually make a good impression on other people.
31. I have been in trouble at least once for getting into fights with people.
32. I tried to kill someone before.
33. I am often jealous of other people.
34. I sometimes hear people talking when no one is there.
35. Most of my problems are caused by bad luck.
36. I am a very cooperative person.
37. Something bad happened to me and I have had a mental problem ever since.
38. I am not satisfied with my sex life.
39. Most of the time I act more important than I really am.
40. Most of the time I do not feel any emotion.
41. My girlfriend (or boyfriend) does not give me enough love and affection.
42. I have no close friends.
43. I have very few physical problems.
44. I have never received treatment for a mental problem before.
45. I let my friends tell me what to do too often.
46. I feel very little tension or anxiety.
47. I have been in trouble because of sex.
48. I expect everyone to admire me.
49. Sometimes my emotions are just the opposite of what they should be.
50. I often feel very lonely even when my girlfriend (or boyfriend) is with me.

51. I usually go out of my way to stay away from people.
52. My health has been poor during the past six months.
53. In the past, I received treatment for my mental problems at a mental health clinic.
54. I always agree with people.
55. I often feel tense and nervous.
56. I often have thoughts about sex that make me uncomfortable.
57. I have as much confidence in myself as most people my age.
58. I always control my emotions and never lose my temper or get excited.
59. Sex is a problem in getting along with my girlfriend (or boyfriend).
60. People are always making trouble for me.
61. I often worry about my health.
62. In the past, I was a patient in a mental hospital.
63. I am a friendly person.
64. Lately I have been so scared and nervous that I could hardly stand it.
65. Sometimes I am sexually attracted to others of my own sex.
66. I am very proud and satisfied with myself.
67. My emotions often change without warning.
68. My girlfriend (or boyfriend) and I argue a lot.
69. I believe other people are trying to hurt me in some way.
70. I often have trouble eating
71. In the past I have been hospitalized on the psychiatric ward of a general hospital.
72. Most people like me.
73. I am tense and nervous almost all the time.
74. I have been involved in sex acts with others of my own sex.
75. Other people think I am conceited.

76. I often feel very happy and gay but then suddenly become very sad and depressed.
77. My girlfriend (or boyfriend) often criticizes me.
78. There is no one that I can really trust.
79. I often have stomach aches.
80. In the past I receive private outpatient treatment for my mental problems.
81. I have many (more than ten) close friends.
82. Sometimes I get so nervous that I am unable to do things that I want to do.
83. I drink along with my friends.
84. Most of the time I am not concerned about other people.
85. It is very hard for me to keep my emotions under control.
86. My girlfriend (or boyfriend) is very selfish.
87. I am easily embarrassed.
88. I have had problems with ulcers.
89. In the past I received individual psychotherapy.
90. I usually like people.
91. I often have sudden attacks of anxiety and severe tension.
92. Although I am not an alcoholic, I could easily become one.
93. I tend to be a very selfish person.
94. Sometimes I lose all control of my emotions.
95. My girlfriend(or boyfriend) is very jealous.
96. It has always been hard for me to talk to people.
97. I have had problems with asthma.
98. In the past I have been in group therapy.
99. I am an affectionate person.

100. My problems with tension and anxiety began very recently.
101. I have a definite problem with alcohol.
102. I am a rather cold and unfeeling person.
103. Even though I know there is nothing to fear I am still afraid of a few things.
104. My girlfriend (or boyfriend) is dishonest and cannot be trusted.
105. I am a very shy person.
106. Sometimes I have trouble breathing.
107. In the past I have been in family therapy with all (or most) of the member of my family.
108. I love everyone.
109. I have been tense and nervous for a long, long time.
110. I am an alcoholic.
111. I am very strict with people whenever it is necessary.
112. I am afraid of many things even though I know there is no logical reason to be afraid.
113. My girlfriend (or boyfriend) has been unfaithful to me.
114. I often feel that I am just no good.
115. I often have trouble with backaches.
116. In the past I have had counseling for marriage.
117. I am usually a considerate person.
118. I often feel very sad and depressed.
119. I have taken drugs but only as prescribed by a doctor.
120. I am impatient with other people when they make mistakes.
121. I often worry about things that are not really important.
122. My husband (or wife) is lazy and does not work hard enough.
123. I am almost always ashamed of myself.
124. I have trouble with rheumatism.

