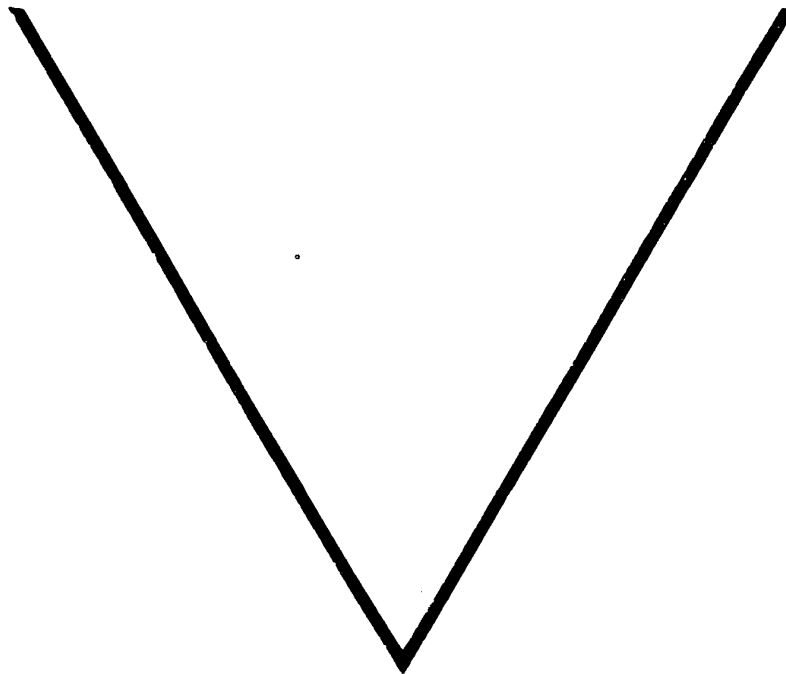


# **THE SQUIRES OF SAN QUENTIN**

## **PRELIMINARY FINDINGS ON AN EXPERIMENTAL STUDY OF JUVENILE VISITATION AT SAN QUENTIN**



**DEPARTMENT OF THE YOUTH AUTHORITY**

**November, 1979**

66312

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THE SQUIRES OF SAN QUENTIN

PRELIMINARY FINDINGS ON AN EXPERIMENTAL STUDY OF  
JUVENILE VISITATION AT SAN QUENTIN PRISON

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DEPARTMENT OF THE YOUTH AUTHORITY

DIVISION OF RESEARCH

NOVEMBER, 1979

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## HIGHLIGHTS

The purpose of this study was to determine the impact of the San Quentin Squires Program--a juvenile visitation program--on the attitudes of youthful participants. Two California counties participated in the study: Los Angeles and Contra Costa. During the Spring of 1979, experimental subjects (participants) from both counties were sent to the Squires Program on three consecutive Saturdays. All subjects were probationers--either camp, ranch, or treatment-center youth. They were all males and had been randomly assigned to either the experimental or control group. The 34 experimentals and 35 controls were very similar to each other in terms of background variables and pretest scores.

The following represent the major findings of this study.

### Subjective Impressions

Subjective impressions of program participants (youth who attended the Squires Program) and staff (camp personnel who accompanied the youth) suggest that the Squires Program made a vivid impression on almost all participants. A content-analysis of written statements by youth revealed two main themes: "I like the Squires Program in general, and I think it has helped me;" "I really don't like prison because it is dangerous and the cells are so small." The impact of these views on youth-behavior--for example, number of arrests--is still to be determined.

### Main Findings

Squires participants were compared with their controls on several measures, before and after exposure to the program. Youths who were exposed to the

program had more positive change in attitudes than their controls: Strong findings were observed, in favor of experimentals (E's) over controls (C's), on Attitudes-toward-Crime and on the Composite (Delinquency) Index. These results were obtained regardless of the analytical method used; moreover, they held up after statistical adjustments were made by means of the covariance technique. No significant differences were observed between E's and C's on Attitudes-toward-School and Attitudes-toward-Prison. Findings on Attitudes-toward-Police were somewhat mixed, as were those on the Semantic Differential. (Mixed means: experimentals sometimes performed better than, but at other times performed no different than, controls.)

Given the strong findings on Attitudes-toward-Crime and on the Composite Index, and given the mixed findings on other measures, we can be cautiously optimistic regarding the existence of relevant attitude-change among program participants--that is, of more positive change than among non-participants.

#### Findings Based on Youth Questionnaire

Responses to the Youth Evaluation Questionnaire reflected a very positive view of the program by participants: Most youth believed the Squires Program was genuine and could prevent their friends from getting into further trouble. They felt that they, themselves, were now less likely to get into trouble as a result of the program; they would recommend the program to other youths; they liked the inmates who participated in the rap sessions; they liked the rap sessions more than any other program feature; and, they liked their visit to San Quentin overall.

Youths (participants) who felt positively about the Squires Program were those who also had lower delinquency scores at posttest--that is, they

had less delinquent scores on Attitudes-toward-Police, Attitudes-toward-Crime, and on the Composite Index than did the remaining participants. Youths who believed that, because of the program, they were less likely to get into future trouble were those who tended to have fewer prior crimes. Also, youths who tended to dislike the Squires inmates tended to have more prior crimes against persons.

### Supplementary Findings

Los Angeles and Contra Costa counties produced somewhat different results. Los Angeles participants were more positive than their controls on Attitudes-toward-Crime, and on the Composite Index. However, participants from Contra Costa were no different than their controls on these and other measures. Since Los Angeles youth were more delinquent than Contra Costa youth to begin with--but were still not highly delinquent, or "hardened"--they might possibly have had "more room for improvement" than the latter individuals.

### Future Research

While the present report dealt exclusively with attitudes, our next report will focus on behavior-change--that is, number and rate of official arrests.

## CHAPTER I

### BACKGROUND

Across the nation a great deal of public interest has recently been generated in a juvenile awareness program at Rahway State Prison, called "Scared Straight." The purpose of this report is to present preliminary findings on a similar program in California--the Squires of San Quentin. Such programs as Squires and Rahway are generally called juvenile visitation programs or youth aversion programs.

The May, 1979 issue of Newsweek Magazine reported that several programs similar to Rahway exist in Maryland, California, Louisiana, and South Carolina. In California there are currently three juvenile awareness programs. These are the Dead-End Project at the California Correctional Center in Susanville, the Prison Preventers Program at the California Institution for Men at Chino, and the program reported upon here--the Squires Program at San Quentin Prison.

While the basic goal of juvenile awareness type programs is to deter youth from future criminal activity, there are variations in approach or program methodology. Programs that bring delinquent or pre-delinquent youth inside prisons may be quite different from one another in terms of type of settings, types of clients, and program content; these programs also serve a variety of youth from the non-delinquent to those already institutionalized.

The merit of juvenile awareness programs nationwide should not rest on the success or failure of the Scared Straight program at Rahway State Prison. Programs should be evaluated individually, on their own merits.

It would be a mistake for decision-makers to "rush to judgment" by giving either unqualified support to or outright rejection of such programs.

In an era of critical, scarce resources the need for careful evaluative research is clear if more definitive answers on the effectiveness of juvenile awareness programs are to be forthcoming. Research designed to ferret out the differential effects of such programs on different types of youth may take time, effort, and money. Definitive research must, however, start with prior research findings and theory, and with a review of the literature related to juvenile awareness programs.

### Prior Research Findings and Theory

The basic goal of juvenile awareness programs is to deter or prevent juveniles from further criminal activity. The theoretical foundation of juvenile awareness or visitation programs lies within the framework of deterrence theory.

Deterrence is usually defined as a preventive effect which actual or threatened punishment has upon potential offenders.<sup>[1]</sup> Punishment is the stimulus; deterrence is the effect. Legal sanctions are said to have three types of deterrent influences. These include primary or special deterrence, which concerns the extent to which punishment prevents punished individuals from committing further violations. Partial deterrence is the extent to which one commits a less serious instead of a more serious offense. General deterrence relates to the influence legal sanctions may have on deterring potential offenders who have not been previously punished. Other important variables in deterrence theory include the celerity, severity, and certainty of punishment. Although a few studies have been done on

celerity (the quickness of response), most have concentrated on severity and certainty. Determining who is deterred by what, with what effect, and under what conditions, is a major goal of deterrence research.

Research into rehabilitation has shown us that most correctional programs act differentially to change human behavior. Such sweeping generalizations as "Nothing works" have been successfully put to rest once and for all.<sup>[2]</sup> The same will probably be shown to be true where deterrence is concerned.

Differential impacts have already been found in a variety of studies related to deterrence. In terms of studies on the certainty of punishment, Claster (1967) found that incarcerated delinquents, more than non-delinquents, perceive it as unlikely (in a hypothetical situation) that they themselves would be caught for committing certain offenses.<sup>[3]</sup> Jensen (1969) found that among those who perceive a lower likelihood of punishment, both self-reported and officially recorded delinquency are higher.<sup>[4]</sup> Waldo and Chiricos found that individuals who perceive a greater likelihood of punishment are slightly less likely to smoke marijuana and to engage in theft than those who perceive a lesser likelihood.<sup>[5]</sup> However, when severity was studied, Waldo and Chiricos found self-reported marijuana use and theft unrelated to perceptions of severity of punishment.<sup>[6]</sup> Taken together, these outcomes are rather mixed.

Current studies have suggested that perceptual variables are very important if not critical to any study of deterrence. Teevan (1976) found that "Respondents who obey the law because they perceive shoplifting to be wrong in itself are not deterred by the fear of punishment."<sup>[7]</sup> He concluded by saying:

"Further it is not only the perception or estimate of risk that is at issue, but the factors of personality, of social values, and of the immediate situation that may determine the readiness of the person to take the risk of apprehension and punishment. The interplay of these factors with the perceptions of punishment needs investigation." [8]

In other studies Erickson, Gibbs, and Jensen report that interpretations of the inverse relation between objective certainty of imprisonment and crime rates need refinement and should include an understanding of the underlying perceptual assumptions, especially differential social condemnation of crime. [9]

"All past research on the deterrence question at the aggregate level (comparisons of jurisdictions in particular) failed to control for social evaluations of criminal acts; at most, it has been recognized only conjecturally (see, e.g., Gibbs, 1968). The present findings, though limited to perceived seriousness of type of acts, represent something more than conjecture. They suggest that research on the question of general deterrence is grossly incomplete unless it incorporates perceptual variables and controls for the social evaluation of crimes or delinquencies." [10]

The relationship between perceptual variables and deterrence, and their co-relationship to the Rahway program, has been tentatively explored by James Finckenauer. Finckenauer concluded that there is probably very little relationship between perception of swiftness, certainty, or severity as depicted by the deterrence model, and the juvenile awareness project itself.

"However, following a deterrence model based upon perception of swiftness, certainty and severity, it seems reasonable to assume that the lifers' group cannot influence perception of swiftness and certainty. One must come to the attention of the police, be apprehended, be referred to juvenile court, be adjudicated, and be sentenced to a correctional institution before one faces the pain of imprisonment." [11]

Aside from issues and difficulties in relating deterrence theories to juvenile awareness programs it is important to review a number of prior empirical studies conducted on such programs. The following section will describe research findings as they relate to current knowledge about juvenile awareness or visitation programs.

#### Research Related to Juvenile Awareness Programs

At this point in time only a handful of studies have evaluated juvenile awareness type programs. Szymanski and Fleming (1971) report on an evaluation in which juvenile delinquents were confronted with adult prisoners in individual counseling sessions at the Norfolk Prison Colony. Eight male probationers at the Boston Juvenile Court participated in the evaluation. This was primarily a psychiatric evaluation, with interviews and observation the primary means of evaluation.

Of the eight probationers four continued to be in trouble at the end of one year. The remaining individuals did not commit any serious delinquency and their behavior was described as generally satisfactory.

Szymanski and Fleming concluded:

"Because of the limitations of the study, no meaningful conclusions regarding therapeutic effect can be drawn. However, the results obtained so far seem to give some additional insight into the process of rehabilitation of young offenders." [12]

These psychiatrists pointed out that interesting clinical processes may be operating in these counseling sessions.

"Most of the work done by the prisoners with the boys was on the level of moralizing. Remarkably, the boys listened to it with great attention. The prisoners' message may be seen as including two components; the first one implies: 'What you do is bad and damaging--not only to society, but



first of all to you. I did the same--I know!' A message of this sort, directed to a deprived adolescents' narcissism, seems to be more effective than talk about societal moral values which are too abstract for him. The other component may be seen as an ego-ideal message: 'I am a delinquent but basically still a good human being because I am trying to do something good, even for you. I would like to be honest, free, working. I can't be, but you can.' The hope is that the juvenile delinquent, through a process of partial identification (Blos, 1962), will identify with the verbalized ego-ideal of an adult delinquent."[13]

Probably the best known evaluations of juvenile awareness programs are those of Finckenauer.<sup>[14]</sup> To date, two reports have been published relative to the well-known program, "Scared Straight." The first report dealt with an assessment of attitudinal changes among participants and a control group of non-participants. The second dealt with a behavioral followup of these same groups.

"The basic or key hypotheses underlying this evaluation is that JAPH has no effect, either attitudinally or behaviorally on the juveniles attending."[15]

The attitudinal assessment showed one significant difference between experimentals and controls in their attitude toward crime: Juveniles who visited Rahway became significantly more negative in their outlook on crime than did the comparison group. On all remaining attitudes that were measured on a pre/post basis--e.g., attitudes toward punishment of criminals, law, justice, I (myself), policemen, prison, punishment, and obeying the law--no significant difference was found between the two groups.

A major finding of the second Finckenauer report was that after six months followup, the experimental group performed significantly worse than the control group. The success rate (i.e., no delinquent behavior) for the experimental group was 58.7%. The success rate for controls was 88.6%.

This contrasted greatly with the 80-to-90% success rate that had been claimed by supporters of the program.

In another study (Michigan State Department of Corrections), the conclusion was reached that an inmate-run program at Jackson Prison had "no discernible effect." [16]

"This is a report on an evaluation of the JOLT program operated at the State Prison of Southern Michigan at Jackson, by members of the JOLT committee. Eligible young men were randomly assigned to either an experimental group which participated in JOLT, or a control group which did not. After comparing groups on a number of pre-JOLT variables and finding no significant differences between experimentals and controls, post-JOLT offense and detention behavior during three and six month follow-up periods were examined. Few significant differences were found between the groups, and those which were discovered tend to reflect the influence of living in an intact family situation and involvement in equal education and employment roles, rather than JOLT." [17]

A review of the literature appears to cast doubt on the effectiveness of juvenile awareness type programs. Conclusions from the psychiatric study are difficult to assess due to the extremely small number of subjects. The Finckenauer and Michigan studies suggest that, at least for "Scared Straight"-type programs, global effectiveness or impact is absent.

It is unlikely that the Squires Program, or any other juvenile awareness program, will prevent delinquency among all types of youth. What is critically important to remember is that different types of youth apparently respond to different types of programs, whether these are rehabilitation or deterrence oriented. Unfortunately, definitive research regarding juvenile awareness programs should, but as yet has not, answer the following types of questions: Are older youth more likely to benefit from a juvenile awareness program than younger youth? Are more delinquent youth (those previously incarcerated) more or less likely than lesser

delinquent youth to benefit from a juvenile awareness program? Assuming some kind of differential effectiveness, what is the optimal type of juvenile awareness program? Should it be modelled after the "Scared Straight" program at Rahway, the Squires Program at San Quentin, or some other program with similar goals but a differing approach? Do youth who commit violent crimes respond better to juvenile awareness programs than those whose offense-history centers around property or minor offenses? Do female delinquents respond better than males? Are there ethnic differences? And, how do subjective perceptions operate in juvenile awareness programs? Showing that a program or process works or doesn't work in a global sense is not really enough for either research purposes or planning.

The present evaluation will attempt to answer some of these questions as they relate to one type of juvenile awareness program--the Squires of San Quentin. As mentioned earlier, this program is quite different than those at Rahway or Jackson. We will now present the origin of the current study and will then describe the Squires Program itself.

#### Origin of the Study

In November 1978, the Los Angeles County Probation Department requested the Division of Research of the California Youth Authority to evaluate a pilot project that was designed to send probation camp youth to the Squires Program at San Quentin Prison. This interest, by Los Angeles County, appeared to be a result of the widespread public support for juvenile offender programs which resulted from the televised showing of "Scared Straight" on November 2, 1978.

Subsequent to the airing of this program the County Board of Supervisors asked the Probation Department to look into the feasibility of such a

program for youthful offenders. The supervisors later approved the experimental use of the Squires Program for a small group of 16-17 year-olds from probation camps in Los Angeles County. The Department of the Youth Authority agreed to evaluate the county's participation in the program.

During this same time, two bills were proposed in the California Legislature. One was SB 40 (Ayala), which would have required the Youth Authority to establish a pilot program to take its wards to visit a state or federal prison. The other was SB 133 (Robbins), which would have required the Department of Corrections (the adult counterpart of the Youth Authority) to make all state prisons available for juvenile visits, in order to impress on them the undesirability of prison life. Both bills were eventually joined under SB 133, but eventually (June 1979), they failed to move beyond the Criminal Justice Committee of the State Legislature. To date no further legislative action has been taken.

While Los Angeles initially requested the Youth Authority's (YA) assistance in evaluating their participation in the Squires Program, the YA's Division of Research in turn asked three counties if they would like assistance in evaluating their participation. Contra Costa responded positively to the Youth Authority's offer.<sup>1</sup> Thus, Los Angeles and Contra Costa counties became the focus of the present study. Together, they contributed common elements (institutionalized youth) as well as useful comparative differences (demographic differences among the youth).

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<sup>1</sup>The two other counties did not respond to our written invitation to participate in the study. Their reasons for not participating are not known.

## The Squires Program

The basic purpose of the Squires Program is to prevent juvenile delinquents from becoming further involved in the justice system. This goal is to be accomplished through interactions between adult inmates and juvenile delinquents, through tough confrontive "rap sessions," through guided tours which involve personal interaction with prisoners, and through pictures of prison violence and contraband.

Squires staff describe their program as follows:

"The purpose of, or general objectives of Squires: to constructively utilize the individual experience and knowledge of convicts and former convicts by relating them to youths at both prison and outside workshops, seminars, lectures and counseling; to initiate and develop projects and activities to overcome antisocial and delinquent behavior in youth of all levels; to function as an advisory body when requested, by interested parties who desire to avail themselves of Squires experiences, knowledge and services; to train and equip the members of Squires on an individual and group level as youth counselors, advisors, and workers both inside and outside prison; to initiate and maintain communication with the general public, educators, law enforcement agencies, youth organizations, civic groups, and schools for the purpose of initiating and developing the projects and activities of Squires and to educate the general public for the propriety of same; to lend when possible, every assistance and support to each youth organization and project, involving all interested parties.<sup>2</sup>

The Squires Program was first created in 1964, at San Quentin. It is completely run by inmates, with assistance from administrative sponsors (prison staff). Since its inception it has served nearly 6,000 individuals, ranging from nondelinquent to very delinquent youth. During its early

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<sup>2</sup>This description was prepared by the Squires' public information staff.

years the program operated mostly in the community of Marin County, where it provided workshops to people who represented churches, schools, boys' clubs, recreation districts, police community relation units, and P.T.A.'s. In recent years more program attention has been provided within the prison. Regardless of setting, the Squires have a slogan which describes their basic intent in educating youth about prison: "To prevent our past from becoming your future."<sup>3</sup>

#### Staff Membership

Squires staff are comprised of convicts of all races, creeds, religions, and ethnic backgrounds. There are no restrictions as to who may be a member. The only requirement is that he is, or was, a convict and has a serious interest in the constructive reconstruction of youths' thinking. The Squires do not define themselves as group counselors, but rather as a group of convicts who meet with youths in rap sessions.

#### Target Population

The primary target groups for the Squires Program range from probationers to institutionalized youth. Almost all youth served are male.

#### Setting and Structure

Youth-groups are brought to San Quentin by participating agencies on three consecutive Saturday mornings. Each session involves a "rap group" to get the youths involved. One Squire (inmate) is assigned to each boy and may give him individual attention. As in the Rahway Program, these sessions are confrontive and the language is often rough.

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<sup>3</sup>Op. Cit., Note 2.

The three sessions proceed in the following manner:

First Session:

- Orientation to facility
- Introduction to Squires
- Orientation to program, by Squires
- Rap Group: Interaction between Squires and youths.

Second Session:

- Tour of facility
- Rap Group.

Third Session:

- Showing of photographs depicting weapons, wounds, aftermath of riots, etc.
- Rap Group, including more individual attention to youths
- Recapitulation and parting.