- 125. In the past I have taken medicine for my mental problems.
- 126. I almost always forgive people when they make mistakes.
- 127. Most of the time I feel sad, unhappy, and gloomy.
- 128. Taking drugs could become a problem for me if I am not careful.
- 129. I am often cruel and unkind with people.
- 130. It is almost impossible for me to stop my constant worrying.
- 131. Money is a big problem in getting along with my girlfriend (or boyfriend).
- 132. I usually do whatever other people want me to do.
- 133. I have trouble with arthritis.
- 134. In the past I received shock treatments.
- 135. I usually try to comfort people.
- 139. Sometimes I have to do certain things (like wash my hands) or else I get more and more nervous.
- 140. Drinking is a big problem in getting along with my boyfriend (or girlfriend).
- 141. I am a mild-mannered, peaceful person.
- 142. I am allergic to many different things.
- 143. I am satisfied with the treatment I received for my mental problems in the past.
- 144. I enjoy helping other people.
- 145. Whenever I am depressed I also feel tense and anxious.
- 146. I am addicted to drugs and will do anything to get them.
- 147. I am often angry with others and I let them know about it.
- 148. Sometimes it is hard for me to remember things.
- 149. My girlfriend (or boyfriend) makes me very nervous.
- 150. I almost always do what people want even when I really don't want to.
- 151. My skin is sensitive and I often break out in hives.

152. I believe the treatment here will help me with my mental problems.
153. I am too generous where other people are concerned.
154. I have had problems with depression for less than one year.
155. I often feel that life is not worth living.
156. I have been in trouble more than once for getting into fights with people.
157. I am often confused by the things that are happening around me.
158. I don't get along with my girlfriend's (or boyfriend's) parents.
159. I have much respect for authority.
160. I have problems with high blood pressure.
161. I would like to have individual psychotherapy.
162. I often sacrifice my self for other people.
163. I have been depressed for a long, long time.
164. I have attempted suicide even though I did not wish to kill myself.
165. People do things that make me angry enough to kill or seriously injure them.
166. Sometimes I do not know what day, month, or year it is.
167. It is exciting for me to do things which are against the law.
168. I am a dependent person who wants to be led by other people.
169. I have trouble with headaches.
170. I would like to be in group psychotherapy.
171. None of my brothers or sisters are married.
172. I do not believe I should be punished for anything I did in the past.
173. I have made at least one serious suicide attempt in the past.
174. I do not like it when other people boss me and tell me what to do.
175. Sometimes I do not know where I am even though I have been there before.
176. I have been in trouble with the police before.

177. I do so many things to get people to take care of me that they usually think of me as a clinging vine.
178. I often feel tired and listless.
179. I would like to talk to someone about the problems of marriage.
180. I get along very well with people my same age.
181. I often feel very guilty.
182. If I ever tried to kill myself I would leave a suicide note.
183. I often complain about the way people treat me.
184. Sometimes I do not know who I am or what my name is.
185. It is difficult for me to get interested in doing odd jobs around the house.
186. I believe I have a mental problem that cannot be cured.
187. I often feel so tired that it is almost impossible for me to do anything.
188. I would like to take medicine for my mental problems.
189. I am a member of at least one group at school.
190. I feel very guilty about some of the things I have done.
191. I have been unconscious for some time after a suicide attempt.
192. I rebel against doing almost anything that people want me to do.
193. I lost something very important to me within the last six months.
194. I did not have to wait very long before getting an appointment here.
195. I have at least one close friend.
196. Sometimes I have so much energy that I cannot rest but just have to keep going.
197. I would like to be hospitalized for my mental problems.
198. Less than four of my brothers and sisters are still living.
199. My childhood was happier than most.
200. My father was almost always kind and loving to me.
201. My parents often get money from a welfare agency or from charity.

- 202. I am employed at the present time.
- 203. I started school when I was about 6 years old.
- 204. My mother was almost always kind and loving with me.
- 205. My mother was a housewife during most of the time I was growing up.
- 206. I have about the same amount of energy that I always had.
- 207. When I was little I had few friends.
- 208. My childhood was very unhappy.
- 209. When I was little my father watched me almost all the time so I would not get into trouble.
- 210. My father had a steady job during most of his life.
- 211. I work part time now.
- 212. I like school.
- 213. When I was little my mother watched me almost all the time so I would not get into trouble.
- 214. My mother worked outside the home when I was little.
- 215. Sometimes it is hard for me to do anything because I move so slowly.
- 216. Few people liked me when I was little.
- 217. I believe my mental problems began when I was a child.
- 218. My father usually let me do anything I wanted to do.
- 219. My father was often out of work when I was growing up.
- 220. I am unemployed at the present time.
- 221. I did not like school.
- 222. My mother usually let me do anything I wanted to do.
- 223. I always listened to my mother and did what she told me to do.
- 224. I think of my family as being in the working class.
- 225. I was very shy as a child.
- 226. When I was born my parents were pleased that I was a girl (boy).

- 227. My father was too strict with me when I was growing up.
- 228. My father only has a grade school education.
- 229. Both of my parents were born in the United States.
- 230. In school I like English and History.
- 231. My mother was too strict with me when I was growing up.
- 232. My mother only has a grade school education.
- 233. Most of the time I am satisfied with my girlfriend (or boyfriend).
- 234. I was afraid of many things when I was little.
- 235. When I was a child my family was very large.
- 236. My father ignored me most of the time when I was little.
- 237. My father graduated from high school.
- 238. I have been steadily employed for a long time.
- 239. In school I liked math and science.
- 240. My mother ignored me most of the time when I was little.
- 241. My mother graduated from high school.
- 242. My girlfriend (or boyfriend) is the boss in our relationship.
- 243. I don't always do what my parents tell me to do.
- 244. I always got along well with my brothers and sisters when I was little.
- 245. My father neglected me when I was little.
- 246. My father graduated from college.
- 247. I never had any trouble holding a job.
- 248. In school I made good grades (mostly A's and B's).
- 249. My mother neglected me when I was little.
- 250. My mother graduated from college.
- 251. I live in or near the downtown section of my city.
- 252. I often had temper tantrums when I was little.

- 253. I have one or more brothers.
- 254. No matter what I did it was almost impossible for me to please my father.
- 255. My father continued going to school after he graduated from college.
- 256. I enjoy my work.
- 257. In school I only made average grades (mostly C's).
- 258. No matter what I did it was almost impossible for me to please my mother.
- 259. I lost someone very close to me during the last six months.
- 260. I live alone.
- 261. When I was a child I was so active and restless that I often got in trouble.
- 262. I have at least one sister.
- 263. My father almost never listened to anything I had to say.
- 264. My father was a heavy drinker.
- 265. I believe I would like working as a common laborer.
- 266. In school I make poor grades (mostly D's and F's).
- 267. My mother almost never listens when I try to talk to her.
- 268. My mother was a heavy drinker.
- 269. I would return to the same place to live after being discharged from a mental hospital.
- 270. I had trouble with nightmares and bad dreams when I was little.
- 271. I was the oldest child in my family.
- 272. My father ruled the family when I was little.
- 273. My father often took drugs.
- 274. Semi-skilled work (such as practical nursing, meat cutting, or driving a taxi) is something I would like to do.
- 275. I failed at least one grade in school.
- 276. My mother ruled the family when I was little.
- 277. My mother often took drugs.

278. I have lived in the same place for more than one year.
279. When I was little I had trouble with bedwetting.
280. I was the middle child in my family.
281. My father almost always punished me whenever I was bad.
282. My father was unfaithful to my mother.
283. Skilled work (such as mechanics, carpentry, weaving, etc.) is something I would like to do.
284. I often skipped school.
285. My mother almost always punished me when I was bad.
286. My mother was unfaithful to my father.
287. I believe that people do not want me around anymore.
288. I cried a lot more than most children do when I was little.
289. I was the youngest child in the family.
290. I never knew whether my father would punish me or just ignore the bad things I did.
291. My father had trouble with the law when I was little.
292. I would like to be a white-collar worker (such as an office worker, bookkeeper, secretary, etc.).
293. I missed many days of school because I was too sick to attend.
294. I never knew whether my mother would punish me or just ignore the bad things that I did.
295. My mother had trouble with the law when I was little.
296. I often feel annoyed and resentful toward my mother.
297. I was often cruel to animals when I was little.
298. I am an only child.
299. My father was cruel and brutal to me when I was little.
300. My father was usually in good health when I was little.
301. I would like to be a professional (such as a doctor, lawyer, or school teacher).