## CHAPTER II

### GOALS, OBJECTIVES, AND METHODOLOGY

This evaluation is the first of two reports on the Squires Program. It will describe the effects the program has had on changes in attitude toward police, school, crime, prison, and other variables. The second report will assess the effects the program has had on the behavior of youths.

The present report focuses on changes among experimentals and their controls. Experimentals are individuals who attended the program; controls are otherwise comparable youths who did not. The report is based on a scientific evaluation in that subjects for these two groups were randomly assigned after meeting an initial set of selection criteria.

#### Goals and Objectives

The basic goal of this evaluation is to determine the impact of the Squires Program in terms of preventing delinquents from committing offenses against society. Specific objectives are:

- 1) To determine what impact the Squires Program has had on the attitudes of program participants.
- 2) To determine what impact the Squires Program has had on the subsequent behavior (recidivism) of program participants.



## Research Design

The evaluation of the Squires Program is based on a classical research design, sometimes referred to as the "Pretest, Posttest, Control Group Design:"[18]

We begin by setting up two equivalent groups which are as alike as possible before the program is put into effect. Such equivalence is best obtained by random assignment to experimental or control groups. Where this is not administratively feasible, one may have to resort to selective matching. Then, a "before" measure is made to determine the baseline from which change is to be evaluated, and for providing a check on the equivalence of the two groups. One of the groups (the experimental group) is exposed to the program being evaluated while the other (the control group) is not, care being taken to keep the groups from coming into contact with one another. At the conclusion of the program . . . , an "after" measure is made which may be compared with the "before" measure for both experimental and control groups to indicate the changes produced by the experimental program . . . whatever differences are observed between the experimental and control groups, once the above conditions are satisfied, must be attributable to the program being evaluated.[19]

The following is a description of the Pretest, Posttest, Control Group design that was implemented in Los Angeles and Contra Costa counties.<sup>1</sup>

### Implementation of Experimental Design in Los Angeles County

Participants and non-participants for the experiment were selected from the two most secure county probation camps in Los Angeles: Camp David Gonzales and Camp Glenn Rocky. Each camp, at the request of the author,

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<sup>1</sup>Experimental designs, while stronger than other types of designs in eliminating many forms of contamination, are not foolproof. Random assignment can still "stack the deck" on some variables which are highly correlated with outcome. For example, by chance alone, youth with more prior offenses might more often be assigned to one group than to the other. This possibility was carefully assessed in the present evaluation. (Chapter III.)

developed an initial pool of 20 potential participants from each camp; each youth met the criteria which had already been established by Los Angeles County for inclusion in the Squires Program. These criteria were: Each participant selected for the pool must (1) be 16-17 years of age, (2) have a record of delinquency, and (3) be in the last one-third of his camp program.<sup>2</sup>

From this pool of 20 potential participants, 10 were randomly selected for the experimental group and the remaining 10 for the control group.<sup>3</sup> To act as alternates in the event there were dropouts, each camp identified 5 additional individuals who met the criteria for selection. In all cases, youths who were included in the present study also met the following research criterion: each experimental subject had to complete the entire Squires Program, i.e., had to attend all three sessions. As it turned out, all experimentals did attend every session. There were no dropouts.

#### Implementation of Experimental Design in Contra Costa County

Participants from Contra Costa County were selected from the County Byron Boys Ranch and the Boys Treatment Center. Twenty-four youth were randomly assigned to the experimental or control group from the Boys Ranch

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<sup>2</sup>Los Angeles did not specifically define a "prior record." However, experimentals and controls from Los Angeles County had 7.8 and 7.0 prior offenses (arrests), respectively. Also, despite the age criteria, some younger and older youth were accidentally placed into the initial pool, prior to randomization.

<sup>3</sup>Of the original 20 experimentals from Los Angeles, one was eliminated from the study because of a problem he had in camp prior to the first session of Squires. Of the original 20 controls from Los Angeles, three were eliminated due to testing problems.

and 12 were randomly assigned from the Treatment Center.<sup>4</sup> To be selected from both settings, youngsters had to be in the early phase of their camp or treatment center program. Staff at the Byron Boys Ranch believed that having youth attend the Squires Program shortly after admission to the camp program made working with the youth much easier.<sup>5</sup>

### Test Instruments

This phase of the research is concerned with determining what impact the Squires Program has had on the attitudes of program participants. Before we measured attitude change, two questions had to be answered: What types of attitude change were we interested in? What test instruments would give us the information we needed?

We made the assumption that attitude is a necessary antecedent to behavior, and we therefore viewed the measurement of attitude-change as both necessary and important. To measure a "delinquent attitude" (conceived as either a temporary or more permanent state-of-mind), we used and/or created four "delinquency scales" and one composite delinquency index. In addition, two other scales and a composite index were used. The delinquency scales and instruments were: Attitudes-toward-Police; Attitudes-toward-School; Attitudes-toward-Crime; and Attitudes-toward-Prison. The remaining

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<sup>4</sup>The Boys Treatment Center was previously known as the Pre-Placement Center.

<sup>5</sup>Some confounding may have been present in the selection of Treatment Center youths: Prior to their initial visit to San Quentin, some youth (N=3) in the experimental group were shifted to the control group, and vice versa (N=3). Because of this, an additional analysis was made on the background variables and pretest scores of Treatment Center youth. This analysis indicated that experimentals and controls from the Treatment Center were quite comparable in terms of background variables and pretest scores.

scales were the Semantic Differential, a Semantic Differential Composite index, an Attitude-toward-Camp Scale, the Gluecks Social Prediction Scale, and a client-and-staff questionnaire. Each scale and composite index will be briefly described:

#### Attitudes-toward-Police Scale

This scale is composed of 7 items that measure attitudes toward police and have been found, in previous studies, to be highly correlated with self-reported delinquency. Each item is scored on a 7-point spread.<sup>6</sup> Low scores reflect a less delinquent attitude (orientation), and high scores a more delinquent attitude. (See Appendix A for further description.)

#### Attitudes-toward-School Scale

This scale is composed of 4 items, each scored on a 7-point spread.<sup>7</sup> The scale measures attitudes toward school which have been found--again in previous studies--to be positively correlated with self-reported delinquency. Low scores reflect a less delinquent orientation, and high scores a more delinquent orientation. (See Appendix A for details.)

#### Attitudes-toward-Crime Scale

This scale is composed of 3 items, each scored on a 7-point spread. It is a newly developed scale which possesses content as well as concurrent validity. Content validity was established for individual scale-items through a review process which involved several researchers. Concurrent

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<sup>6</sup>Scores on this scale could therefore range from a low of 7 points to a high of 49.

<sup>7</sup>The scale-score could therefore range from a low of 4 to a high of 28 points.

validity was established by the scale's correlation (.36,  $p < .01$ ) with the Attitudes-toward-Police Scale at pretest. Low scores on this scale reflect a less delinquent orientation, and high scores a more delinquent orientation. (See Appendix A.)

#### Attitudes-toward-Prison Scale

This scale is composed of 5 items and measures attitudes toward prison. It, too, is a newly developed scale which possesses content as well as concurrent validity. Content validity was established through the preceding review process; concurrent validity was established by its substantial correlation with scales known to measure self-reported delinquency.<sup>8</sup> Low scores reflect a less delinquent orientation, and high scores a more delinquent orientation. (See Appendix A.)

#### Composite Index

This is an index which encompasses the combined scores of the preceding four scales--Attitudes-toward-Police, Attitudes-toward-School, Attitudes-toward-Crime, and Attitudes-toward-Prison. Low scores reflect a less delinquent orientation.<sup>9</sup>

#### Other Scales

Other measures used in this evaluation include the Semantic Differential and the Attitudes-toward-Camp Scale. A composite index of the Semantic Differential was also used, in addition to the Gluecks Social Prediction Scale.

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<sup>8</sup>This scale at pretest correlated .47 ( $p < .001$ ) with the Attitudes-toward-Police Scale at pretest, and .31 ( $p < .01$ ) with Attitudes-toward-School at pretest.

<sup>9</sup>Scores could range from a low of 19 points to a high of 133.

Semantic Differential. The Semantic Differential (SD) has often been used in psychological research to measure perception, meaning, and attitudes.<sup>10</sup> It has been shown to differentiate between "good" and "bad" boys as rated independently by teachers, principals, and assistant principals.<sup>[20]</sup> Finckenaue used a modified version of this scale in his evaluation of attitude-change among participants in the Rahway Program.

The SD scale that was used in the present study is also a modified version, one which consists of 7 concepts: prison, crime, cell, guard, doing time, lock-up, and other prisoners. Ten adjective-pairs were developed to measure the degree of positive or negative feeling toward each concept. These are: good-bad, beautiful-ugly, clean-dirty, cruel-kind, unpleasant-pleasant, happy-sad, nice-awful, honest-dishonest, unfair-fair, and valuable-worthless. Each pair was rated on a 7-point scale.<sup>11</sup> (See Appendix A for details.)

Attitudes-toward-Camp Scale. This scale consists of 2 items. One item asks the youth to evaluate camp personnel; the other asks him to give a personal prognosis as to his likelihood of future delinquency. This is a newly developed scale which has content and concurrent validity. Content validity was established through a review of each item by a group of researchers. Concurrent validity was established on the basis of positive correlations with scales known to be predictive of self-reported delinquency.<sup>12</sup> Low scores on this scale reflect a less delinquent orientation. (See Appendix A.)

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<sup>10</sup>The Semantic Differential was used in the present evaluation mainly to replicate various aspects of the Rahway study by Finckenaue. Even so, the present SD scale is a variation of that used by Finckenaue.

<sup>11</sup>For any given concept, an individual's score could range from a low of 10 to a high of 70.

<sup>12</sup>The Attitudes-toward-Camp Scale is correlated .27 ( $p < .05$ ) with the Attitudes-toward-Police Scale at pretest, and .26 ( $p < .05$ ) with Attitudes-toward-School.

Gluecks Social Prediction Scale. The Gluecks Social Prediction Scale was developed by Sheldon and Eleanor Glueck to identify "delinquency-prone or delinquency-endangered children." It is a 5-item scale which deals with the family.<sup>13</sup> Low scores reflect low delinquency proneness whereas high scores are associated with high proneness.<sup>14</sup> (See Appendix A for details.)

Semantic Differential Composite Index. This is an index which sums-up the scores from all seven Semantic Differential concepts. Low scores reflect a negative orientation toward the concepts, whereas high scores reflect a positive orientation.

#### Youth Evaluation Questionnaire

This is a 10-item instrument used to measure the experimental group's personal assessment of the Squires Program. The relationship between attitude-change and youth responses to the Youth Evaluation Questionnaire is presented in Chapter V.

#### Staff Questionnaire

This is a 5-item instrument used to evaluate the staff's response to the program. Results from this questionnaire are presented in Chapter IV.

### Overview of Data, and Types of Analysis

Three types of data were collected: (1) demographic or background (from probation files)--e.g., age, ethnicity, number of prior arrests,

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<sup>13</sup>Scores can range from a low of 5 to a high of 25. A number of studies have at least partially validated the original Gluecks Social Prediction Scale.

<sup>14</sup>This scale was used in the present evaluation mainly because it had been used in the Finckenauer study, and, secondarily, in order to see if it could predict outcome scores on various delinquency scales.

type of prior offenses, and length of time youth has been known to the system (camp entry date minus date of first justice system contact); (2) attitudinal--e.g., attitudes toward police, school, crime and violence, prison, probation camp personnel, family, and the Youth Evaluation of Squires (for E's at posttest only); and (3) process--e.g., subjective appraisals of program impact (written critiques and responses to Staff Questionnaire, by program participants and staff who attended the program).<sup>15</sup>

Four main analyses will be presented: (1) process description, including written critiques and questionnaire responses by program participants and staff; (2) analysis of the differences between experimentals (E's) and controls (C's), using a "raw-score" method (change-scores from pretest to posttest); (3) analysis of the differences between E's and C's, at posttest only; and (4) analysis of the differences between E's and C's at posttest, using multiple regression. Details relating to these analyses will be presented in conjunction with the respective findings.

Before proceeding to the main findings (Chapter IV) we will briefly review the comparability of the experimental and control samples.

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<sup>15</sup>A fourth type of data, officially recorded delinquency (number and type of arrests during a six-months followup) will be collected beginning in December, 1979.



## CHAPTER III

### THE STUDY SAMPLE

The following is a description of the youth randomly selected for this evaluation. We are devoting an entire chapter to the characteristics of these youth in order to answer the following, crucial question: Were experimentals and controls really similar to one another?

#### Study Groups

A total of 69 youths were studied in the present evaluation--34 experimentals and 35 controls. Of the experimentals, 19 were from Los Angeles and 15 from Contra Costa. Of the controls, 17 were from Los Angeles and 18 from Contra Costa.

The experimentals and controls were compared to each other on the following variables:

- 1) Age of youth at entry into camp program
- 2) Ethnicity
- 3) Number of prior arrests
- 4) Number of prior chargeable offenses (i.e., charges)
- 5) Type of prior chargeable offenses (i.e., charges)
- 6) Number of months youth has been known to the justice system
- 7) Severity of offenses
- 8) Pretest scores.

These variables will be reviewed in turn.

# Age and Ethnicity

When age-differences were analyzed a significant difference was found between experimentals (E's) and controls (C's): Experimentals were significantly older (16.5 vs 15.9 years). Ethnic differences between E's and C's were not significant. (Table 1.)

TABLE 1  
Number and Percent of Experimentals and Controls  
by Age and Ethnicity

Variable	Study Group					
	Total		Experimental		Control	
	N	%	N	%	N	%
Age						
14	5	7.3	1	2.9	4	11.4
15	8	11.6	2	5.9	6	17.1
16	27	39.1	13	38.2	14	40.0
17	24	34.8	15	44.1	9	25.7
18	5	7.3	3	8.8	2	5.7
TOTAL	69	100.1	34	99.9	35	99.9
	$\bar{x} = 16.2$		$\bar{x} = 16.5$		$\bar{x} = 15.9$	
	$z = 2.17, p<.05.$					
Ethnicity						
Caucasian	31	44.9	16	47.0	15	42.9
Black	16	23.2	9	26.5	7	20.0
Mexican-American	19	27.5	9	26.5	10	28.6
Other	3	4.3	0	0.0	3	8.6
TOTAL	69	99.9	34	100.0	35	100.1
	$z = 0.48, NS.$					

### Prior Arrests

No significant differences were found between experimentals and controls on number of prior arrests. (Table 2.)

TABLE 2  
Number and Percent of Experimentals and Controls  
by Prior Arrests

<u>Variable</u>	Study Group					
	<u>Total<sup>a</sup></u>		<u>Experimental</u>		<u>Control</u>	
	N	%	N	%	N	%
Prior Arrests						
1-3	10	14.7	5	14.7	5	14.7
4-6	23	33.8	10	29.4	13	38.2
7-9	15	22.1	6	17.6	9	26.5
10-12	14	20.6	8	23.5	6	17.6
13+	6	8.8	5	14.7	1	2.9
TOTAL	68	100.0	34	99.9	34	99.9
	$\bar{x} = 7.2$		$\bar{x} = 7.7$		$\bar{x} = 6.7$	
	$z = 1.17, NS.$					

<sup>a</sup>One individual is missing due to unavailability of probation record for prior offense history. This individual was pre and posttested, and data on other background characteristics were available from card files at the camps.

### Number of Prior Chargeable Offenses (Charges)

Experimentals tended to have more prior chargeable offenses than controls. Fifty percent of the E's had 10 or more prior chargeable offenses, as compared to 35.2% of the C's. (Table 3.)

TABLE 3  
Number and Percent of Experimentals and Controls  
by Prior Chargeable Offenses<sup>a</sup>

<u>Variable</u>	Study Group					
	<u>Total<sup>b</sup></u>		<u>Experimental</u>		<u>Control</u>	
	N	%	N	%	N	%
Prior Chargeable Offenses						
1-3	6	8.8	1	2.9	5	14.7
4-6	19	27.9	10	29.4	9	26.5
7-9	14	20.6	6	17.6	8	23.5
10-12	10	14.7	4	11.8	6	17.6
13+	19	27.9	13	38.2	6	17.6
TOTAL	68	99.9	34	99.9	34	99.9
	$\bar{x}$ = 9.1		$\bar{x}$ = 9.9		$\bar{x}$ = 8.3	
	$z$ = 1.65, $p < .10$ .					

<sup>a</sup>Prior chargeable offenses may differ from number of prior arrests in that the former may involve multiple charges for any one arrest. Thus, two groups of youth, e.g., E's and C's, may have an equal number of arrests but conceivably a different number of chargeable offenses. In this evaluation, number of prior arrests correlated .94 ( $p < .001$ ) with number of chargeable offenses.

<sup>b</sup>Refer to note from Table 2.

#### Type of Prior Chargeable Offense (Charge)

Five types or categories of prior chargeable offenses were evaluated: crimes against persons, crimes against property, drug offenses, minor offenses, and status offenses. No significant differences were found between experimentals and controls on any of these variables. (Table 4.)

TABLE 4

Number and Percent of Experimentals and Controls  
by Type of Chargeable Offenses

Variable	Study Group					
	Total <sup>a</sup>		Experimental		Control	
	N	%	N	%	N	%
Crimes Against Persons						
0	28	41.2	12	35.3	16	47.1
1-2	22	32.4	12	35.3	10	29.4
3-4	13	19.1	8	23.5	5	14.7
5-6	3	4.4	1	2.9	2	5.9
7+	2	2.9	1	2.9	1	2.9
TOTAL	68	100.0	34	99.9	34	100.0
	$\bar{x} = 1.5$		$\bar{x} = 1.6$		$\bar{x} = 1.4$	
	z = 0.83, NS.					
Crimes Against Property						
0	4	5.9	3	8.8	1	2.9
1-2	26	38.2	13	38.2	13	38.2
3-4	16	23.5	8	23.5	8	23.5
5-6	12	17.6	7	20.6	5	14.7
7+	10	14.7	3	8.8	7	20.6
TOTAL	68	99.9	34	99.9	34	99.9
	$\bar{x} = 3.6$		$\bar{x} = 3.4$		$\bar{x} = 3.8$	
	z = 0.92, NS.					
Drug Offenses						
0	44	64.7	20	58.8	24	70.6
1-2	21	30.9	12	35.3	9	26.5

TABLE 4 (Cont'd)

Variable	Study Group					
	Total <sup>a</sup>		Experimental		Control	
	N	%	N	%	N	%
Drug Offenses (Cont'd)						
3-4	2	2.9	2	5.9	0	0.0
5-6	1	1.5	0	0.0	1	2.9
7+	0	0.0	0	0.0	0	0.0
TOTAL	68	100.0	34	100.0	34	100.0
	$\bar{x}$ = 0.58		$\bar{x}$ = 0.68		$\bar{x}$ = 0.49	
	z = 1.03, NS.					
Minor Offenses						
0	25	36.8	10	29.4	15	44.1
1-2	24	35.3	12	35.3	12	35.3
3-4	15	22.1	10	29.4	5	14.7
5-6	2	2.9	0	0.0	2	5.9
7+	2	2.9	2	5.9	0	0.0
TOTAL	68	100.0	34	100.0	34	100.0
	$\bar{x}$ = 1.7		$\bar{x}$ = 2.0		$\bar{x}$ = 1.3	
	z = .80, NS.					
Status Offenses						
0	27	39.7	11	32.3	16	47.1
1-2	27	39.7	14	41.2	13	38.2
3-4	6	8.8	4	11.8	2	5.9
5-6	4	5.9	1	2.9	3	8.8
7+	4	5.9	4	11.8	0	0.0
TOTAL	68	100.0	34	100.0	34	100.0
	$\bar{x}$ = 1.7		$\bar{x}$ = 2.1		$\bar{x}$ = 1.3	
	z = 1.49, NS.					

<sup>a</sup>Refer to note from Table 2.

Number of Months Youth Known to Justice System

There were no significant differences between E's and C's as to the number of months the youth had been known to the justice system. (Table 5.)

TABLE 5

Number and Percent of Experimentals and Controls  
by Number of Months Youth Known to Justice System

<u>Variable</u>	Study Group					
	<u>Total<sup>a</sup></u>		<u>Experimental</u>		<u>Control</u>	
	N	%	N	%	N	%
Number of Months						
1-12	12	17.6	5	14.7	7	20.6
13-24	10	14.7	4	11.8	6	17.6
25-36	17	25.0	11	32.4	6	17.6
37-48	5	7.4	3	8.8	2	5.9
49-60	11	16.2	6	17.6	5	14.7
61-72	6	8.8	3	8.8	3	8.8
73+	7	10.3	2	5.9	5	14.7
TOTAL	68	100.0	34	100.0	34	99.9
	$\bar{x}$ = 38.9		$\bar{x}$ = 38.1		$\bar{x}$ = 39.8	
	z = 0.02, NS.					

<sup>a</sup>Refer to note from Table 2.

Severity of Offenses

There were no significant differences between experimentals and controls on severity of offenses. (Table 6.)

TABLE 6

Number and Percent of Experimentals and Controls  
by Severity of Offense

<u>Variable</u>	Study Group					
	<u>Total<sup>a</sup></u>		<u>Experimental</u>		<u>Control</u>	
	N	%	N	%	N	%
Average Severity Scores <sup>b</sup>						
1-2	5	7.4	4	11.8	1	2.9
3-4	28	41.2	14	41.2	14	41.2
5-6	29	42.6	14	41.2	15	44.1
7-8	6	8.8	2	5.9	4	11.8
TOTAL	68	100.0	34	100.1	34	100.0
	$\bar{x} = 4.9$		$\bar{x} = 4.8$		$\bar{x} = 5.1$	
	$z = 1.13, NS.$					

<sup>a</sup>Refer to note from Table 2.

<sup>b</sup>Each chargeable offense was given a relative score for severity. The score ranged from 1 to 9 depending on the nature of the offense (see Appendix S for details).



Major Scales (pretest)

There were no significant differences between E's and C's on the four major scales (pretest scores), and on the Composite Index as well. (Table 7.)

TABLE 7

Mean Scores of Experimentals and Controls  
on Major Scales (Pretests)

<u>Scales</u>	<u>Study Group</u>		<u>t</u>	<u>p</u>
	<u>Experimental</u>	<u>Control</u>		
	$\bar{x}$	$\bar{x}$		
Major Scales				
Attitudes-toward-Police	32.1	32.9	0.47	NS
Attitudes-toward-School	17.5	16.1	1.06	NS
Attitudes-toward-Crime	9.5	9.2	0.43	NS
Attitudes-toward-Prison	12.9	13.5	0.43	NS
Major Scales - Composite Index <sup>a</sup>	72.1	71.8	0.08	NS

<sup>a</sup>Due to rounding error, figures shown for Major Scales - Composite Index do not equal the totals for respective column averages.

Semantic Differential (pretest)

There were no significant differences between experimentals and controls on each of the seven concepts of the Semantic Differential (pretest scores). This applied to the Semantic Differential Composite Index as well. (Table 8.)

TABLE 8  
Mean Scores of Experimentals and Controls  
on Semantic Differential Concepts

<u>Scales</u>	Study Group <sup>a</sup>		<u>t</u>	<u>p</u>
	<u>Experimental</u> $\bar{x}$	<u>Control</u> $\bar{x}$		
Concepts				
Prison	21.3	18.5	1.41	NS
Crime	23.7	22.2	0.52	NS
Cell	19.6	18.8	0.37	NS
Guard	28.8	25.4	1.14	NS
Doing Time	22.1	20.2	0.87	NS
Lock-Up	20.6	19.4	0.50	NS
Other Prisoners	29.7	27.6	0.81	NS
Semantic Differential Composite Index <sup>b</sup>	166.2	152.0	1.10	NS

<sup>a</sup>The number of experimentals for this analysis was 34; for controls, it was 35.

<sup>b</sup>The Semantic Differential Composite Index does not add up to column averages because of rounding error.

Gluecks Social Prediction Scale (pretest)

There were no significant differences between E's and C's on the Gluecks Social Prediction Scale (pretest scores). (Table 9.)

TABLE 9

Mean Scores of Experimentals and Controls  
on Gluecks Social Prediction Scale

<u>Scale</u>	<u>Study Group<sup>a</sup></u>		<u>t</u>	<u>p</u>
	<u>Experimental</u>	<u>Control</u>		
	$\bar{x}$	$\bar{x}$		
Social Prediction Scale <sup>b</sup>	10.2	9.7	0.62	NS

<sup>a</sup>The number of experimentals for this analysis was 34; for controls, it was 35.

<sup>b</sup>This Scale was administered only once, in view of its essentially static nature. It was classified "pretest" relative to the question of possible differences between E's and C's.

Attitudes-toward-Camp Scale (pretest)

There were no significant differences between E's and C's on the Attitudes-toward-Camp Scale (pretest). (Table 10.)

TABLE 10

Mean Scores of Experimentals and Controls  
on the Attitudes-toward-Camp Scale

	<u>Study Group<sup>a</sup></u>		<u>t</u>	<u>p</u>
	<u>Experimental</u>	<u>Control</u>		
	$\bar{x}$	$\bar{x}$		
Attitudes-toward-Camp Scale	4.8	5.0	0.36	NS

<sup>a</sup>The number of experimentals for this analysis was 34; for controls, it was 35.

### Summary

No significant differences were found between experimentals and controls on a wide range of background variables: ethnicity, number of prior arrests, number of crimes against persons, number of crimes against property, number of drug offenses, number of status offenses, number of months the youth had been known to the justice system, and severity of prior offenses.

No significant pretest differences were found between experimentals and controls on any of the scales/indices used in this evaluation. Included were: Attitudes-toward-Police, Attitudes-toward-School, Attitudes-toward-Crime, Attitudes-toward-Prison, the Composite Index, seven concepts of the Semantic Differential (SD), SD Composite Index, Gluecks Social Prediction, and Attitudes-toward-Camp.

Significant differences were found on two variables. Experimentals were somewhat older than controls--six months in all. They also tended to have more chargeable offenses.

In sum, experimentals and controls were very similar to one another on a large number and wide range of variables and scales. In the following chapters, an attempt was made to control for the two differences that did exist.

## CHAPTER IV

### MAIN FINDINGS

As mentioned in Chapter III we have assessed the Squires Program in four main ways: (1) process evaluation and description by program participants and staff; (2) analysis of amount of attitude change from pretest to posttest ("Raw-Score Method"); (3) analysis of attitudes at posttest; and (4) analysis of program impact using multiple regression.<sup>1</sup>

#### Process Evaluation and Description

Process evaluation and description involves the relationship between program inputs, processes, and outputs. In the present case it is an attempt to understand the relationship between subjective elements of a program and program outcome itself. This is a very difficult type of assessment since it involves the establishment of links between program outcome and antecedent or intervening variables. Nevertheless, an understanding of subjective elements is important in terms of describing what is happening in a program.

The major method of assessing the subjective impact of the Squires Program involved our collecting independent, written critiques from clients (youth participants) as well as staff. The results may be biased (unrepresentative), since not all clients and staff provided written critiques or

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<sup>1</sup>Assessments (2) and (3) are accompanied by an analysis of covariance which controls for preexisting differences between E's and C's. In analyses (2) through (4), care was taken to assess the skewness and kurtosis of all score-distributions. As a further check, U-tests were computed. (See Appendices B and C.) Findings based on these distribution-free tests are presented in the text, where appropriate.

filled out a questionnaire. Client critiques were available only in Contra Costa County: Since January, 1978, roughly 60 youth from the Boys Ranch participated in the Squires Program. After completing the program, all 60 were asked to write a critique of their experience. Twenty-seven of the 60 (45%) complied with the request and submitted a critique to Boys Ranch staff.

Staff questionnaires were given to 4 staff members from Los Angeles and 3 from Contra Costa--individuals who accompanied the youth to San Quentin. Two staff from Los Angeles and 1 from Contra Costa filled out the questionnaire.

Since the present assessment was limited by the factor of self-selection, the following approach was used to obtain at least a representative sample from among these self-selected individuals: For clients, 5 written critiques were obtained by randomization from the 27 submitted. For staff, all individuals who completed the questionnaire were used. These critiques and responses will now be presented--in their original form except for an occasional, minor grammatical change.

#### Client Critiques

Client #1: I think the Squires was a really exciting program. I learned a lot about San Quentin that I didn't know and that I really didn't want to know. The first week we went, it was pretty scary. We arrived at the "Big House" about 8:30 a.m. We went to the iron gates where we walked through a metal detector to see if we had any knives, guns, etc. Then we signed the books. They stamped our hands and told us if we didn't glow we didn't go. Then we went in. We were taken to the school building where we were introduced to the convicts and they asked us questions and we asked them questions and we left there at 12:00.

The second week we went, the convicts took us on a tour of San Quentin. The leader of the program told every convict to get one or two people to tell something about what we were going to see. They showed us the gym where they lift weights. They showed us their cells. You could stick your arms out and touch both sides of the walls. They had T.V.'s, radios, etc. But that was only in the honor block. They say you have to be real good for about three years before you could get there. They showed us bullet holes in the tin roof where the guards shot warning shots.

The third week we went, they took us to the school building where they showed us pictures of stabbings and all the drugs they got in there, and three-fourths of the people who got stabbed were dead. Overall, this program lets young people take a look at where they would end up if they didn't shape up and take a look at what they were doing. For me, it was a great experience. I've seen some hard places, but never like San Quentin. To me, that place is the scum of the earth and as for me now, I will never be there again.

Client #2: I feel that this program made a very big impression on me in a number of ways. Some of my impressions were very positive. The convict I talked to said that I should get into something that I like and get a job to be able to keep busy and make money because now is the time of your life when you have to do things on your own and stop getting into trouble with the law, like he did. The prison, itself, made a very big impression on me also, like the size of the room and the guards ready to shoot you, the thought of being stabbed with a long knife and the amount of time a person has to stay there. I feel lucky to be in Byron [Contra Costa County Camp] and not in prison. One thing it did not do was really

change my attitude. I still have a lot of bitter feelings inside and if I feel I have to do something, I will do it and if I am drinking, I will do things even faster.

The Squires Program makes me want to try harder to get a job and into a hobby like motorcycles and cars and leave alcohol alone. I feel that once I get that accomplished, I will feel good at what I am doing and be proud of myself and have a better outlook on life. All I know now is how to drink and pick up girls. I have a car that I can fix up but nothing to fix it with so San Quentin has made me want to do good and get my head together.

Client #3: This is my impression of Squires. Now I see how hard the inmates have it and how most of the members of Squires feel about being locked up, and I know they don't want to be locked up in those little cells. The hall cells were small and when I saw those I thought about how much room they had to move around in. But most of the inmates in the privileged cells enjoy fixing them up because I saw some pretty sharp cells when I went on the tour.

I thought the prison was bigger than it turned out to be. Some of the prisoners I saw looked like they had been lifting weights for at least ten years or more.

I never want to end up in San Quentin. I was kind of scared to go to San Quentin because of all of the stabbings going on there. The way the inmates talk it seems like you can get killed if you make a mistake in there, so that's why I don't want to ever get sent there.

Client #4: The tour was an exciting trip. I learned in this program that it was about crimes against the law and criminal offenses. The prison



I went to was San Quentin State Prison where they had grown adult men for murder, robberies and burglaries and dope dealers and things that are something against the law.

I got to talk to one of the men who was doing time in prison. His name was \_\_\_\_\_, age 44 [sentence: life]. He had served 22 years of his life in prison for murder, first degree. He will soon die because his freedom is now taken by the law. I met another man named \_\_\_\_\_. He got life too for murder, second degree and robbery. He said if he had a chance in life again, he would get an education and be a working man instead of a criminal against the law but he said it can happen to the best of us. I met another guy named \_\_\_\_\_. He was in jail for murder and pimping and peddling women, and for false check cashing and two counts of attempted murder. He is going to be in prison the rest of his life. From what I have seen and heard, it is an experience I don't want to have to go through in life. I met another guy named \_\_\_\_\_. He was in for shooting two dudes and for hot check cashing and he talked to me and some of the fellows about how he committed his crimes while he was on the street. One day he said he went over to cop some dope from one of his partners and up and shot it out with the dude because he sold a bag of heroin to him. He did not like that so they had it out. The dude's brother jumped in the middle of the gun fight, got shot for jumping in and the other brother went to go help his bullet wounds, one in the stomach and the other in the side of the head. One was in critical condition and the other was in a coma. He had a short time to live so the next crime was for checks. He was stealing and committed another federal offense.

Client #5: We left Byron at 7:30 in the morning to go to San Quentin. It was my first time ever to go there or see this place. When I walked through the gates I got a weird feeling. It was cold and no one seemed to

care about you. The convicts looked at us like they wanted us, or something like that.

The first time, we went into a room it was what used to be the old hospital. The convicts introduced themselves and told us what they were in for and things like that. Then they asked us our names and what we were in for. The first day was mainly for us all to get acquainted.

The second time we went, we took a tour of the prison. We saw the lower yard and where the shops were, like metal shop, etc. We also saw the football field and weight room. There was a boxing ring in the weight room. They also have a football team where people from the outs come in and play football against the convicts. We saw the honor cells and got to go inside them and to me it felt real weird. When I was in the cell, I felt cold and I also got the feeling I had no friends. It seemed to me that the guys in there didn't care if you lived or died.

The third time we went, we went back into the rooms and saw pictures of men who were stabbed and got their necks sliced open. The convicts got on our backs about getting into trouble. They said they did the same things we did and look where it got them.

Squires changed me a lot because I don't want to end up in San Quentin or any other prison. The convicts gave us a good idea of what goes on in prison and it is not worth it to me to mess up and end up in prison. [End of youth critique.]

By and large, from this sample of randomly selected critiques, respondents provided a positive impression of the Squires Program. All appeared to be serious about their involvement while at San Quentin. The small size of the cells seemed to make quite an impression. In general, the respondents spoke as much--if not more--about physical aspects of the prison as about their interactions and discussions with the inmates.

### Staff Evaluation Questionnaire Responses

A staff questionnaire was developed in order to assess the subjective impressions of participants in the Squires Program.<sup>2</sup> Like client participants, staff who completed this questionnaire provided a rich account of their reactions to the program. For each question that was asked, the responses of three staff participants will be presented.

A. How would you describe the behavior, feelings, reaction, or mood of the youth participants prior to their first program session with the Squires Program?

Staff Member #1: Anxious, anticipatory, excited.

Staff Member #2: Prior to the first visit to San Quentin, the mood of the youngsters can be described as one of excitement. This revolved around not only the trip to San Quentin, but the opportunity to get out of camp and the prospect of taking a plane trip. Along with the excitement, there were also feelings of anxiety. The anxiety was most noticeable just before we boarded the airplane to fly to San Francisco and as we approached San Quentin. San Quentin was first sighted across the bay from Highway 101. At that time, there was a marked upward change in the noise level.

Staff Member #3: The group began the trip laughing and acting in a rowdy manner. As we approached the prison the noise level dropped dramatically. It became evident that the wards were uneasy and in some cases visibly showing fear or uncertainty about the things to come. Finally, the wards began to make statements about the behavior that they would illustrate. These statements centered around not getting out of line with the cons.

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<sup>2</sup>This questionnaire can be found in Appendix A.

B. How would you describe the behavior, feelings, reactions or mood of the youth participants to the tour of the prison? Any unusual events or happenings for individuals or the group collectively?

Staff Member #1: Impressed, eye opening, interested.

Staff Member #2: Clearly, while the youngsters were in San Quentin, their overall behavior was subdued. They, along with the two staff from Camp Gonzales, were in awe of the situation and were also aware of the tension prevalent in the institution. These feelings were evident prior to the formal meetings with the Squires. It appeared that the milieu of the prison itself affected each ward in such a way that by the time that the meeting with the Squires began they already felt somewhat vulnerable. It is this writer's opinion that the tour of San Quentin and eating lunch in the prison dining hall were important elements in the overall Squires Program. One incident in particular stands out in this writer's mind. Upon leaving the cell block during the tour on the second visit, one youngster was observed standing in the doorway looking back at the cells as everyone else was leaving. When questioned by the writer as to what he was doing, he stated, "I'm getting a real good look. I don't want to forget this." It should also be noted that after each trip, the youngsters discussed their experiences at San Quentin continuously until we arrived back at the camp.

Staff Member #3: I did not attend the tour session of this Squires trip but I have attended others. I find that on the trips I have attended the wards are extremely quiet and each appears to attempt to see all that is available. The wards' faces have the appearances of someone who is extremely worried about the immediate future. No unusual events have occurred on my tours.

C. How would you describe the behavior, feelings, reactions or mood of the youth participants to the slide show presentation? Any unusual events or happenings for individuals or the group collectively?

Staff Member #1: It was not a "slide show" per se. The photographs circulated were quite demonstrative and had quite an effect on the wards. I am glad they were not in color, they were very graphic.

Staff Member #2: Not applicable.<sup>3</sup>

Staff Member #3: Nothing out of the ordinary has happened on the sessions I have attended. The wards by this time have settled down and begin to feel comfortable about the program. The general mood that I see in the wards is, "I don't want that to happen to me."

D. How would you describe the behavior, feelings, reactions or mood of the youth participants to the "rap sessions"? Any unusual events or happenings for individuals or the group collectively? What happened during the rap sessions? How many inmates participate? What did they talk about? Was there a question-and-answer period? How long did the rap session last?

Staff Member #1: There were 10 Squires in the group, and the session lasted the full three hours. I feel that it could have gone longer had not the time ran out.

Initial behavior, mood, etc., for the wards was apprehensive. But they soon settled down and participated openly. I sensed some feelings of "macho" when asked to identify themselves at the opening. Some maintained this role and some let their guard down.

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<sup>3</sup>When the staff questionnaire was first developed this researcher thought the pictures were shown by slides. Instead, black-and-white prints were used. I revised the question to read "pictures of prison violence" by the time I used the questionnaire in Contra Costa.

Staff Member #2: The responses of the youth who participated in the rap sessions varied from individual to individual. In general, they found it difficult to evade the questions posed to them by the Squires members and definitely felt that they were on the "Hot Seat." The Squires appeared to have a well thought-out approach to working with individuals. They would single out a youngster and work with him intensively for a period of time. If the youngster became upset, other Squires in the group would intervene, some supportive, some not, and if necessary, the youngster would be isolated and removed from the room and worked with on a one-to-one basis. Each group was composed of several members from the Squires Program and ten wards. Most of the conversation with individuals focused on the youngster's past delinquent history with an emphasis on his responsibility for what had taken place. Generally, many of the youngsters had a tendency to blame their getting into trouble on outside forces. The Squires, many very perceptive individuals, zeroed in on this immediately and put the responsibility squarely on the youngster's shoulders.

The sessions lasted approximately three hours. On the day that we took the tour [the second visit], the session was somewhat shorter. There was not a question-and-answer period, rather the aforementioned process was adhered to throughout the session.

Between the visits to San Quentin, this writer noticed that several youngsters prepared themselves for the upcoming visit in terms of what they would say to the members of the Squires in order to maintain the upper hand. At best, this preparation delayed the Squires penetrating a particular youngster's defense mechanism at most for an interval of three to five minutes.

Staff Member #3. The sessions that I have attended have varied a great deal. The wards always pay attention to what is going on as well as to what is being said. All the convicts in the group participate and each gives a lot of insight into a particular ward's life. Role playing and ways of dealing with inner feelings often are center focus of the groups. There often are direct relationships brought out by the cons concerning their lifestyle and the lifestyle of the wards. Alternatives to crime and ways to reach potential life goals. The immaturity and stupidity behind committing particular crimes are also discussed. The length of time spent on each ward varies greatly depending upon the need of the ward.

E. How would you describe the behavior, feelings, reactions or mood of the youth participants following their participation in the Squires Program at San Quentin? Any unusual events or happenings for individuals or the group collectively? You may also describe any behavior changes that may have occurred individually or collectively following any of the three trips to San Quentin. Were there any differences following participation in the first session as compared to the differences following participation in the third session?

Staff Member #1: I cannot answer this question as I did not observe the boys in camp after the trips.

Staff Member #2: After the first visit to San Quentin, several of the youngsters encountered problems in the camp upon their return. The process that was occurring appeared to relate to the fact that these youngsters had some difficulty dealing with the fear that they had experienced in San Quentin. The negative behavior in camp seemed to revolve around their attempts to reestablish their masculinity and assertiveness.

After the first trip, three youngsters indicated that they did not want to return to San Quentin. This writer and Mr. \_\_\_\_\_ met with the group the Wednesday following the first visit. We indicated to the group that we had also experienced fear in the prison setting and this appeared to give them permission to express their own individual feelings. Soon they were able to relate various anecdotes concerning their experiences and were able to laugh to themselves. This appeared to relieve a great deal of tension.

Upon the graduation of one youngster, this writer had the opportunity to talk to his mother. She had taken him on a furlough after the second visit to San Quentin. She indicated that she thought that the trip had been very good for him in that during the furlough, he opened up to her in terms of discussing his feelings. She indicated that he had never done this in the past and that she noticed a definite change in her son. Several of the youngsters who had strong histories of gang activity appeared to be less involved in their particular click following the San Quentin experience. All of the youngsters from Camp Gonzales who participated appeared to take the program seriously. On occasion when this writer overheard youngsters relating their experiences to other wards, it was always done in a positive fashion with an emphasis on the fact that San Quentin is definitely a place to stay away from. Following each trip, this writer noticed a closer relationship with the youngsters who participated and a definite willingness on their part to talk about their past behavior and open up in terms of expressing their feelings. Some of this can also be attributed to the fact that staff and wards spent so much time together during the entire trip. The youngsters who participated also seemed to, at least on a verbal level, pay particular attention to



developing plans for themselves upon their graduation from camp. It will be interesting to see how well these youngsters follow through on these plans.