- 302. I was expelled from school at least once.
- 303. My mother was cruel and brutal to me when I was little.
- 304. My mother was usually in good health when I was little.
- 305. I went to a physician or mental health clinic for help with my mental problems before I came here.
- 306. When I was little I often set fires just for the "fun" of it.
- 307. I had no unusual accidents or injuries when I was little.
- 308. My father usually punished me too much when I was bad.
- 309. My father had much trouble with his health when I was little.
- 310. I think I would enjoy dangerous work.
- 311. In school I often got into trouble with the teachers.
- 312. My mother usually punished me too much when I was little.
- 313. My mother had much trouble with her health when I was little.
- 314. I would like to be a daredevil and do all kinds of dangerous things.
- 315. I attend church at least once each month.
- 316. I had no unusual childhood illness when I was little.
- 317. Even when I was bad my father almost never punished me.
- 318. My father had trouble with mental illness.
- 319. People expect more of me now than they did before.
- 320. I often had fights with the other children in school.
- 321. Even when I was bad my mother almost never punished me.
- 322. My mother had trouble with mental illness.
- 323. It is very difficult for me to talk to other people about myself.
- 324. My friends make fun of me because of my weight.
- 325. When I was young my family often moved from one place to another.
- 326. My father usually punished me by giving me a spanking.
- 327. My father died before I was ten years old.

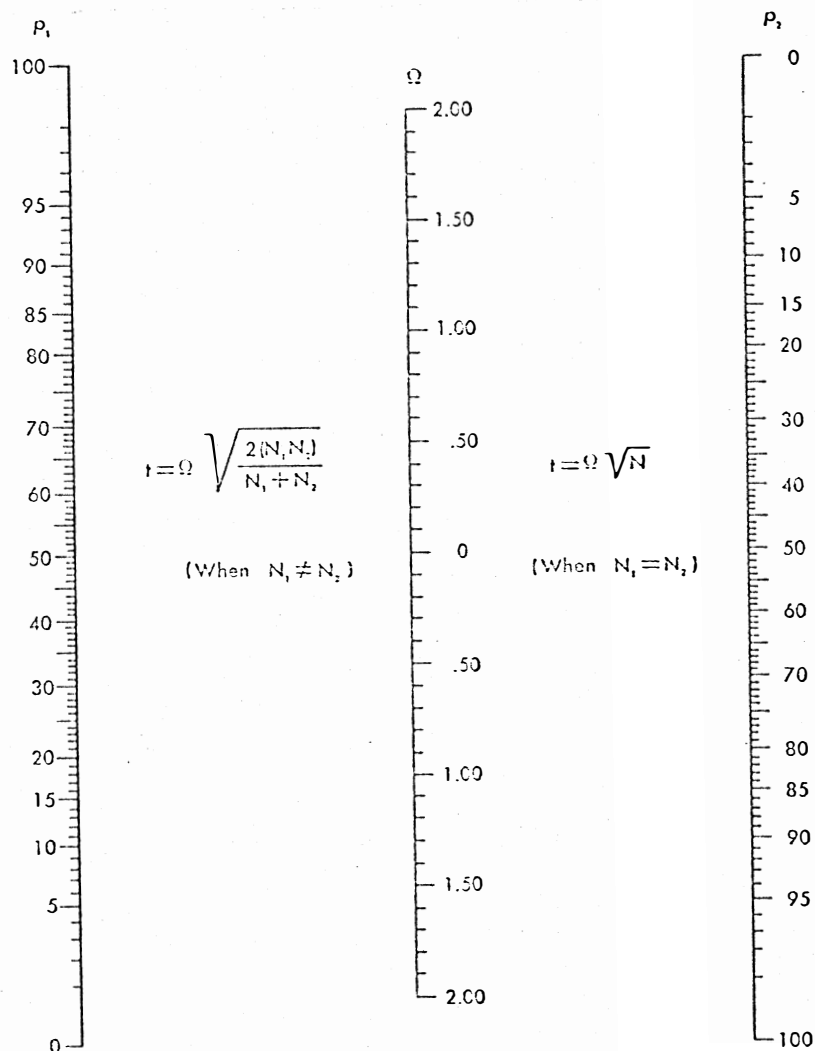
- 328. People expect less of me now than they did before.
- 329. In school I had few friends.
- 330. My mother usually punished me by giving me a spanking.
- 331. My mother died before I was ten years old.
- 332. I get along well with the other members of my family.
- 333. I feel uncomfortable around my friends because of my weight.
- 334. My parents were divorced when I was a child.
- 335. My father usually punished me by scolding or by giving me a "lecture".
- 336. My father is still living.
- 337. I enjoy doing things at home such as watching T.V., gardening, or making minor repairs.
- 338. I have very little education.
- 339. My mother usually punished me by scolding or by giving me a "lecture".
- 340. My mother is still living.
- 341. I pay close attention to things other people say when I am in a group.
- 342. I almost always do the things that other people tell me to do.
- 343. During my childhood I was separated from one or both parents for several months.
- 345. My parents were usually very warm and loving with each other.
- 346. I enjoy doing things outside the home such as going to parties, movies, sporting events, etc.
- 347. I have only been hospitalized once or twice for physical illness.
- 348. Although my mother often threatened to punish me she almost never did anything.
- 349. My parents were divorced when I was young.
- 350. My family and I do many enjoyable things together.
- 351. I feel uncomfortable around my friends because of my acne.
- 352. I did not live with my parents when I was a child.