Staff Member #3: Most wards find the sessions of great benefit regardless of whether they had a "hard" time or not. I have found all that have attended better behaved in the program and extremely receptive to counseling after the sessions. All wards find the sessions useful to others regardless of the benefit or perceived lack of benefit to themselves. The events that transpired in each session serve as the topics of discussion on the return trip home.

The Squires Program, in my opinion, is an extremely valuable counseling tool. It is not a cure-all but it definitely aids me in counseling wards, especially those who are hard to reach. [End of staff responses.]

By way of summary, subjective impressions of clients and staff seem to suggest that the Squires Program did indeed make a vivid impression on all participants. A content-analysis of the written critiques reveals two main themes. The first theme is: "I like the Squires Program in general, and I think it has helped me." The second is: "I really don't like prison because it is dangerous and the cells are so small." The influence of these positive views of the Squires Program--and negative views of prison--on subsequent offending remains to be seen.

In the following sections we will present the main findings of the evaluation. This will be done using three empirical methods: (1) analysis of amount of attitude change from pretest to posttest ("Raw-Score Method"); (2) analysis of attitudes at posttest; and (3) analysis of program impact using multiple regression.

Before proceeding with the analyses we will present, in Table 11, an overview of mean differences between experimentals and controls on each of the scales used in the evaluation.

TABLE 11

Pretest, Posttest, and Raw-Score Differences Between Experimentals and Controls on Attitudinal Scales<sup>a</sup>

<u>Attitude Scales<sup>b</sup></u>	<u>Experimentals</u>			<u>Controls</u>		
	<u>Pre-test</u>	<u>Post-test</u>	<u>Raw-Score Diff.</u>	<u>Pre-test</u>	<u>Post-test</u>	<u>Raw-Score Diff.</u>
	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$
Police	32.1	29.7	-2.4	32.9	34.3	1.4
School	17.5	16.4	-1.1	16.1	16.7	0.6
Crime	9.5	8.4	-1.1	9.2	9.9	0.7
Prison	12.9	12.4	-0.5	13.5	14.1	0.6
Major Scales - Composite Index <sup>c</sup>	72.1	67.0	-5.1	71.8	75.1	3.3
Semantic Differential Concepts <sup>d</sup>						
Prison	21.3	20.7	-0.6	18.5	19.3	0.8
Crime	23.7	20.8	-2.9	22.2	21.5	-0.7
Cell	19.6	19.4	-0.2	18.8	20.2	1.4
Guard	28.8	30.0	1.2	25.4	23.3	-2.1
Doing Time	22.1	19.9	-2.2	20.2	19.4	-0.8
Lock-Up	20.6	19.8	-0.8	19.4	16.9	-2.5
Other Prisoners	29.7	30.9	1.2	27.6	25.7	-1.9
Semantic Differential Composite Index	166.2	161.7	-4.5	152.0	146.4	-5.6
Attitudes-toward-Camp <sup>b</sup>	4.8	4.5	-0.3	5.0	5.7	0.7

<sup>a</sup>N = 69 (34 E's and 35 C's).

<sup>b</sup>Lower scores are associated with a less delinquent attitude; higher scores are associated with a more delinquent attitude.

<sup>c</sup>This composite index is the sum of the four delinquency scales: police, school, crime, and prison.

<sup>d</sup>Lower scores are associated with negative impression of concept; higher scores with a positive impression of concept.

### Attitude Change from Pretest to Posttest

In this section we will use the raw-score method to evaluate differences between experimentals and controls on the four delinquency scales, the Composite Index, the Seven Concepts of the Semantic Differential, the Semantic Differential Composite Index, and the Attitudes-toward-Camp Scale.

The raw-score method focuses on amount and direction of change from pretest to posttest. This differs from a posttest analysis alone, which focuses on whether the groups that are being compared differ from one another at posttest.

It will be recalled that experimentals and controls did not differ significantly from one another on any of the pretests. Nevertheless, as a precaution, we used the covariance technique to control for minor, initial differences between these groups. This technique was also used to control for major differences, e.g., those relating to age and number of prior chargeable offenses.

Table 12 shows the results of the raw-score analysis--first, without correcting for initial E/C differences and secondly, correcting for such differences (i.e., using covariance):

1. Without controlling for initial differences, experimentals showed significantly more positive change than controls on Attitudes-toward-Police, Attitudes-toward-Crime, and the Composite Index. No differences were found between E's and C's on the seven Semantic Differential concepts. On Attitudes-toward-Camp, experimentals showed significantly more positive change than controls.

TABLE 12

Differences Between Experimentals and Controls on  
Attitudinal Scales and Semantic Differential Concepts Using  
Raw-Score Method

<u>Scales and Concepts</u>	<u>Initial Differences Between E's and C's</u>		<u>After Adjustment for Covariates<sup>a</sup></u>	
	<u>t-test</u>	<u>p-level<sup>b</sup></u>	<u>f-test</u>	<u>p-level<sup>b</sup></u>
Police	2.01	p<.05 <sup>c</sup>	2.55	N.S.
School	1.49	N.S.	0.82	N.S.
Crime	1.92	p<.05 <sup>c</sup>	4.14	p<.05
Prison	0.79	N.S.	1.72	N.S.
Major Scales - Composite Index	2.35	p<.02 <sup>c</sup>	4.40	p<.05
Semantic Differential	0.71	N.S.	0.07	N.S.
Prison	0.78	N.S.	0.52	N.S.
Cell	0.81	N.S.	0.38	N.S.
Guard	1.09	N.S.	2.03	N.S.
Doing Time	0.76	N.S.	0.29	N.S.
Lock-Up	0.86	N.S.	1.97	N.S.
Other Prisoners	1.05	N.S.	1.20	N.S.
Composite Index - Semantic Differential	0.12	N.S.	0.06	N.S.
Attitudes-toward-Camp	1.69	p<.05	2.36	N.S.

<sup>a</sup>Covariates were age, number of prior chargeable offenses, and pretest scores on each scale.

<sup>b</sup>We used the one-tailed test of statistical significance.

<sup>c</sup>Measures of skewness and kurtosis were computed for E's as well as C's. The distributions were found to be normal for both pretest and posttest scores.

2. Controlling for initial E/C differences the results were somewhat, but not greatly, different:<sup>4</sup> Experimentals showed more positive change than controls on Attitudes-toward-Crime and on the Composite Index. However, there were no longer any differences on Attitudes-toward-Police and Attitudes-toward-Camp. As before, no differences were found on the Semantic Differential concepts.

As a further check on E/C raw-score and posttest differences, we determined the normality of the underlying frequency distributions to which the present analyses related (see Appendix B for details). Here, Attitudes-toward-Police, Attitudes-toward-School, Attitudes-toward-Crime, and the Composite Index were each found to be normal for both pre and posttest, with respect to skewness and kurtosis.<sup>5</sup>

The findings that we obtained through the use of U-tests (distribution-free statistics) were essentially the same as those obtained through the raw-score method. Using U-tests, trends and significant findings were obtained for Attitudes-toward-Police ( $p < .10$ ), Attitudes-toward-Crime ( $p < .05$ ), and the Composite Index ( $p < .02$ ). On the Semantic Differential (where almost all frequency distributions were either skewed, non-mesokurtic, or both), U-tests indicated that the experimentals were significantly more negative than controls ( $p < .05$ ) toward the concept "cell." However, where

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<sup>4</sup>In this statistical adjustment, we controlled for age, number of chargeable offenses, and pretest scores on the various scales.

<sup>5</sup>The Attitudes-toward-Prison distribution was positively skewed for the control group, at both pre and posttest. The distribution for all subjects on the "prison scale" was leptokurtic. U-tests confirmed significant differences between E's and C's on Attitudes-toward-Prison.

initial raw-score differences had shown up in favor of experimentals on Attitudes-toward-camp, these differences disappeared when U-tests were used. (See Appendix C for details on U-tests.)

#### Attitudes at Posttest

Differences between experimentals and controls at posttest were also analyzed. As before, the covariance technique was used to control for minor, initial differences between these groups. Table 13 shows the results of this analysis--first, without correcting for initial E/C differences and secondly, correcting for such differences:

1. Without controlling for initial differences, experimentals were more positive than controls on Attitudes-toward-Police, Attitudes-toward-Crime, and the Composite Index. Experimentals also had significantly more positive attitudes toward the semantic differential concepts of "guard" and "other prisoners." They were also found to be more positive (i.e., less delinquent attitude) on Attitudes-toward-Camp.
2. Controlling for initial E/C differences, the results were again somewhat, but not greatly, different. For example, experimentals continued to show a more positive attitude than controls on Attitudes-toward-Crime and on the Composite Index. However, they were no longer more positive on Attitudes-toward-Police.

As a further check on E/C differences at posttest, we again applied U-tests to all scales. Our findings (Appendix C) indicated that experimentals were less delinquent than controls on Attitudes-toward-Police ( $p < .01$ ),

TABLE 13

Differences Between Experimentals and Controls on Attitudinal Scales and Semantic Differential Concepts, at Posttest

<u>Scales and Concepts</u>	<u>Initial Differences Between E's and C's</u>		<u>After Adjustment for Covariates<sup>a</sup></u>	
	<u>t-test</u>	<u>p-level<sup>b</sup></u>	<u>f-test</u>	<u>p-level<sup>b</sup></u>
Police	2.27	p<.02 <sup>c</sup>	2.54	N.S.
School	0.28	N.S.	0.82	N.S.
Crime	2.01	p<.05 <sup>c</sup>	4.14	p<.05
Prison	0.64	N.S.	1.71	N.S.
Major Scales - Composite Index	2.10	p<.02 <sup>c</sup>	4.39	p<.05
<u>Semantic Differential</u>				
Prison	0.64	N.S.	0.07	N.S.
Crime	0.27	N.S.	0.52	N.S.
Cell	0.30	N.S.	0.38	N.S.
Guard	2.22	p<.02	2.03	N.S.
Doing Time	0.19	N.S.	0.29	N.S.
Lock-Up	1.23	N.S.	1.97	N.S.
Other Prisoners	1.76	p<.05	1.20	N.S.
Semantic Differential Composite Index	1.09	N.S.	0.06	N.S.
Attitudes-toward-Camp	2.13	p<.02	2.36	N.S.

<sup>a</sup>Covariates were age, number of prior chargeable offenses, and pretest scores on each scale.

<sup>b</sup>We used the one-tailed test of statistical significance.

<sup>c</sup>Measures of skewness and kurtosis were computed for E's as well as C's. The distributions were found to be normal for both pretest and posttest scores.

Attitudes-toward-Crime ( $p < .05$ ), and the Composite Index ( $p < .05$ ). On the Semantic Differential, E's were more positive than C's on the concepts "guard" and "other prisoners" ( $p < .01$  and  $.10$ , respectively); E's were more negative than C's toward "doing time." On "lockup," controls were more negative than experimentals. On the Semantic Differential Composite Index, controls were more negative than experimentals. On Attitudes-toward-Camp, E's were significantly more positive than C's.

### Program Impact Using Multiple Regression

In the previous sections we attempted to answer the question, "Were there differences between experimentals and controls in amount of attitude change, and in attitudes at posttest?" As indicated, experimentals and controls did not differ from each other at pretest, across a wide range of variables. Despite this initial equality of background, experimentals showed more positive attitude changes than controls. Nevertheless, variables other than program intervention (experimental status) may have contributed to these differences in attitudinal outcome. Multiple regression was used to estimate the relative contribution of given variables to specified outcomes.<sup>6</sup> (See Appendices F through I, for details.)

The following dependent variables (both as a raw-score and as a post-test score) were regressed on several independent, i.e., predictor, variables:

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<sup>6</sup>Multiple regression is a technique for analyzing the collective contribution of two or more independent variables to the variation observed in a dependent variable. As Kerlinger and Pedhazur point out, one cannot fully understand and explain phenomena by considering variables one at a time. This is due to the complex interactions among independent variables, as they impinge upon dependent variables.[21]



- 1) Attitudes-toward-Police
- 2) Attitudes-toward-School
- 3) Attitudes-toward-Crime
- 4) Attitudes-toward-Prison
- 5) Semantic Differential Concepts
- 6) Attitudes-toward-Camp
- 7) Composite Index
- 8) Semantic Differential Composite Index

Prior research has identified several areas that are associated with crime and delinquency. These include prior offense history, background characteristics (e.g., age and ethnicity), family attitudes, and delinquent or antisocial attitudes. In the present evaluation, we attempted to identify variables that would represent each of these areas, so that, together with program impact, we might be able to assess the relative importance of each area to each of our dependent variables (i.e., to the observed outcomes). The following list summarizes the independent variables that were used:

<u>Predictor Variables (Area)</u>	<u>Specific Variables or Indices</u>
Participation vs. Non-participation	Study Group--i.e., E vs. C
Prior Offense History	Number of Prior Arrests Number of Crimes Against Persons
Background Characteristics	Age Ethnicity
Family Attitudes	Glueck's Social Prediction Scale
Delinquent Attitudes	Composite Index (pretest) Semantic Differential--Composite Index (pretest)

## Results

Multiple regression applied to raw-score differences. As shown in Appendices F and G, pretest scores accounted for most of the raw-score differences on all scales used in the present evaluation. However, study group--i.e., the fact of being either an experimental or a control--was also statistically significant; it accounted for 3.5% of the variation in scores on Attitudes-toward-Crime, and 7.4% on the Composite Index.<sup>7</sup> Age made a statistically significant contribution to Attitudes-toward-Police in that older youth showed more positive change. Number of Crimes against Persons made a significant contribution to Attitudes-toward-Prison, in that fewer crimes against persons was associated with more positive change. Age, Ethnicity, and Number of Prior Arrests were also significant contributors to Attitudes-toward-Camp.<sup>8</sup>

When multiple regression was applied to the experimental group alone, pretest scores again accounted for most of the variation in scores on the major scales, and on the semantic differential concepts as well. However, ethnicity was found to be significant with respect to Attitudes-toward-Camp. No other variables made a significant contribution to the various outcome measures. When multiple regression was applied to the control group, pretest scores again accounted for most of the variation in the major scales and in the semantic differential concepts. However, age made a significant contribution to Attitudes-toward-Police and Attitudes-toward-School. As before these and other findings are shown in Appendices J, K, N, and O.

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<sup>7</sup>The sign associated with the standardized slope indicated that being an experimental related to more positive attitude-change, while being a control related to more negative change.

<sup>8</sup>Older youth were found to have more positive attitude-change. Youths who were Caucasian had more positive attitude-change. Youths with fewer prior arrests had more positive attitude-change.

Multiple regression applied to posttest scores. As before, pretest scores accounted for most of the posttest scores on all outcome measures. However, study group accounted for 7.2% of the variance on Attitudes-toward-Crime, and 6.5% on the Composite Index. (See Appendices H and I for details.) As before, age made a significant contribution to Attitudes-toward-Police, but not to Attitudes-toward-Crime.

When multiple regression was applied to the experimental and control groups separately, pretest scores accounted for most of the variation in posttest scores on the major scales and the semantic differential concepts. Ethnicity was found to be statistically significant for experimentals on the Attitudes-toward-Camp. Age, ethnicity, number of priors, number of prior crimes against persons, and the Gluecks Social Prediction Scale were found to be statistically significant for controls on various scales. (See Appendices L, M, P, and Q for details.)

#### Summary of Main Findings

We have attempted to evaluate the main impact of the Squires Program on participants from Los Angeles and Contra Costa counties. The purpose of using several approaches was to allow for different comparisons on the same data, in order to see if there was a convergence or pattern in the results--one that might not have been detected if only a single method had been used.

Across a wide array of measures, the findings indicate that participants who attended the Squires Program had more positive change in attitudes than a control group composed of similar youth.

Strong findings in favor of experimentals over controls were found on Attitude-toward-Crime and the Composite Index. These findings were supported by all analytical methods used--raw-score, posttest analysis, U-tests, and

multiple regression. They held up when the covariance technique was used to control for initial, E/C differences. No significant findings were observed on Attitudes-toward-School and Attitudes-toward-Prison, using any of the analytical approaches.

Findings related to Attitudes-toward-Police were somewhat mixed. Before adjustment on the raw-score and posttest methods, experimentals were found to have a significantly less delinquent attitude than controls toward police. After adjustment, the E/C difference was no longer significant.

On the semantic differential, no E/C differences were found in the raw-score method either initially or after adjustment for covariates. However, analysis of differences at posttest indicated that experimentals had a more positive attitude toward the concepts of "guard" and "other prisoners." With U-tests, the results were again mixed. All in all, no clear-cut findings were obtained in connection with the semantic differential.

Findings related to Attitudes-toward-Camp showed that before adjustment, experimentals had more positive attitudes than controls. This was true in both the raw-score and posttest analyses. However, after adjustment for initial differences, no significant findings were observed. U-tests revealed a significant difference in favor of experimentals at posttest; but there were no E/C differences in amount of change from pre- to post.

Taken together, these findings indicate that experimentals had more positive change than controls on Attitudes-toward-Crime and on the Composite Index. Using different methods, the assessment of Attitudes-toward-Police appeared to be mixed.

On balance, we are unable to say that experimentals showed a significantly more positive attitude toward police, following their participation in the program. Results of the semantic differential, and Attitudes-toward-

Camp, were also mixed. On balance, we can be cautiously optimistic regarding the existence of attitude-change among youths who participated in the program.

On the one hand, experimentals showed more favorable attitude-change than controls. Whether this change is temporary or permanent remains to be seen. It must be remembered that in the first Finckenauer report, experimentals showed less delinquent attitudes on the concept of "crime," but on subsequent followup performed worse than controls. If we later find that participation in the Squires Program is associated with less delinquent behavior, further analyses might be called for to determine what types of youth might best be served by this type of program. For now, we can speculate that--in terms of shortterm attitude-change--there may be promise in the Squires of San Quentin.

## CHAPTER V

### YOUTH EVALUATION OF SQUIRES PROGRAM

Deterrence theorists have paid increasing attention to the subjective perceptions of individuals. For example, the exact amount of punishment--or any other deterrent--is no longer discussed independently of how it is perceived by the individual (Teevan, 1976). Other factors may also play a role in this deterrence/perception interaction; these include personality and sociological factors, and cultural or environmental determinants as well. For this and other reasons the present chapter will focus on personal reactions, by participants themselves, to the Squires Program.

Thus, one may ask: To what extent do participants believe they might be headed for prison?<sup>1</sup> How does any such belief relate to changes in attitudes toward police, school, crime, and prison? Is there a relation between the feelings of participants toward Squire inmates and possible changes in their attitudes toward police, school, crime, or prison? These and other questions will now be explored. First, we will review the responses of participants to the Youth Evaluation Questionnaire.

#### Youth Evaluation of Squires Program

Tables 14 and 15 indicate that most youths (61.8%) felt positively about their visit to San Quentin and about participating in "rap sessions" with the Squires (73.5%).

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<sup>1</sup>This perception would bear on the factor of "certainty."

TABLE 14

Participants' Feelings About Visit  
to San Quentin

<u>Question and Response</u>	<u>Number and Percent of Responses</u>	
	<u>No.</u>	<u>%</u>
Did you like your visit to San Quentin Prison?		
I disliked it very much	1	2.9
I disliked it somewhat	1	2.9
I neither liked nor disliked the visit to San Quentin	11	32.4
I liked it somewhat	15	44.1
I liked it very much	6	17.7
TOTAL	34	100.0

TABLE 15

Participants' Feelings About  
Rap Sessions

<u>Question and Response</u>	<u>Number and Percent of Responses</u>	
	<u>No.</u>	<u>%</u>
Did you like participating in the rap sessions with the inmates?		
I disliked them very much	4	11.8
I disliked them somewhat	0	0.0
I neither liked nor disliked the rap sessions	5	14.7
I liked the rap sessions	12	35.3
I liked the rap sessions very much	13	38.2
TOTAL	34	100.0

As seen in Table 16, most participants (61.8%) did not think they will ever go to prison.

TABLE 16  
Participants' Prediction  
About Prison

<u>Question and Response</u>	<u>Number and Percent of Responses</u>	
	<u>No.</u>	<u>%</u>
Do you think you'll ever go to prison?		
Yes	1	2.9
No	21	61.8
Don't know	12	35.3
TOTAL	34	100.0

As shown in Table 17, most respondents (61.8%) liked the rap sessions better than any other aspect of their visit.

TABLE 17  
Participants' Most Positive Impression  
of Total Visit/Program

<u>Question and Response</u>	<u>Number and Percent of Responses</u>	
	<u>No.</u>	<u>%</u>
What did you like best about your visit to San Quentin?		
Nothing at all	0	0.0
The plane trip/ride over to San Quentin	1	2.9
Tour of the Prison	12	35.3
The pictures	0	0.0
The rap sessions with the inmates	21	61.8
TOTAL	34	100.0



Table 18 indicates that 73.5% of the participants liked the Squires inmates or considered them "O.K." Only 11.8% had a negative reaction to them.

TABLE 18

Participants' Feelings About the  
Squires Inmates (I)

<u>Question and Response</u>	<u>Number and Percent of Responses</u>	
	<u>No.</u>	<u>%</u>
What did you think of the inmates from the Squires Program? <sup>a</sup>		
I disliked them	2	5.9
They made me feel afraid	2	5.9
Neither liked nor disliked them	5	14.7
They were O.K.	17	50.0
I liked them	8	23.5
TOTAL	34	100.0

<sup>a</sup>This question relates to reactions of the youth to "all Squires," and reactions of youth to those Squires who participated in the "rap sessions." Since the rap sessions were divided into two groups, a youth might interact on the tour with Squires who later were participants in the other rap session. Therefore, one question was developed to assess feelings about Squires members in general and another to assess feelings about specific Squires who participated in the youth's particular rap group.

As seen in Table 19, a large majority of the participants (82.3%) thought the inmates who participated in the rap sessions were "O.K.", or "liked them."

TABLE 19

Participants' Feelings About the  
Squires Inmates (II)

<u>Question and Response</u>	<u>Number and Percent of Responses</u>	
	<u>No.</u>	<u>%</u>
What did you think of the inmates who participated in the "rap sessions?" <sup>a</sup>		
I disliked them	2	5.9
They made me feel afraid	1	2.9
Neither liked nor disliked them	3	8.8
They were O.K.	20	58.8
I liked them	8	23.5
TOTAL	34	99.9

<sup>a</sup>See note 'a', Table 18.

In Table 20 it can be seen that most participants (73.5%) would recommend the program to other youth. Only 17.6% would not recommend the program.

TABLE 20

Participants' Recommendation to Other Youths  
About the Squires Program

<u>Question and Response</u>	<u>Number and Percent of Responses</u>	
	<u>No.</u>	<u>%</u>
Would you recommend the San Quentin Program for other kids you know?		
Definitely not	3	8.8
No	3	8.8
Maybe	3	8.8
Yes	13	38.2
Definitely yes	12	35.3
TOTAL	34	99.9

Table 21 indicates that most participants (55.9%) believed that, because of the program, they are less likely to get into future trouble.

TABLE 21

Participants' Prediction About Behavioral  
Impact of Squires Program on Themselves

<u>Question and Response</u>	<u>Number and Percent of Responses</u>	
	<u>No.</u>	<u>%</u>
Do you think that, because of the Squires Visitation Program, you are less likely to get into trouble in the future?		
Yes	19	55.9
No	5	14.7
Don't know	10	29.4
TOTAL	34	100.0

In Table 22 it can be seen that most participants (55.9%) thought the Squires Program could prevent some of their friends from getting into further trouble with the law.<sup>2</sup>

TABLE 22

Participants' Prediction About Behavioral  
Impact of Squires Program on Their Friends

<u>Question and Response</u>	<u>Number and Percent of Responses</u>	
	<u>No.</u>	<u>%</u>
Do you think the Squires Program can prevent any of your friends from getting into further trouble with the law?		
Yes	19	55.9
No	3	8.8
Don't know	12	35.3
TOTAL	34	100.0

<sup>2</sup>It is unclear what proportion of their friends the participants may have had in mind.

The next question relates to the youths' feelings about the genuineness versus "phoniness" of the program. As seen in Table 23, 82.4% of the participants considered the program "real" or "very real"--i.e., genuine. Only 11.8% thought it was a "put-on."

TABLE 23  
Participants' Feelings About Genuineness  
of the Program

<u>Question and Response</u>	<u>Number and Percent of Responses</u>	
	<u>No.</u>	<u>%</u>
Did the San Quentin Program seem like an act or big "put-on" or did it seem real to you?		
Big put-on	2	5.9
Somewhat put-on	2	5.9
Don't know	2	5.9
Somewhat real	4	11.8
Very real	24	70.6
TOTAL	34	100.1

Taken together, the preceding responses comprise a very positive assessment of the Squires Program. Most youths believed the program was (1) genuine and (2) could prevent their friends from getting into further trouble. They also felt that they (3) were less likely to get into trouble, (4) would recommend the program to other youths, (5) liked the inmates who participated in the rap sessions (and also liked the Squires collectively), (6) liked the rap sessions, (7) liked participating in the rap sessions, and (8) liked their visit to San Quentin.

## Patterns of Responding to Questionnaire

Further analyses revealed a number of interesting relationships among the answers to the Youth Evaluation Questionnaire. For instance, it was found that a negative response to one question was sometimes associated with a negative response to certain other questions. Conversely, a positive response to certain questions was associated with a positive response to others. (See below.)

The theory which surrounds "Scared Straight" and similar visitation programs has been that the "negative" experiences of participants will deter them from subsequent offending or involvement with the criminal justice system. Such theories may be overlooking certain "positive" experiences. For example, participants who viewed their Squires visit as positive were more likely to view their own future as positive. Whether the former perception produced the latter is, of course, unknown. Moreover, the relationship between either of these views, on the one hand, and subsequent criminal arrests, on the other, remains to be seen. Nevertheless, if it is found that a positive view of the Squires experience is associated with fewer arrests on followup, one might begin to question the theory that visitation programs must convey a totally negative impression of prison in order to deter youths. However, the situation is complicated by the fact that while a youth may indeed acquire a positive impression of the program, or of inmates involved in the program, he may simultaneously view prison in a more negative light than before.<sup>3</sup> Indeed, such a view of prison is precisely what the Squires attempted to produce.

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<sup>3</sup>This may in fact have occurred in the present case. For example, on Attitudes-toward-Prison (pre and posttests), low scores--i.e., more negative impressions of prison--each correlated  $-.45$  with more positive assessments of rap sessions. A significant negative correlation was also found between Attitudes-toward-Prison and whether participants liked the Squires inmates.

As indicated, this preliminary report deals only with attitudinal data. The relationship between perceptions of the Squires Program and behavioral outcome will be described in the final report. Meanwhile, however, it may be useful to explore the relationship between an individual's impression of the program and the extent of his delinquent attitudes. This relates to our earlier comments (p. 3) about the possible differential effectiveness of given programs for different types of youth. What is it that leads to a positive experience with the Squires Program for some youth, and a negative experience for others?

#### Youth Evaluation Questionnaire and Attitude Scales

Additional analyses were conducted to explore the relationship between questionnaire responses and scores on the four delinquency scales, on the Semantic Differential, and on the Attitudes-toward-Camp Scale. (See Appendix D for the correlations between these items and scales.) These analyses indicate that participants who viewed their Squires experience as positive tended to have lower delinquency scores at posttest. For example, youths who had lower delinquency scores on the Composite Index were also those who (1) liked the rap sessions, (2) felt that, because of the program, they were less likely to get into future trouble and, (3) felt the program was genuine. Similarly, participants who gave a more positive assessment on Attitudes-toward-Camp (posttest) also tended to be those who (1) felt they were less likely to get into future trouble, (2) thought some of their friends could be prevented from getting into further trouble by a program such as the Squires, and (3) believed the program was genuine.

It seems clear that program participants tended to view the San Quentin Squires Program in a generally positive or negative way. Those who viewed

it positively tended to have lower delinquency scores at posttest. What we don't yet know is what type of youth tended to view the program positively or negatively. For example, were age, ethnicity, and number or type of prior offenses related to the participants' response to the Youth Evaluation Questionnaire. We will now turn to these and related questions.

#### Client Characteristics and Youths' Evaluation

Age, ethnicity, number of chargeable offenses, average severity scores, and number of prior property, drug, minor, and status offenses were not found to be significantly related to any questionnaire responses. (See Appendix E for the correlations between youth characteristics and questionnaire responses.) The only significant findings related to number of prior arrests and number of crimes against persons were: (1) participants who believed that, because of the program, they were less likely to get into future trouble were those who tended to have fewer prior arrests. (Conversely, those who believed the opposite tended to have more prior arrests.) (2) Participants who disliked the inmates also tended to have more prior crimes against persons. These findings may be of considerable importance, theoretically and otherwise.

Tentatively, these findings suggest that the more delinquent a youth is to begin with (as measured by number and seriousness of prior offenses), the less likely he may be to look favorably upon the program. These findings are only theoretically important at this point, since we don't know what the relationship is between Youth Evaluation responses and subsequent delinquent behavior.

## CHAPTER VI

### SEPARATE FINDINGS FOR LOS ANGELES AND CONTRA COSTA COUNTIES

In Chapter I we indicated that two counties participated in the present evaluation--Los Angeles and Contra Costa. Both contributed about the same number of subjects--36 and 33, respectively.<sup>1</sup> Because of these relatively small samples, the findings presented in this chapter should be viewed as tentative. Nevertheless, they provide a number of clues for further investigation.

Two basic methods were used to analyze the differences between experimentals and controls within each county: the raw-score method and the posttest analysis method. Each approach was supplemented by an analysis of covariance, to correct for initial, E/C differences.<sup>2</sup> Results will now be presented, separately for each county.

#### Los Angeles County

Table 24 presents the results of the raw-score analysis--first, without controlling for initial E/C differences and secondly, controlling for these differences (i.e., using covariance):

1. Without controlling for initial differences, Los Angeles experimentals showed more positive change than their controls on Attitudes-toward-Crime ( $p < .02$ ). Controls

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<sup>1</sup>Plans are underway to increase these sample-sizes.

<sup>2</sup>In Chapter IV we saw that U-tests yielded essentially the same results as the raw-score and posttest methods. For this reason they were not repeated relative to the present analyses. Multiple regression was not used because of the relatively small sample-sizes involved.



TABLE 24

Differences Between Experimentals and Controls on  
Attitudinal Scales and Semantic Differential Concepts,  
Using Raw-Score Method  
(Los Angeles County)

<u>Scales and Concepts</u>	<u>Initial Differences Between E's and C's</u>		<u>After Adjustment for Covariates<sup>a</sup></u>	
	<u>t-test</u>	<u>p-level<sup>b</sup></u>	<u>f-test</u>	<u>p-level<sup>b</sup></u>
Police	0.57	N.S.	1.43	N.S.
School	0.19	N.S.	1.51	N.S.
Crime	2.28	p<.02	9.41	p<.001
Prison	0.57	N.S.	0.33	N.S.
Major Scales - Composite Index	1.20	N.S.	3.43	p<.10
Semantic Differential Concepts				
Prison	0.48	N.S.	0.97	N.S.
Crime	0.57	N.S.	1.33	N.S.
Cell	0.21	N.S.	0.03	N.S.
Guard	0.28	N.S.	0.03	N.S.
Doing Time	0.49	N.S.	0.00	N.S.
Lock-Up	1.47	p<.10	2.35	N.S.
Other Prisoners	0.70	N.S.	.34	N.S.
Semantic Differential - Composite Index	0.12	N.S.	0.00	N.S.
Attitudes-toward-Camp	1.12	N.S.	1.54	N.S.

Note: N = 36 (19 E's, 17 C's).

<sup>a</sup>Covariates were age, number of prior chargeable offenses, and pretest scores on each scale.

<sup>b</sup>One-tailed tests.

tended to be more negative than experimentals toward the Semantic Differential concept of "lock-up."

2. Controlling for initial differences, E's continued to show more positive change than C's on Attitudes-toward-Crime ( $p < .001$ ); however, C's were no longer more negative toward "lock-up." Experimentals tended to have more positive attitude-change than controls on the Composite Index of the four major scales.

Table 25 shows the results of the posttest analysis:

1. Without controlling for initial differences, Los Angeles experimentals had a more positive attitude than their controls on Attitudes-toward-Police, Attitudes-toward-Crime, and on the Composite Index. They tended to be more positive on Attitudes-toward-Prison, as well. No E/C differences were observed on the Semantic Differential concepts; however, E's were more positive than C's on Attitudes-toward-Camp.
2. Controlling for initial differences, experimentals continued to be more positive than controls on Attitudes-toward-Crime and on the Composite Index. As before, no E/C differences were found on the Semantic Differential; and, the previously observed difference on Attitudes-toward-Camp faded away.

TABLE 25

Differences Between Experimentals and Controls on  
Attitudinal Scales and Semantic Differential Concepts,  
Using Posttest Analysis  
(Los Angeles County)

<u>Scales and Concepts</u>	<u>Initial Differences Between E's and C's</u>		<u>After Adjustment for Covariates<sup>a</sup></u>	
	<u>t-test</u>	<u>p-level<sup>b</sup></u>	<u>f-test</u>	<u>p-level<sup>b</sup></u>
Police	1.91	p<.05	1.43	N.S.
School	0.82	N.S.	1.51	N.S.
Crime	2.44	p<.01	9.41	p<.001
Prison	1.45	p<.10	1.30	N.S.
Major Scales - Composite Index	2.13	p<.02	3.43	p<.10
Semantic Differential Concepts				
Prison	0.74	N.S.	0.97	N.S.
Crime	0.89	N.S.	1.33	N.S.
Cell	0.60	N.S.	0.03	N.S.
Guard	1.26	N.S.	0.03	N.S.
Doing Time	0.87	N.S.	0.00	N.S.
Lock-Up	0.31	N.S.	2.35	N.S.
Other Prisoners	0.86	N.S.	0.34	N.S.
Semantic Differential - Composite Index	0.12	N.S.	0.00	N.S.
Attitudes-toward-Camp	2.71	p<.001	1.54	N.S.

Note: N = 36 (19 E's, 17 C's).

<sup>a</sup>Covariates were age, number of prior chargeable offenses, and pretest scores on each scale.

<sup>b</sup>One-tailed tests.

### Contra Costa County

Table 26 shows the results of the raw-score analysis--first, without controlling for initial E/C differences and secondly, controlling for these differences:

1. Without controlling for initial differences, Contra Costa experimentals showed more positive change than their controls on Attitudes-toward-Police ( $p < .02$ ), Attitudes-toward-School ( $p < .02$ ), and on the Composite Index ( $p < .02$ ). E's tended to be more positive than C's toward the concept of "guard," and more negative toward that of "cell." Finally, E's were more positive than C's on Attitudes-toward-Camp ( $p < .05$ ).
2. After controlling for initial differences, none of the above findings remained significant.

Table 27 presents the results of the posttest analysis:

1. Without controlling for initial differences, Contra Costa experimentals tended to have a more positive attitude than their controls on Attitudes-toward-Police. They were also more positive than controls toward the concepts of "prison," "guard," "doing time," "lock-up," and "other prisoners"; this applied to the Semantic Differential Composite Index as well.
2. After controlling for initial differences, none of the above findings remained significant. This was identical to the results obtained via the raw-score approach.

TABLE 26

Differences Between Experimentals and Controls on  
Attitudinal Scales and Semantic Differential Concepts,  
Using Raw-Score Method  
(Contra Costa County)

<u>Scales and Concepts</u>	<u>Initial Differences Between E's and C's</u>		<u>After Adjustment for Covariates<sup>a</sup></u>	
	<u>t-test</u>	<u>p-level<sup>b</sup></u>	<u>f-test</u>	<u>p-level<sup>b</sup></u>
Police	2.28	p<.02	2.58	N.S.
School	2.39	p<.02	0.49	N.S.
Crime	0.55	N.S.	0.00	N.S.
Prison	0.55	N.S.	0.22	N.S.
Major Scales - Composite Index	2.28	p<.02	1.86	N.S.
Semantic Differential Concepts				
Prison	0.94	N.S.	2.47	N.S.
Crime	0.84	N.S.	0.58	N.S.
Cell	1.59	p<.10	0.10	N.S.
Guard	1.49	p<.10	2.49	N.S.
Doing Time	0.63	N.S.	0.19	N.S.
Lock-Up	0.29	N.S.	0.75	N.S.
Other Prisoners	0.72	N.S.	1.05	N.S.
Semantic Differential - Composite Index	0.18	N.S.	0.82	N.S.
Attitudes-toward-Camp	1.70	p<.05	0.65	N.S.

Note: N = 33 (15 E's, 18 C's).

<sup>a</sup>Covariates were age, number of prior chargeable offenses, and pretest scores on each scale.

<sup>b</sup>One-tailed tests.

TABLE 27

Differences Between Experimentals and Controls on  
Attitudinal Scales and Semantic Differential Concepts,  
Using Posttest Analysis  
(Contra Costa County)

<u>Scales and Concepts</u>	<u>Initial Differences Between E's and C's</u>		<u>After Adjustment for Covariates<sup>a</sup></u>	
	<u>t-test</u>	<u>p-level<sup>b</sup></u>	<u>f-test</u>	<u>p-level<sup>b</sup></u>
Police	1.52	p<.10	2.57	N.S.
School	0.31	N.S.	0.49	N.S.
Crime	0.43	N.S.	0.00	N.S.
Prison	0.66	N.S.	0.22	N.S.
Major Scales - Composite Index	1.05	N.S.	1.86	N.S.
Semantic Differential Concepts				
Prison	2.11	p<.01	2.46	N.S.
Crime	0.69	N.S.	0.58	N.S.
Cell	0.09	N.S.	0.10	N.S.
Guard	1.70	p<.05	2.49	N.S.
Doing Time	1.34	p<.10	0.19	N.S.
Lock-Up	1.57	p<.10	0.75	N.S.
Other Prisoners	1.46	p<.10	1.05	N.S.
Semantic Differential - Composite Index	1.80	p<.05	0.83	N.S.
Attitudes-toward-Camp	0.81	N.S.	0.65	N.S.

Note: N = 33 (15 E's, 18 C's).

<sup>a</sup>Covariates were age, number of prior chargeable offenses, and pretest scores on each scale.

<sup>b</sup>One-tailed tests.

## Review and Discussion

Los Angeles and Contra Costa counties produced somewhat different results with respect to attitudinal outcome: After adjustments were made for initial differences on age, number of prior charges, and pretest scores, Los Angeles experimentals were more positive than their controls on Attitudes-toward-Crime and on the Composite Index.<sup>3</sup> On the other hand, after identical adjustments were made, no significant differences were found between Contra Costa experimentals and their controls on any scales or indices. The following may help us interpret these results.

Although Los Angeles and Contra Costa youth did not differ from each other on pretest scores for the four delinquency scales and the Composite Index, they did differ at pretest in several ways: number of prior offenses against persons (L.A. youth had more), number of prior drug offenses (L.A. had more), number of prior status offenses (Contra Costa had more), and ethnicity (L.A. had more minority youth). This applied to E's and C's alike. Since Los Angeles youth were more delinquent than Contra Costa youth to begin with--but were still not highly delinquent, or "hardened"--they might possibly have had "more room for improvement" than the latter individuals. In short, preexisting differences between these two groups may have accounted for the fact that Los Angeles experimentals performed better than their controls, whereas Contra Costa youths did not. This was the case even though Contra Costa E's (and C's) had better scores at posttest--that is, lower, less delinquent scores--than Los Angeles E's (and C's).<sup>4</sup>

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<sup>3</sup>Also after adjustment, no differences were found between E's and C's on the Semantic Differential and the Attitudes-toward-Camp scale.

<sup>4</sup>Specifically, when the two counties were compared on attitudinal outcome (not attitudes at pretest) with reference to the major scales, Contra Costa youth (both E's and C's) were significantly less delinquent than those from Los Angeles; this also applied to Attitudes-toward-Camp. They were more negative toward various concepts of the Semantic Differential as well. This probably reflected the fact that Contra Costa youths were less delinquent--i.e., were better "risks"--to begin with.

## CHAPTER VII

### SUMMARY AND DISCUSSION

The main goal of this evaluation was to determine the impact of the Squires Program, in terms of reducing delinquency. Our specific objectives were to determine what impact the program had (1) on the attitudes of program participants and (2) on their subsequent behavior (recidivism) as well. The present report has dealt with the first objective only. Data that relates to the second objective will be collected within the next few months. In the present chapter we will summarize our major as well as supplementary findings. We will also discuss several issues which relate to these findings and to juvenile awareness programs in general.