- 353. I love my father.
- 354. My mother and father were almost always very pleasant to everyone.
- 355. I like to spend my free time in social activities.
- 356. I have never been treated for a head injury.
- 357. I love my mother.
- 358. I lived with my mother during most of the time I was growing up.
- 359. I believe most other people like me.
- 360. I have very few crying spells.
- 361. My mother died before I was ten years old.
- 362. I respect my father.
- 363. My parents argued much of the time while I was growing up.
- 364. I like to spend my free time either playing or watching sporting events.
- 365. I am a good person.
- 366. I respect my mother.
- 367. My mother remarried (if father died or left the family).
- 368. I get along well with the other people in a group.
- 369. I usually "jump" whenever I hear a sudden loud noise.
- 370. My father died before I was ten years old.
- 371. I have no particular feelings of any kind toward my father.
- 372. My parents sometimes hit each other when they were angry.
- 373. I like to spend my free time by myself.
- 374. I believe people with mental problems should be hospitalized.
- 375. I have no particular feelings of any kind toward my mother.
- 376. I lived with my father most of the time I was growing up.
- 377. I am very cooperative when I am in a group of other people.
- 378. I do not have as many dates as my friends do because of my acne.

- 379. I dislike my father.
- 380. Sometimes my parents were separated when I was little.
- 381. I believe that whenever something happens it is for the best.
- 382. It was my own decision to get help for my mental problems.
- 383. I dislike my mother.
- 384. My father remarried (if mother died or left the family).
- 385. I get nervous and uncomfortable whenever I am in a group of strangers.
- 386. It is often hard for me to dress myself.
- 387. I always felt closer to my father than to my mother.
- 388. I was separated from one or both parents during childhood.
- 389. I am very proud of the many things I have accomplished in the past.
- 390. I do not want treatment for my mental problems to take very long.
- 391. I always felt closer to my mother than to my father.
- 392. There are many things wrong with my mind.
- 393. I like to know what I am going to talk about before I get into a group discussion.

Appendix II

Lawshe-Baker Nomograph



"In certain types of work, we find that we have to make a large number of tests of significance between percentages or proportions. This is especially true in item analysis work...the Lawshe-Baker Nomograph was constructed to facilitate such work.

This is very simple to use. Notice that the right-hand column is p_1 and the left-hand one p_2 . We place a straightedge between p_1 and p_2 -- the percentages of proportions whose difference is being tested. The center line is the omega value (w). Notice that there are two t 's presented, one to be used when $N_1 \neq N_2$. Suppose we had a series of tests, all of which were based upon 100 in each group. We would first solve the equation for $t = w\sqrt{N}$ for the 5 percent level of significance, that is $1.96 = w\sqrt{100}$ or $w = .196$. Similarly, the 1 percent value could be obtained by $2.58 = w\sqrt{100}$ or $w = .258$. By rounding these we would have the 5 percent value of omega at .20 and the 1 percent at .26. As we read our omega values from the nomograph, we could immediately determine whether or not each was significant and, if so, at what level." (Downie & Heath, 1965)