#### Summary

##### Subjective Impressions

Subjective impressions of clients (youth) and staff (camp personnel who accompanied youth) suggest that the Squires Program made a vivid impression on almost all participants from Los Angeles and Contra Costa counties. A content-analysis of written statements by youth revealed two main themes: "I like the Squires Program in general, and I think it has helped me;" and, "I really don't like prison because it is dangerous and the cells are so small." The influence of these views upon offending remains to be seen.

##### Main Findings

We used several approaches in evaluating program impact. This allowed us to make different comparisons on the same data, and to observe convergent findings or patterns that might have existed.



Across a wide array of measures, the findings indicate that youths who participated in the Squires Program had more positive change in attitudes than a control group composed of similar youth: Strong findings were observed in favor of experimentals (participants, or "clients") on Attitudes-toward-Crime and on the Composite Index. These results were obtained regardless of the analytical method used: raw-score, posttest analysis, or U-test. They held up after statistical adjustments were made by means of the covariance technique. No significant findings were observed on Attitudes-toward-School and Attitudes-toward-Prison. Findings on Attitudes-toward-Police were somewhat mixed.

On the semantic differential, no E/C differences were found when using the raw-score method. However, in terms of posttest differences, experimentals had a more positive attitude than controls toward the concepts of "guard" and "other prisoners." When U-tests were used, the results were equally mixed: Before adjustment for initial differences on age, number of prior offenses, etc., experimentals had more positive attitudes than controls. However, after adjustment, no significant differences remained. U-tests revealed a difference in favor of experimentals, at posttest; yet there were no such differences in amount of change from pre to post.

In sum, the present findings indicate that experimentals had more positive change than controls on Attitudes-toward-Crime and on the Composite Index. It is unclear whether they were more positive than controls toward police, after participating in the program. Results on the semantic differential, and Attitudes-toward-Camp, were mixed. All in all, we can be cautiously optimistic regarding the existence of positive attitude-change among program participants--that is, of more such change than among non-participants.

### Findings Related to Youth Evaluation

In Chapter V, we presented the youths' responses to the Squires Program. Taken together, these responses reflected a very positive view: Most youth believed the program was genuine and could prevent their friends from getting into further trouble. They felt that they were now less likely to get into trouble; they would recommend the program to other youths; they liked the inmates who participated in the rap sessions; they liked the rap sessions more than any other program feature; they enjoyed their participation in the rap sessions; and, they liked their visit to San Quentin overall.

Youths who felt positively about the program tended to have lower delinquency scores at posttest. For example, youth who felt positively about the program tended to have lower, less delinquent scores on Attitudes-toward-Police, Attitudes-toward-Crime, and the Composite Index. Youths who believed that--because of the program--they were less likely to get into future trouble, were those who tended to have had fewer arrests.

### Supplementary Findings

Los Angeles and Contra Costa counties produced somewhat different results. Los Angeles participants were more positive than their controls on Attitudes-toward-Crime and on the Composite Index. On the other hand, participants from Contra Costa were no different than their controls on these and other measures. Since Los Angeles youth were more delinquent than Contra Costa youth to begin with--but were still not highly delinquent, or "hardened"--they might possibly have had "more room for improvement" than the latter individuals. That is, preexisting differences between these two groups may

have accounted for the fact that Los Angeles experimentals performed better than their controls, whereas Contra Costa experimentals did not. This was true even though Contra Costa E's had better scores at posttest--i.e., lower (less) delinquency scores--than Los Angeles E's. (Here, our comparison was between one county and another, not between E's and C's within any one county.) Thus, when these two counties were compared on the major scales in terms of attitudinal outcome, Contra Costa youth were less delinquent than those from Los Angeles; this also applied to Attitudes-toward-Camp. At the same time, they were more negative toward various concepts of the Semantic Differential. Again, these findings probably reflected the fact that Contra Costa youths were less delinquent, i.e., better "risks," to begin with.

### Discussion

During the course of this evaluation three issues emerged. First, in Chapter I, we noted the desirability of determining which type of youth might benefit the most from programs such as Squires. Despite the difficulties involved in reaching any firm conclusion it appears, tentatively, that individuals who are somewhat but not highly delinquent (e.g., those with a few prior arrests, or with no crimes against persons) are probably better candidates for such programs than youth who are quite delinquent.

This suggestion, which derives from findings on youth characteristics and attitudinal outcome (Chapter V), is somewhat complicated when one focuses more closely on degree of delinquency. For instance, less delinquent youth had lower delinquency scores at posttest than more delinquent youth. (Degree of delinquency was measured by number of prior crimes

against persons, and by number of prior arrests in general.) Nevertheless, Los Angeles E's (who were "worse risks" than Contra Costa E's) scored significantly lower--i.e., less delinquent--than Los Angeles C's, both at posttest and in terms of raw-score differences, on Attitudes-toward-Crime and on the Composite Index. This appears to mean that although more delinquent youth (based on background characteristics and pretest scores) score in a more delinquent direction than less delinquent youth (at posttest), the former individuals might still benefit more from such a program than equally delinquent youth who do not participate. This, however, might not be the case with only slightly delinquent youth. In any event, a word of caution: Until we know the relationship between attitude scores and post-program behavior, no definite policy decisions should be made on the basis of the present results.

A second issue relates to the underlying theory of visitation programs. As seen in Chapter II, Attitudes-toward-Prison (at pretest) correlated .47 with Attitudes-toward-Police and .31 with Attitudes-toward-School ( $p < .01$  in both cases). This indicates that a positive view of prison is associated with a more delinquent attitude--and vice versa (i.e., more negative view, less delinquent attitude). This raises a question regarding certain assumptions that have been made about juvenile awareness programs. For instance, the main assumption that underlies "Scared Straight" and similar programs has been that "negative" (unpleasant or frightening) experiences are what deter participants from subsequent involvement with the law. This assumption, or theory, may be overlooking certain "positive" experiences or at least perceptions. Thus, for example, participants who liked the Squires rap sessions were more likely to think that, because of the program, they

were less likely to get into trouble with the law. If we later find that a positive view of the Squires experience is associated with fewer arrests, we might well question the theory that visitation programs must convey a totally negative impression of prison in order to deter youths.

In short, while a youth may indeed come to view prison in a more negative light than before, he may simultaneously obtain a positive impression of the program itself, and/or of inmates involved in the program. Indeed, such a "dual" view appears to have been precisely what the Squires attempted to produce; and, the present data indirectly suggest that this may indeed have occurred: Experimentals who had more negative views of prison at posttest tended to be those who thought the program was genuine, and that they were less likely to get into trouble in the future.

It will be recalled that there were no E/C differences on Attitudes-toward-Prison. One reason for this might be that most individuals tend to view prison in a relatively fixed way (either positively or negatively), irrespective of the amount of personal exposure. This suggests the possibility that ones attitude toward prison can be reinforced--even altered to a substantial degree--by the Squires Program, but not basically changed in direction. However, since experimentals who were initially "greater risks" (greater than other experimentals) changed more than controls who were also "greater risks" (greater than other controls), it is possible that a complex interaction exists between level of delinquency, on the one hand, and perception of the program (and other attitudinal components of personality) on the other.

A third issue relates to the strong possibility that some experimentals received a type of input, from staff, which was not received by controls. It will be recalled, from Chapter IV, that, following their first visit to

San Quentin, some experimentals from Los Angeles told staff they did not want to return to San Quentin. Staff then met with these individuals and shared their own (the staff's) fears concerning prison. To our knowledge this is the only additional input, formal or informal, received by experimentals that was not equally received by controls. The possible effect of this staff input on the youth's posttest scores is, of course, unknown; however, it suggests that considerable caution must be used when interpreting the present results, since we really do not know how much should be attributed to the Squires Program alone. Nevertheless, for the present, we can speculate that there may be promise in the Squires of San Quentin, at least in terms of shortterm attitude-change.

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**CONTINUED**

**1 OF 2**

APPENDIX A  
Evaluation Scales and Questionnaires

Major Delinquency Scales

Attitudes-toward-Police Scale

1. Most police will try and help you.  
Agree . . . . . Disagree
2. If the police don't like you, they will try to get you for anything.  
Agree . . . . . Disagree
3. It's fun to give the police a bad time.  
Agree . . . . . Disagree
4. Police stick their noses into a lot of things that are none of  
their business.  
Agree . . . . . Disagree
5. Police usually treat you dirty.  
Agree . . . . . Disagree
6. Police and judges will tell you one thing and do another.  
Agree . . . . . Disagree
7. Most people in authority are bossy and mean.  
Agree . . . . . Disagree

Attitudes-toward-School Scale

1. Most of the time I do not want to go to school.

Agree . . . . . Disagree

2. I am very happy when I am in school.

Agree . . . . . Disagree

3. Most school teachers are nice people.

Agree . . . . . Disagree

4. I enjoy the work I did in school.

Agree . . . . . Disagree

Attitudes-toward-Crime Scale

1. Rape is a very serious crime.

Agree . . . . . Disagree

2. Robbery is not serious if no one gets hurt.

Agree . . . . . Disagree

3. Fighting or attacking people is sometimes necessary.

Agree . . . . . Disagree

Attitudes-toward-Prison Scale

1. Going to prison isn't all that bad.

Agree . . . . . Disagree

2. Spending years in prison is really terrible.

Agree . . . . . Disagree

3. I admire men who have been to prison.

Agree . . . . . Disagree

4. I think I'm tough enough to get along in prison.

Agree . . . . . Disagree

5. Men who have been to prison are strong.

Agree . . . . . Disagree

## Semantic Differential Concepts

## Prison

[illegible]

Each of the adjective combinations are repeated for each of the following concepts.

## Crime

Cell

Guard

## Doing Time

## Lock-Up

## Other Prisoners

Attitudes-toward-Camp Scale

1. Most staff or counselors in juvenile camps are O.K. people.

Agree . . . . . Disagree

2. When I leave juvenile camp I'm not going to get into trouble any more.

Agree . . . . . Disagree

Gluecks Social Prediction Scale

1. The discipline given to me by my father (or person acting for my father) was:

- ( ) Very strict
- ( ) Strict, but usually fair
- ( ) Sometimes strict, sometimes easy
- ( ) Usually easy
- ( ) Very easy

2. My mother (or person acting for my mother) gave me supervision that was:

- ( ) Very helpful, with close watch over me
- ( ) Usually helpful, although sometimes she failed
- ( ) Helpful only when I asked for help or advice
- ( ) Most likely to let me do anything I pleased
- ( ) Completely useless, because she did not care what I did

3. My father (or person acting for my father) usually showed that he:

- ( ) Liked me a great deal
- ( ) Liked me about the same as he liked his friends
- ( ) Neither liked me nor disliked me
- ( ) Disliked me most of the time
- ( ) Did not want me around

4. My mother (or person acting for my mother) usually showed that she:
- ☐ Liked me a great deal
  - ☐ Liked me about the same as she liked her friends
  - ☐ Neither liked me nor disliked me
  - ☐ Disliked me most of the time
  - ☐ Did not want me around
5. My family (parents, brothers, sisters) has made me think that we:
- ☐ Stick pretty close together in everything
  - ☐ Would help each other more than we would help friends
  - ☐ Can be equally happy at home or away from home
  - ☐ Would rather be with friends, than with relatives
  - ☐ Have almost nothing that we liked to do together

Staff Questionnaire

1. How would you describe the behavior, feelings, reaction, or mood of the youth participants prior to their first program sessions with the Squires Program?
2. How would you describe the behavior, feelings, reactions or mood of the youth participants to the tour of the prison? Any unusual events or happenings for individuals or the groups collectively?
3. How would you describe the behavior, feelings, reaction or mood of the youth participants to the pictures of prison violence? Any unusual events or happenings for individuals or the group collectively?
4. How would you describe the behavior, feelings, reactions or mood of the youth participants to the rap sessions? Any unusual events or happenings for individuals or the group collectively? What happened during the rap sessions? How many inmates participate? What did they talk

about? Was there a question-and-answer period? How long did the rap sessions last?

5. How would you describe the behavior, feelings, reactions or mood of the youth participants following their participation in the Squires Program at San Quentin? Any unusual events or happenings for individuals or the group collectively? You may also describe any behavior changes that may have occurred individually or collectively following any of the three trips to San Quentin? Were there any differences following participation in the first session as compared to differences following participation in the third session?

Youth Evaluation Questionnaire

1. Did you like your visit to San Quentin Prison?
  - ☐ I disliked it very much
  - ☐ I disliked it somewhat
  - ☐ I neither liked nor disliked the visit to San Quentin
  - ☐ I liked it somewhat
  - ☐ I liked it very much
2. Did you like participating in the rap sessions with the inmates?
  - ☐ I disliked them very much
  - ☐ I disliked them somewhat
  - ☐ I neither liked nor disliked the rap sessions
  - ☐ I liked the rap sessions
  - ☐ I liked the rap sessions very much
3. Do you think you'll ever go to prison?
  - ☐ Yes
  - ☐ No
  - ☐ Don't know
4. What did you like best about your visit to San Quentin?
  - ☐ Nothing at all
  - ☐ The plane trip/bus ride
  - ☐ Tour of the prison
  - ☐ Slide pictures
  - ☐ The rap sessions with the inmates
5. What did you think of the inmates from the Squires Program?
  - ☐ I disliked them
  - ☐ They made me feel afraid



- ☐ Neither liked nor disliked them
  - ☐ They were O.K.
  - ☐ I liked them
6. What did you think of the inmates who participated in the rap sessions?
- ☐ I disliked them
  - ☐ They made me feel afraid
  - ☐ Neither liked nor disliked them
  - ☐ They were O.K.
  - ☐ I liked them
7. Would you recommend the San Quentin Program for other kids you know?
- ☐ Definitely not
  - ☐ No
  - ☐ Maybe
  - ☐ Yes
  - ☐ Definitely
8. Do you think that, because of the Squires Visitation Program, you are less likely to get into trouble in the future?
- ☐ Yes
  - ☐ No
  - ☐ Don't know
9. Do you think the Squires Program can prevent any of your friends from getting into further trouble with the law?
- ☐ Yes
  - ☐ No
  - ☐ Don't know

10. Did the San Quentin Program seem like an act or big put-on or did it seem real to you?

- ☐ Big put-on
- ☐ Somewhat put on
- ☐ Don't know
- ☐ Somewhat real
- ☐ Very real

## APPENDIX B

### Analysis of Frequency Distributions for Skewness and Kurtosis

All scales, indexes, and variables were evaluated for their skewness and kurtosis. This was done separately for the frequency distributions of experimentals (E's), controls (C's) and E's and C's (all). In the summary-of-findings shown below, if a distribution was normal in terms of skewness and kurtosis it is designated by a (✓) check. If it was positively skewed it is designated by a plus (+); if negatively skewed, by a minus (-). If the distribution was leptokurtic (peaked) it is designated by a (+1); if platykurtic (flat), by a (-1). Skewness is indicated first, then kurtosis.

Major Delinquency Scales and Index	Pretest <sup>a</sup>			Posttest <sup>a</sup>		
	<u>E's</u>	<u>C's</u>	<u>All</u>	<u>E's</u>	<u>C's</u>	<u>All</u>
Attitudes-toward-Police	✓,✓	✓,✓	✓,✓	✓,✓	✓,✓	✓,✓
Attitudes-toward-School	✓,✓	✓,✓	✓,✓	✓,✓	✓,✓	✓,✓
Attitudes-toward-Crime	✓,✓	✓,✓	✓,✓	✓,✓	✓,✓	✓,✓
Attitudes-toward-Prison	✓,✓	+,✓	+,✓	✓,✓	+,✓	+,+1
Delinquency Composite Index	✓,✓	✓,✓	✓,✓	✓,✓	✓,✓	✓,✓

---

<sup>a</sup>The first entry is for skewness, the second for kurtosis. This evaluation was based on "DATATEXT," a computerized program.[22]

Semantic Differential Concepts and Index	Pretest			Posttest		
	<u>E's</u>	<u>C's</u>	<u>All</u>	<u>E's</u>	<u>C's</u>	<u>All</u>
Prison	✓,✓	+,✓	✓,✓	✓,✓	+,✓	+,✓
Crime	✓,✓	+,✓	+,✓	+,✓	✓,✓	±,✓
Cell	✓,✓	+,✓	+,✓	+,✓	+,✓	+,✓
Guard	✓,✓	✓,✓	✓,✓	✓,✓	✓,✓	✓,-1
Doing Time	✓,✓	+,✓	+,✓	+,✓	+,✓	+,✓
Lock-Up	✓,✓	+,✓	+,✓	✓,✓	+,✓	+,✓
Other Prisoners	✓,✓	✓,✓	✓,✓	✓,✓	✓,✓	✓,-1
Semantic Differential Composite Index	✓,✓	+,✓	✓,✓	✓,✓	+,✓	+,✓
Other Scales	Pretest			Posttest		
	<u>E's</u>	<u>C's</u>	<u>All</u>	<u>E's</u>	<u>C's</u>	<u>All</u>
Attitudes-toward-Camp	+,✓	✓,✓	+,✓	✓,✓	✓,✓	✓,✓
Gluecks Social Prediction <sup>b</sup>						
Father's Discipline	-,✓	✓,✓	✓,✓			
Mother's Supervision	✓,✓	+,✓	+,✓			
Father's Attention	+,✓	+,✓	+,+1			
Mother's Affection	+,+1	+,+1	+,+1			
Family Cohesiveness	✓,✓	+,✓	+,✓			
Total GSP Scale	✓,✓	✓,✓	+,✓			

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<sup>b</sup>This prediction scale was used only once i.e., at pretest.

Youth Evaluation Questionnaire		Experimentals <sup>c</sup>	
		<u>Skewness</u>	<u>Kurtosis</u>
Q <sub>1</sub>	- Participant's feelings about visit to San Quentin	✓	✓
Q <sub>2</sub>	- Participant's feelings about rap sessions	-	✓
Q <sub>3</sub>	- Participant's prediction about prison	✓	✓
Q <sub>4</sub>	- Participant's most positive impression of total visit/program	✓	✓
Q <sub>5</sub>	- Participant's feelings about Squires inmates in general	-	✓
Q <sub>6</sub>	- Participant's feelings about Squires who participated in rap sessions	-	+1
Q <sub>7</sub>	- Participant's recommendations to other youths about program	-	✓
Q <sub>8</sub>	- Participant's prediction about behavioral impact of program on themselves	✓	✓
Q <sub>9</sub>	- Participant's prediction about behavioral impact of programs on their friends	✓	-1
Q <sub>10</sub>	- Participant's feelings about genuineness of program	-	+1

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<sup>c</sup>The Controls were not given this questionnaire.

Demographic or Population Variables	Total		E's		C's	
	<u>Skew-ness</u>	<u>Kur-tosis</u>	<u>Skew-ness</u>	<u>Kur-tosis</u>	<u>Skew-ness</u>	<u>Kur-tosis</u>
Age	✓	✓	✓	✓	✓	✓
Ethnicity	✓	✓	✓	✓	✓	✓
Number of Prior Arrests	✓	✓	✓	✓	✓	✓
Number of Chargeable Offenses	✓	✓	✓	✓	✓	✓
Type of Chargeable Offenses:						
Crimes against persons	+,✓		+,✓		+,✓	
Crimes against property	+,+1		✓,✓		+,✓	
Drug offenses	+,+1		+,+1		+,+1	
Minor offenses	+,+1		+,✓		+,+1	
Status offenses	+,+1		+,✓		+,+1	
Number of Months Youth Known to System	✓ ✓		✓ ✓		✓ ✓	
Average Severity Scores	✓ ✓		✓ ✓		✓ ✓	

# APPENDIX C

## Results of U-Tests for Raw-Score and Posttest Differences Between Experimentals and Controls<sup>a</sup>

### I. Raw Scores

<u>Scales/Indexes</u>	<u>Z-Value</u>	<u>P-Level</u>
Attitudes-toward-Police	1.62	p<.10
Attitudes-toward-School	1.29	N.S.
Attitudes-toward-Crime	1.73	p<.05
Attitudes-toward-Prison	.85	N.S.
Major Scales - Composite Index	2.26	p<.02
Semantic Differential Concepts		
Prison	1.05	N.S.
Crime	1.01	N.S.
Cell	2.04	p<.05
Guard	.43	N.S.
Doing Time	1.36	p<.10
Lock-Up	.67	N.S.
Other Prisoners	.59	N.S.
Semantic Differential Composite Index	1.04	N.S.
Attitudes-toward-Camp	1.14	N.S.

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<sup>a</sup>U-test value based on one-tailed test of significance.

## II. Posttest Differences

<u>Scales/Indexes</u>	<u>Z-Value</u>	<u>P-Level</u>
Attitudes-toward-Police	2.49	p<.01
Attitudes-toward-School	.39	N.S.
Attitudes-toward-Crime	1.67	p<.05
Attitudes-toward-Prison	1.03	N.S.
Major Scales - Composite Index	1.68	p<.05
Semantic Differential Concepts		
Prison	1.13	N.S.
Crime	.14	N.S.
Cell	.56	N.S.
Guard	2.40	p<.01
Doing Time	1.58	p<.10
Lock-Up	2.05	p<.05
Other Prisoners	1.63	p<.10
Semantic Differential Composite Index	2.13	p<.05
Attitudes-toward-Camp	1.98	p<.05



APPENDIX D

Correlation Matrix Between Items on Youth Evaluation  
Questionnaire and Major Scales<sup>a</sup>

Major Scales and Composite Index

Youth Evaluation Questionnaire Item	Attitudes- toward- Police	Attitudes- toward- School	Attitudes- toward- Crime	Attitudes- toward- Prison	Delinquency Composite Index
1	-.12	-.19	-.17	-.21	-.23
2	-.47**	-.07	-.36*	-.45*	-.49*
3	.01	.27	.17	.13	.18
4	-.22	.19	-.09	-.31	-.15
5	-.11	.34*	-.29	-.20	-.05
6	-.29	.01	-.33	-.34	-.32
7	-.11	-.22	-.20	-.35*	-.28
8	.28	.09	.33*	.50**	.39*
9	.08	-.01	.36*	.30	.19
10	-.49**	-.01	-.50**	-.61**	-.58***

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Note: The correlations are Pearson product-moment, and the N = 34.

<sup>a</sup>For experimentals on posttest only.

\*p<.05.

\*\*p<.01.

\*\*\*p<.001.

# APPENDIX D (Continued)

## Correlation Matrix Between Items on Youth Evaluation Questionnaire and Semantic Differential Concepts, Composite Index and Attitudes-toward-Camp Scale<sup>a</sup>

Youth Evaluation Questionnaire Item	<u>Semantic Differential Concepts</u>							SD Composite Index	Attitudes- toward- Camp
	<u>Prison</u>	<u>Crime</u>	<u>Cell</u>	<u>Guard</u>	<u>Doing Time</u>	<u>Lock Up</u>	<u>Other Prisoners</u>		
1	.13	-.27	.16	-.04	.10	.12	-.05	.01	-.06
2	-.00	-.62***	.03	.12	.07	.13	.11	-.03	-.17
3	-.15	-.07	-.02	-.26	-.08	-.09	.10	-.13	.17
4	.10	-.20	.05	-.12	-.11	.06	.23	-.00	.11
5	-.18	-.35*	-.20	-.24	-.15	-.13	.26	-.22	.03
6	-.18	-.63***	-.12	-.00	-.16	-.10	.06	-.25	-.22
7	-.30	-.42	-.02	.02	-.21	-.42*	-.38*	-.38*	-.21
8	.22	.39*	.19	-.40*	.22	.20	.00	.15	.65***
9	.02	.34*	.11	-.45**	.03	.11	.17	.06	.48**
10	-.17	-.64***	-.28	.29	-.12	-.05	.06	-.18	-.48**

Note: N = 34.

<sup>a</sup>For experimentals on posttest only. Pearson r-type correlation was used.

\*p<.05.

\*\*p<.01.

\*\*\*p<.001.

# APPENDIX E

## Correlation Matrix Between Youth Evaluation Questionnaire Items and Youth Characteristics<sup>a</sup>

Youth Evaluation Questionnaire Items	Age	Ethnicity	Number of Prior Offenses	Number of Chargeable Offenses	Average Severity of Offense Scores	Number of Prior Crimes Against Persons	Number of Prior Crimes Against Property	Number of Prior Drug Offenses	Number of Prior Minor Offenses	Number of Prior Status Offenses
1	-.03	-.04	.24	.17	.21	-.12	.24	-.00	.15	.01
2	-.13	.08	.12	.10	.00	-.25	.11	-.03	.27	.01
3	-.03	.01	.16	.18	-.15	-.09	.12	-.08	.20	.13
4	-.01	.01	.01	.07	.12	-.08	.26	-.28	.23	-.15
5	-.11	-.08	-.04	-.06	-.23	-.39*	-.05	-.12	.25	.05
6	-.15	-.16	-.09	-.11	-.25	-.40*	-.05	-.21	.08	.12
7	.00	-.06	-.16	-.10	.04	-.14	.14	-.16	-.09	-.08
8	-.01	.32	.34*	.29	.07	.18	.11	.10	.25	.02
9	-.31	.24	.13	.12	.13	.16	-.02	-.10	.14	.04
10	.08	-.22	-.03	-.10	-.27	-.32	-.08	-.20	.10	.12

<sup>a</sup>Correlation based on an N of 34 E's. Pearson r-type correlation was used.

\*p<.05.

APPENDIX F

Results of Multiple Regression Applied to Raw-Score (Pre/Post)  
Differences, Showing Relative Importance on Major  
Delinquency Scales and the Composite Index

<u>Major Delinquency Scales</u>	<u>Standardized Slope<sup>a</sup></u>	<u>Unique Variance<sup>b</sup></u>	<u>R<sup>2</sup><sup>c</sup></u>
<u>Attitudes-toward-Police<sup>d</sup></u>			
Attitudes-toward-Police (pretest)**	-.36	.129	.293
Age*	-.26	.096	
<u>Attitudes-toward-School<sup>d</sup></u>			
Attitudes-toward-School (pretest)***	-.75	.266	.348
Composite Index (pretest)*	.34	.057	
<u>Attitudes-toward-Crime<sup>d</sup></u>			
Attitudes-toward-Crime (pretest)***	-.64	.437	.561
Study Group* <sup>e</sup>	.19	.035	
<u>Attitudes-toward-Prison<sup>d</sup></u>			
Attitudes-toward-Prison (pretest)***	-.64	.377	.447
Number of Crimes Against Persons*	.22	.044	
<u>Major Scales - Composite Index</u>			
Composite Index (pretest)***	-.44	.202	.347
Study Group* <sup>e</sup>	.23	.074	

Note: N = 69.

<sup>a</sup>This is the standardized slope or coefficient after all variables have been entered into the stepwise regression.

<sup>b</sup>This is the unique variance associated with each variable. It is identical to an increase in R<sup>2</sup> due to the variable if it had been entered as the last variable after all remaining variables were entered.

<sup>c</sup>This is the total amount of variance accounted for by all independent variables, at the final step of the solution.

<sup>d</sup>Only variables whose t-test was significant are shown.

<sup>e</sup>Study Group is a measure of the relative treatment effect if it is found significant. The sign of the standardized slope will help indicate the direction and magnitude of the treatment effect.

\*p<.05.

\*\*p<.01.

\*\*\*p<.001.

APPENDIX G

Results of Multiple Regression Applied to Raw-Score (Pre/Post) Differences, Showing Relative Importance on Semantic Differential Concepts, Semantic Differential Composite Index, and Attitudes-toward-Camp Scale

<u>Semantic Differential Concepts</u>	<u>Standardized Slope<sup>a</sup></u>	<u>Unique Variance<sup>b</sup></u>	<u>R<sup>2c</sup></u>
<u>Prison<sup>d</sup></u>			
"Prison" (pretest)***	1.06 <sup>e</sup>	.155	
Semantic Differential Composite Index (pretest)***	.82	.239	
Ethnicity*	.20	.042	.459
<u>Crime<sup>d</sup></u>			
"Crime" (pretest)***	-.83	.307	
Number of Crimes Against Persons**	.28	.131	
Ethnicity*	.23	.047	
Semantic Differential Composite Index (pretest)*	.30	.029	.541
<u>Cell<sup>d</sup></u>			
"Cell" (pretest)**	.72	.072	
Ethnicity**	-.33	.085	
Semantic Differential Composite Index (pretest)*	.54	.055	.281
<u>Guard<sup>d</sup></u>			
"Guard" (pretest)**	-.61	.216	.308
<u>Doing Time<sup>d</sup></u>			
"Doing Time" (pretest)**	-.71	.101	
Semantic Differential Composite Index (pretest)*	.50	.053	.213
<u>Lock-Up<sup>d</sup></u>			
"Lock-Up" (pretest)**	-.37	.180	
Composite Index (pretest)*	-.23	.068	.302
<u>Other Prisoners<sup>d</sup></u>			
"Other Prisoners" (pretest)***	-.69	.175	
Semantic Differential Composite Index *	.36	.049	.284

APPENDIX G (Continued)

<u>Semantic Differential Concepts</u>	<u>Standardized Slope<sup>a</sup></u>	<u>Unique Variance<sup>b</sup></u>	<u>R<sup>2</sup><sup>c</sup></u>
<u>Semantic Differential Composite</u>			
<u>Index<sup>d</sup></u>			
Ethnicity*	.26	.066	.201
<u>Attitudes-toward-Camp Scale<sup>d</sup></u>			
Attitudes-toward-Camp (pretest)***	-.56	.278	
Ethnicity**	.28	.095	
Age*	-.21	.074	
Number of Prior Arrests*	-.20	.036	.520

Note: N = 69.

<sup>a</sup>This is the standardized slope or coefficient after all variables have been entered into the stepwise regression.

<sup>b</sup>This is the unique variance associated with each variable. It is identical to an increase in R<sup>2</sup> due to the variable if it had been entered as the last variable after all remaining variables were entered.

<sup>c</sup>This is the total amount of variance accounted for by all independent variables, at the final step of the solution.

<sup>d</sup>Only variables whose t-test was significant are shown.

<sup>e</sup>The standardized coefficient is shown as greater than 1.0, which is in error: Multiple regression occasionally encounters computational problems which make it impossible to calculate an accurate equation. These problems can be produced by excessively high correlations between independent variables (multi-collinearity), too many missing observations, too many independent variables, or a combination of these factors. In the present evaluation excessively high intercorrelation between the semantic differential concept and its index caused the computational error. Suppressor effects between the independent variables may also have contributed to the computational error. These errors--though real--are probably very slight in their effect on the one variable i.e., "prison SD concept."

\*p<.05.

\*\*p<.01.

\*\*\*p<.001.

APPENDIX H

Results of Multiple Regression Applied to Posttest Differences, Showing Relative Importance of Major Delinquency Scales and the Composite Index

<u>Major Delinquency Scale</u>	<u>Standardized Slope<sup>a</sup></u>	<u>Unique Variance<sup>b</sup></u>	<u>R<sup>2c</sup></u>
<u>Attitudes-toward-Police<sup>d</sup></u>			
Attitudes-toward-Police (pretest)***	.52	.265	.397
Age*	-.23	.081	
<u>Attitudes-toward-School<sup>d</sup></u>			
Attitudes-toward-School (pretest)*	.35	.328	.403
Composite Index (pretest)*	.32	.053	
<u>Attitudes-toward-Crime<sup>d</sup></u>			
Study Group* <sup>e</sup>	.25	.059	.276
<u>Attitudes-toward-Prison<sup>d</sup></u>			
Attitudes-toward-Prison (pretest)***	.43	.201	.292
Number of Crimes Against Persons*	.25	.057	
<u>Major Scales - Composite Index</u>			
Composite Index (pretest)***	.54	.302	.422
Study Group* <sup>e</sup>	.22	.065	

Note: N = 69.

<sup>a</sup>This is the standardized slope or coefficient after all variables have been entered into the stepwise regression.

<sup>b</sup>This is the unique variance associated with each variable. It is identical to an increase in R<sup>2</sup> due to the variable if it had been entered as the last variable after all remaining variables were entered.

<sup>c</sup>This is the total amount of variance accounted for by all independent variables, at the final step of the solution.

<sup>d</sup>Only variables whose t-test was significant are shown.

<sup>e</sup>Study group is in effect a measure of the relative treatment effect if the variable is found significant.

\*p<.05.

\*\*p<.01.

\*\*\*p<.001.

APPENDIX I

Results of Multiple Regression Applied to Posttest Differences,  
Showing Relative Importance on Semantic Differential  
Concepts, Semantic Differential Composite Index,  
and Attitudes-toward-Camp Scale

<u>Semantic Differential Concepts</u>	<u>Standardized Slope<sup>a</sup></u>	<u>Unique Variance<sup>b</sup></u>	<u>R<sup>2c</sup></u>
<u>Prison<sup>d</sup></u>			
Semantic Differential Composite Index (pretest)***	.70	.509	
Ethnicity*	.17	.035	.562
<u>Crime<sup>d</sup></u>			
Number of Crimes Against Persons**	.29	.246	
Semantic Differential Composite Index (pretest)*	.32	.132	
Ethnicity*	.25	.048	.482
<u>Cell<sup>d</sup></u>			
"Cell" (pretest)*	.41	.449	
Ethnicity**	.25	.050	.574
<u>Guard<sup>d</sup></u>			
"Guard" (pretest)*	.35	.270	.352
<u>Doing Time<sup>d</sup></u>			
Semantic Differential Composite Index (pretest)*	.39	.033	.515
<u>Lock-Up<sup>d</sup></u>			
"Lock-up" (pretest)***	.70	.445	
Composite Index (pretest)*	-.20	.046	.511
<u>Other Prisoners<sup>d</sup></u>			
Semantic Differential Composite Index (pretest)*	.34	.045	.350



APPENDIX J

Results of Multiple Regression Applied to Raw-Score (Pre/Post)  
Differences Among Experimentals, Showing Relative Importance  
on Major Delinquency Scales and the Composite Index

<u>Major Delinquency Scales</u>	<u>Standardized Slope<sup>a</sup></u>	<u>Unique Variance<sup>b</sup></u>	<u>R<sup>2c</sup></u>
<u>Attitudes-toward-Police<sup>d</sup></u>	-	-	-
<u>Attitudes-toward-School<sup>d</sup></u>			
Attitudes-toward-School (pretest)***	-.68	.322	.487
<u>Attitudes-toward-Crime<sup>d</sup></u>			
Attitudes-toward-Crime (pretest)***	-.64	.420	.599
<u>Attitudes-toward-Prison<sup>d</sup></u>			
Attitudes-toward-Prison (pretest)***	-.73	.548	.571
<u>Major Scales - Composite Index<sup>d</sup></u>			
Composite Index (pretest)**	-.51	.277	.368

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Note: N = 34.

<sup>a</sup>This is the standardized slope or coefficient after all variables have been entered into the stepwise regression.

<sup>b</sup>This is the unique variance associated with each variable. It is identical to an increase in R<sup>2</sup> due to the variable if it had been entered as the last variable after all remaining variables were entered.

<sup>c</sup>This is the total amount of variance accounted for by all independent variables, at the final step of the solution.

<sup>d</sup>Only variables whose t-test was significant are shown.

\*p<.05.

\*\*p<.01.

\*\*\*p<.001.

APPENDIX K

Results of Multiple Regression Applied to Raw-Score (Pre/Post)  
Differences Among Experimentals, Showing Relative Importance  
on Semantic Differential Concepts, Semantic Differential  
Composite Index, and Attitudes-toward-Camp Scale

<u>Semantic Differential Concepts</u>	<u>Standardized Slope<sup>a</sup></u>	<u>Unique Variance<sup>b</sup></u>	<u>R<sup>2</sup><sup>c</sup></u>
<u>Prison<sup>d</sup></u>			
"Prison" (pretest)***	-1.09 <sup>e</sup>	.372	
Semantic Differential Composite Index (pretest)**	.66	.152	.563
<u>Crime<sup>d</sup></u>			
-	-	-	-
<u>Cell<sup>d</sup></u>			
-	-	-	-
<u>Guard<sup>d</sup></u>			
"Guard" (pretest)**	-.54	.262	.388
<u>Doing Time<sup>d</sup></u>			
-	-	-	-
<u>Lock-Up<sup>d</sup></u>			
-	-	-	-
<u>Other Prisoners<sup>d</sup></u>			
"Other Prisoners" (pretest)**	-.49	.313	.381
<u>Semantic Differential Composite Index<sup>d</sup></u>			
-	-	-	-

APPENDIX K (Continued)

<u>Semantic Differential Concepts</u>	<u>Standardized Slope<sup>a</sup></u>	<u>Unique Variance<sup>b</sup></u>	<u>R<sup>2c</sup></u>
<u>Attitudes-toward-Camp Scale<sup>d</sup></u>			
Attitudes-toward-Camp (pretest)***	-.81	.375	
Ethnicity*	.33	.073	
Composite Index (pretest)*	.40	.084	.662

Note: N = 34.

<sup>a</sup>This is the standardized slope or coefficient after all variables have been entered into the stepwise regression.

<sup>b</sup>This is the unique variance associated with each variable. It is identical to an increase in R<sup>2</sup> due to the variable if it had been entered as the last variable after all remaining variables were entered.

<sup>c</sup>This is the total amount of variance accounted for by all independent variables, at the final step of the solution.

<sup>d</sup>Only variables whose t-test was significant are shown.

<sup>e</sup>The standardized coefficient is shown as greater than 1.0, which is in error: Multiple regression occasionally encounters computational problems for which it is impossible to calculate an accurate equation. These problems can be produced by excessively high correlations between independent variables ("multi-collinearity"), by too many missing observations, by too many independent variables, or by a combination of these factors. In the present evaluation excessively high intercorrelation between the semantic differential concept and its index were responsible for the problem. Suppressor effects between the independent variables may have also contributed. The resulting errors--though real--are probably very slight in terms of their effect on the one variable in question, namely "prison SD concept."

\*p<.05.

\*\*p<.01.

\*\*\*p<.001.

APPENDIX L

Results of Multiple Regression Applied to Posttest Differences  
Among Experimentals, Showing Relative Importance on Major  
Delinquency Scales and the Composite Index

<u>Major Delinquency Scales</u>	<u>Standardized Slope<sup>a</sup></u>	<u>Unique Variance<sup>b</sup></u>	<u>R<sup>2</sup><sup>c</sup></u>
<u>Attitudes-toward-Police<sup>d</sup></u>			
Attitudes-toward-Police (pretest)*	.45	.156	.268
<u>Attitudes-toward-School<sup>d</sup></u>			
-	-	-	-
<u>Attitudes-toward-Crime<sup>d</sup></u>			
Ethnicity*	.38	.127	.391
<u>Attitudes-toward-Prison<sup>d</sup></u>			
Attitudes-toward-Prison (pretest)**	.51	.246	.285
<u>Major Scales - Composite Index<sup>d</sup></u>			
Composite Index (pretest)*	.47	.211	.310

Note: N = 34.

<sup>a</sup>This is the standardized slope or coefficient after all variables have been entered into the stepwise regression.

<sup>b</sup>This is the unique variance associated with each variable. It is identical to an increase in R<sup>2</sup> due to the variable if it had been entered as the last variable after all remaining variables were entered.

<sup>c</sup>This is the total amount of variance accounted for by all independent variables, at the final step of the solution.

<sup>d</sup>Only variables whose t-test was significant are shown.

\*p<.05.

\*\*p<.01.

\*\*\*p<.001.

APPENDIX M

Results of Multiple Regression Applied to Posttest Differences Among  
Experimentals, Showing Relative Importance on Semantic Differential  
Concepts, Semantic Differential Composite Index, and  
Attitudes-toward-Camp Scale

<u>Semantic Differential Concepts</u>	<u>Standardized Slope<sup>a</sup></u>	<u>Unique Variance<sup>b</sup></u>	<u>R<sup>2c</sup></u>
<u>Prison<sup>d</sup></u>			
Semantic Differential Composite Index (pretest)**	.77	.329	.397
<u>Crime<sup>d</sup></u>			
"Crime" (pretest)**	.53	.293	.507
<u>Cell<sup>d</sup></u>			
-	-	-	-
<u>Guard<sup>d</sup></u>			
-	-	-	-
<u>Doing Time<sup>d</sup></u>			
-	-	-	-
<u>Lock-Up<sup>d</sup></u>			
"Lock-Up" (pretest)*	.49	.313	.461
<u>Other Prisoners<sup>d</sup></u>			
"Other Prisoners" (pretest)*	.42	.116	.233
<u>Semantic Differential Composite Index<sup>d</sup></u>			
Semantic Differential Composite Index (pretest)***	.63	.311	.410

APPENDIX M (Continued)

<u>Semantic Differential Concepts</u>	<u>Standardized Slope<sup>a</sup></u>	<u>Unique Variance<sup>b</sup></u>	<u>R<sup>2</sup><sup>c</sup></u>
<u>Attitudes-toward-Camp Scale<sup>d</sup></u>			
Ethnicity*	.38	.123	
Composite Index (pretest)*	.46	.111	.552

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Note: N = 34.

<sup>a</sup>This is the standardized slope or coefficient after all variables have been entered into the stepwise regression.

<sup>b</sup>This is the unique variance associated with each variable. It is identical to an increase in R<sup>2</sup> due to the variable if it had been entered as the last variable after all remaining variables were entered.

<sup>c</sup>This is the total amount of variance accounted for by all independent variables, at the final step of the solution.

<sup>d</sup>Only variables whose t-test was significant are shown.

\*p<.05.

\*\*p<.01.

\*\*\*p<.001.

APPENDIX N

Results of Multiple Regression Applied to Raw-Score (Pre/Post)  
Differences Among Controls, Showing Relative Importance on  
Major Delinquency Scales and the Composite Index

<u>Major Delinquency Scales</u>	<u>Standardized Slope<sup>a</sup></u>	<u>Unique Variance<sup>b</sup></u>	<u>R<sup>2c</sup></u>
<u>Attitudes-toward-Police<sup>d</sup></u>			
Attitudes-toward-Police (pretest)**	-.40	.209	
Age*	-.31	.130	.390
<u>Attitudes-toward-School<sup>d</sup></u>			
Attitudes-toward-School (pretest)***	-.93	.182	
Age*	-.37	.028	.430
<u>Attitudes-toward-Crime<sup>d</sup></u>			
Attitudes-toward-Crime (pretest)***	-.73	.473	.562
<u>Attitudes-toward-Prison<sup>d</sup></u>			
Attitudes-toward-Prison (pretest)***	-.70	.314	.426
<u>Major Scales - Composite Index<sup>d</sup></u>			
Composite Index (pretest)**	-.54	.177	.290

Note: N = 35.

<sup>a</sup>This is the standardized slope or coefficient after all variables have been entered into the stepwise regression.

<sup>b</sup>This is the unique variance associated with each variable. It is identical to an increase in R<sup>2</sup> due to the variable if it had been entered as the last variable after all remaining variables were entered.

<sup>c</sup>This is the total amount of variance accounted for by all independent variables, at the final step of the solution.

<sup>d</sup>Only variables whose t-test was significant are shown.

\*p<.05.

\*\*p<.01.

\*\*\*p<.001.

APPENDIX O

Results of Multiple Regression Applied to Raw-Score (Pre/Post)  
Differences Among Controls, Showing Relative Importance on  
Semantic Differential Concepts, Semantic Differential  
Composite Index, and Attitudes-toward-Camp Scale

<u>Semantic Differential Concepts</u>	<u>Standardized Slope<sup>a</sup></u>	<u>Unique Variance<sup>b</sup></u>	<u>R<sup>2c</sup></u>
<u>Prison<sup>d</sup></u>			
Ethnicity**	.41	.128	
"Prison" (pretest)***	-1.34 <sup>e</sup>	f	
Semantic Differential Composite Index (pretest)***	1.16 <sup>e</sup>	f	
Gluecks Social Prediction Scale (Composite)**	-.41	.088	.555
<u>Crime<sup>d</sup></u>			
"Crime" (pretest)***	-.92	.401	
Number of Crimes Against Persons*	.38	.159	.663
<u>Cell<sup>d</sup></u>			
"Cell" (pretest)**	1.07 <sup>e</sup>	.158	
Semantic Differential Composite Index (pretest)*	.97	.110	.370
<u>Guard<sup>d</sup></u>			
"Guard" (pretest)**	-.66	.248	.500
<u>Doing Time<sup>d</sup></u>			
-	-	-	-
<u>Lock-Up<sup>d</sup></u>			
Semantic Differential Composite Index (pretest)*	-.37	.272	.389
<u>Other Prisoners<sup>d</sup></u>			
"Other Prisoners" (pretest)**	-.71	.209	
Number of Prior Arrests*	.41	.159	.440



APPENDIX O (Continued)

<u>Semantic Differential Concepts</u>	<u>Standardized Slope<sup>a</sup></u>	<u>Unique Variance<sup>b</sup></u>	<u>R<sup>2</sup><sup>c</sup></u>
<u>Semantic Differential Composite Index<sup>d</sup></u>			
Ethnicity*	.35	.115	.261
<u>Attitudes-toward-Camp Scale<sup>d</sup></u>			
Attitudes-toward-Camp (pretest)**	-.48	.255	
Ethnicity*	.31	.125	.491

Note: N = 35.

<sup>a</sup>This is the standardized slope or coefficient after all variables have been entered into the stepwise regression.

<sup>b</sup>This is the unique variance associated with each variable. It is identical to an increase in R<sup>2</sup> due to the variable if had been entered as the last variable after all remaining variables were entered.

<sup>c</sup>This is the total amount of variance accounted for by all independent variables, at the final step of the solution.

<sup>d</sup>Only variables whose t-test was significant are shown.

<sup>e</sup>See footnote e, Appendix K, for details.

<sup>f</sup>The unique variance associated with the variables that were found significant under "Prison" Concept on the Semantic Differential were overestimated because of computational errors that were produced by excessively high correlations between two of the independent variables in the regression analysis.

\*p<.05.

\*\*p<.01.

\*\*\*p<.001.

APPENDIX P

Results of Multiple Regression Applied to Posttest Differences  
Among Controls, Showing Relative Importance on Major  
Delinquency Scales and the Composite Index

<u>Major Delinquency Scales</u>	<u>Standardized Slope<sup>a</sup></u>	<u>Unique Variance<sup>b</sup></u>	<u>R<sup>2</sup><sup>c</sup></u>
<u>Attitudes-toward-Police<sup>d</sup></u>			
Attitudes-toward-Police (pretest)***	.65	.371	.516
<u>Attitudes-toward-School<sup>d</sup></u>			
Age*	-.32	.069	.587
<u>Attitudes-toward-Crime<sup>d</sup></u>			
-	-	-	-
<u>Attitudes-toward-Prison<sup>d</sup></u>			
-	-	-	-
<u>Major Scales - Composite Index<sup>d</sup></u>			
Composite Index (pretest)***	.53	.412	.494

Note: N = 35.

<sup>a</sup>This is the standardized slope or coefficient after all variables have been entered into the stepwise regression.

<sup>b</sup>This is the unique variance associated with each variable. It is identical to an increase in R<sup>2</sup> due to the variable if it had been entered as the last variable after all remaining variables were entered.

<sup>c</sup>This is the total amount of variance accounted for by all independent variables, at the final step of the solution.

<sup>d</sup>Only variables whose t-test was significant are shown.

\*p<.05.

\*\*p<.01.

\*\*\*p<.001.

APPENDIX Q

Results of Multiple Regression Applied to Posttest Differences Among Controls, Showing Relative Importance on Semantic Differential Concepts, Semantic Differential Composite Index, and Attitudes-toward-Camp Scale

<u>Semantic Differential Concepts</u>	<u>Standardized Slope<sup>a</sup></u>	<u>Unique Variance<sup>b</sup></u>	<u>R<sup>2c</sup></u>
<u>Prison<sup>d</sup></u>			
Semantic Differential Composite Index (pretest)***	.83	.599	
Ethnicity**	.30	.080	
Gluecks Social Prediction Scale (Composite)**	-.29	.045	.765
<u>Crime<sup>d</sup></u>			
Number of Crimes Against Persons*	.39	.360	
Semantic Differential Composite Index (pretest)**	.38	.122	.541
<u>Cell<sup>d</sup></u>			
Semantic Differential Composite Index (pretest)*	.63	.610	
Ethnicity*	.27	.046	.716
<u>Guard<sup>d</sup></u>			
"Guard" (pretest)**	.49	.415	.606
<u>Doing Time<sup>d</sup></u>			
-	-	-	-
<u>Lock-Up<sup>d</sup></u>			
"Lock-Up" (pretest)***	.85	.541	.622
<u>Other Prisoners<sup>d</sup></u>			
Number of Prior Arrests*	.34	.372	
Composite Index (pretest)*	-.27	.083	.588

APPENDIX Q (Continued)

<u>Semantic Differential Concepts</u>	<u>Standardized Slope<sup>a</sup></u>	<u>Unique Variance<sup>b</sup></u>	<u>R<sup>2</sup><sup>c</sup></u>
<u>Semantic Differential Composite</u>			
<u>Index<sup>d</sup></u>			
Semantic Differential Composite Index (pretest)***	.79	.599	
Ethnicity*	.22	.058	.689
<u>Attitudes-toward-Camp Scale<sup>d</sup></u>			
Attitudes-toward-Camp (pretest)***	.58	.324	
Ethnicity*	.29	.113	.540

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Note: N = 35.

<sup>a</sup>This is the standardized slope or coefficient after all variables have been entered into the stepwise regression.

<sup>b</sup>This is the unique variance associated with each variable. It is identical to an increase in R<sup>2</sup> due to the variable if it had been entered as the last variable after all remaining variables were entered.

<sup>c</sup>This is the total amount of variance accounted for by all independent variables, at the final step of the solution.

<sup>d</sup>Only variables whose t-test was significant are shown.

\*p<.05.

\*\*p<.01.

\*\*\*p<.001.

## APPENDIX R

### Reliability and Validity of Attitudinal Scales

There are two qualities of a scale which must be examined before a scale can be used: reliability and validity. Reliability refers to the precision of a scale. A precise instrument gives the same result time and time again. The reliability of a measuring instrument refers to its dependability, stability, consistency, predictability, accuracy or precision. The stability of a measuring instrument refers to the agreement between an individual's first test score and his second test score, using the same test, under essentially the same conditions.

Validity of a scale reflects its representativeness. Validity of the scales used in this evaluation refer to (1) content validity and (2) concurrent validity. Content validity refers to the representativeness of a measure, and was established by other methods available for validating the scale.<sup>1</sup> In the social sciences, an inferred or abstract variable such as delinquent attitude is seldom measured directly. Rather, the scale used is looked upon as an index of delinquency.

Concurrent validity was established in this evaluation by the inter-relationship of scales used to predict delinquency. In this study the Attitudes-toward-Police and School scales were previously found to predict self-reported delinquency.

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<sup>1</sup>These methods include logical validation, jury validation, known-group validation, and independent or multiple correlation. In our evaluation effort content validity was established by logical validation and jury validation. In the latter case, researchers from the Division of Research gave their input as to the "reasonableness" of the individual scale items selected for the pre or posttests. Concurrent validity was established by significant correlations between the scales.

Reliability of the scales or indices used in this evaluation are based on correlation coefficients obtained from the relationship between pre and posttests for each respective scale. The following is a listing of the correlation between pre and posttesting for, the various scales and summative indices used in this evaluation.

Reliability Coefficients for All Scales  
Used in Evaluation

<u>Scale Used</u>	<u>Correlation Between Pre/Posttest</u>	<u>p-level<sup>a</sup></u>
Attitudes-toward-Police	.51***	<.001
Attitudes-toward-School	.57***	<.001
Attitudes-toward-Crime	.23	N.S.
Attitudes-toward-Prison	.44***	<.001
Semantic Differential Concepts:		
Prison	.56***	<.001
Crime	.46***	<.001
Cell	.67***	<.001
Guard	.51***	<.001
Doing Time	.66***	<.001
Lock-Up	.66***	<.001
Other Prisoners	.50***	<.001
Attitudes-toward-Camp	.50***	<.001

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<sup>a</sup>Based on an N of 69--i.e., all E's and C's in the study.

\*p<.05.

\*\*p<.01.

\*\*\*p<.001.

APPENDIX S

Relative Seriousness of Offenses by  
Offense Category

<u>Seriousness Code</u>	<u>Description</u>
	<u>Crimes Against Persons</u>
9	Murder (planned, premeditated homicide)
9	Murder (impulsive homicide or unspecified)
9	Manslaughter (negligent homicide)
8	Felony Assault (aggravated, with deadly weapon, with intent of bodily harm or assault on a police officer) (assault with a BB Gun)
	Attempted murder
	Assault and battery (felony)
	Felony assault (specifically indicated)
	Felony battery (specifically indicated)
	Discharging a firearm at an inhabited dwelling
	Battery on an officer
	Bomb-possession and detonation
6	Misdemeanor Assault
	Misdemeanor battery or assault (PC 240/242)
	Battery (when not clearly a felony)
	Assault (when not clearly a felony)
6	Other Crimes Against Persons
	Derailing or wrecking a train (PC 218)
	Extortion
	Kidnapping
8	Bank Robbery
8	Armed Robbery (theft by threat or use of lethal force)
7	Robbery/Strong Arm (theft by threat or use of a non-lethal force, includes "mugging" e.g., purse-snatching, etc.)

APPENDIX S (Continued)

Seriousness  
Code

Description

Crimes Against Property/Theft

- |   |   |
|---|---|
| 7 | Burglary (unauthorized entry with intent to commit theft) (PC 459)  |
| 2 | Trespass (unauthorized entry of building or open-property without intent of theft, or lodging) (PC 602, 602.5); prowling  |
| 5 | Buying, Receiving or Possession of Stolen Property (PC 496)   |
| 5 | Forgery (false check or use of credit card)<br><br>Intercept checks   |
| 7 | Grand Theft (felony theft excluding automobiles)<br><br>Money, labor or real personal property with a value of \$200 or more<br>Fowls, avocados, olives, fruits, nuts or artichokes worth \$50 or more<br>Property taken from person of another<br>Larceny over \$200 |
| 4 | Petty Theft (misdemeanor theft) (PC 484)<br><br>Appropriation of lost property (485 PC)<br>Larceny under \$200 (or if amount unspecified)   |
| 4 | Shoplift (misdemeanor theft from a store) (PC 484)  |
| 7 | Arson (PC 447a)   |
| 4 | Malicious Mischief (vandalism, destruct/deface property, auto tampering) - Injury to a jail<br><br>False alarm<br>Cruelty to animals<br>Throwing rocks at moving vehicles<br>Discharging a firearm  |
| 6 | Auto Burglary (forceful entry of vehicle--theft of contents)<br><br>Auto Clout  |



APPENDIX S (Continued)

<u>Seriousness Code</u>	<u>Description</u>
5	Other Felony Theft (theft by trick and device, bunco, fraud)  Mail fraud
5	Other Misdemeanor Theft (theft by trick and device, bunco, fraud)  Using any device to obtain money from a money changer
	<u>Crimes: Sex Offense (subject is not victim)</u>
4	Lewd Acts on a Child  Molesting Lewd and lascivious conduct (PC 288)
8	Forcible Rape (PC 261)
3	Rape (without force by reason of age; commonly known as statutory rape)
4	Homosexual Relations
4	Incest (perpetrated with related juvenile)
4	Prostitution, Soliciting (PC 266)
4	Other Sex Crimes (obscene phone calls, obscene conduct, illicit heterosexual or indecent exposure, peeping tom)  Sodomy (if not clearly falling under another sex offense) Oral Copulation
	<u>Crimes: Auto and Vehicle Violations</u>
7	Grand Theft Auto (steals car for personal use, resale, stripping) (PC 487.3)

APPENDIX S (Continued)

<u>Seriousness Code</u>	<u>Description</u>
5	Auto Joyriding (unauthorized use of a vehicle if not clearly Grand Theft Auto)
3	Hit and Run Vehicular Manslaughter
2	Traffic (except drunk driving, or hit & run) Moving violation and accidents
1	Other Auto and Vehicle Violations (driving without a license, driving without registration, citations, fix-it tickets) Hitch-hiking Non-moving violations Failure to appear (VC 40508)
<u>Crimes: Miscellaneous</u>	
5	Carrying a Concealed Weapon or Illegal Possession of a Weapon Possession or use of slingshots Weapons: display, possession, charging firearms, brandishing (prohibited weapon)
6	Resisting Officer, Refuse to Obey/Elude, Obstructing/Threatening a Police Officer
2	Loitering, Vagrancy, Prowling (PC 647e, 647g, 647h)
2	Disturbing the Peace, Disorderly Conduct (PC 415) Riot ordinances Public lewd conduct
2	Gambling
2	Game and Sporting Violation

APPENDIX S (Continued)

<u>Seriousness Code</u>	<u>Description</u>
2	Minor <u>Municipal</u> and County Code Violations Peddling without a license Nude sunbathing Some county codes are actually curfew violations (Code curfew when specified)
2	Minor Public Safety Violations Littering Fireworks/Firecrackers Suspicion of a Felony Suspicion of a Misdemeanor or Unspecified Offense
2	Contributing, Aiding and Abetting
2	Other Criminal Non-Status Delinquency--not codeable elsewhere False identification or information to a police officer Conspiracy (crime not indicated) Possession of Burglary Tools Contempt of Court Harassing Phone Calls Failure to ID Violation of CYA Parole or county probation False Bomb Threat Trespassing Threatening a school official <u>Liquor Violations</u>
2	Drunkenness (public, in parked car, etc.) (PC 647f) Under the influence (if drugs not indicated)
3	Drunk Driving (alcohol and unspecified intoxicant)
2	Other Liquor Violations False ID to gain entry into a place where liquor is being served Open container in auto  (If description indicates possession only, code 82)

APPENDIX S (Continued)

Seriousness  
Code

Description

Drugs: Manufacture or Sale

- |   |  |
|---|--|
| 5 | Heroin, Cocaine, Morphine                  |
| 5 | LSD, other Hallucinogenics                 |
| 3 | Marijuana, Hashish                         |
|   | Narcotics (if not specified)               |
|   | Controlled Substances (if not specified)   |
| 5 | Pills or Unspecified Drugs                 |
|   | Dangerous Drugs                            |
|   | Speed and Downers                          |
| 5 | Other Manufacture or Sale of Illegal Drugs |

Drugs: Possession or Use

- |   |   |
|---|---|
| 3 | Heroin, Cocaine, Morphine                       |
| 3 | LSD, other Hallucinogenics                      |
| 3 | Marijuana, Hashish                              |
|   | Narcotics (if not specified)                    |
|   | Controlled Substances (if not specified)        |
|   | Cultivation (H&S 11358)                         |
| 3 | Pills or Unspecified Drugs (PC 647f drugs)      |
|   | Dangerous Drugs                                 |
|   | Speed and Downers                               |
| 2 | Glue Sniffing, Other Legally Obtained Inhalants |
|   | Poisons (if not specified)                      |
| 3 | Other Possession or Use of Illegal Drugs        |
|   | Intoxication on Drugs                           |

APPENDIX S (Continued)

<u>Seriousness Code</u>	<u>Description</u>
	<u>Drugs: Miscellaneous</u>
3	Driving Under the Influence (non-alcoholic drugs)
2	Situational Violations
	Associating with users In and About
2	Suspicion of Drug Use
3	Other Miscellaneous Drug Violations
	Paraphernalia
	Possession of Pipe and Paraphernalia (H&S 11364)
	<u>Status Violations</u>
1	Runaway
	If it appears as beyond control (runaway)--code 73
1	Missing Person Report
1	Truancy
1	Curfew
1	Beyond Control, Ungovernable, Incurable, Wayward
	Lack of parental control Foster home failure
2	Minor in Possession of Alcohol
	Buying alcohol In a place where alcohol is served Drinking in a public place
2	Violation of Juvenile Probation, Court Order
	Failure to attend camps Placement failure Ward failure Probation work project Juvenile Court Warrant Bench Warrant

APPENDIX S (Continued)

<u>Seriousness Code</u>	<u>Description</u>
	Detention Order Failure to pay a fine
2	Failure to appear for Juvenile Court Hearing
3	Escape from Juvenile Institution, Detention, or Camp
1	Other Status Offense (not codeable elsewhere or not specified), school problems
	601 W&I
	<u>Miscellaneous Codes</u>
0	Held for Other Jurisdiction (no offense specified)
0	No Precipitating Offense, Family Dispute  Includes: Failure to communicate, parental disagreement over youth's friends, and youth turns self in not wanting to return home
0	No Precipitating Offense  Review of Placement Safekeeping Protective Custody Material Witness Quashed Warrant Miscellaneous Delinquent Tendencies 5150--Insanity
0	No Precipitating Offense--Missing or Lost Child
-	No Offense Description of Blank Charges  Miscellaneous Investigation
0	Neglected, Dependent, Abused (W&I 600a, 300a)  Unfit Home Sexually/physically abused Abandoned Lack of Parental Supervision Molested Child

APPENDIX S (Continued)

<u>Seriousness Code</u>	<u>Description</u>
0	Expelled from Home
0	Attempted Suicide
2	Other Non-Specific Offense
	Education Codes (EC 12405)

## APPENDIX T

### Application of Shrinkage Formula to the Results of Multiple Regression in Appendices F-I

In calculating regression weights to obtain a maximum R, zero-order correlations are treated as if they were error-free. Of course, they never are error-free and the resulting R is "biased upwards" (overestimated). The degree of overestimation is influenced, among other things, by the ratio of independent variables to sample-size. Other things being equal, the smaller the sample size, the greater the overestimation of R.<sup>1</sup> For these and related reasons, it is often advised that as large a sample as possible be used with any regression analysis. While it is not possible to precisely determine the degree of overestimation, it is possible to estimate the amount of shrinkage (thereby correcting for "bias") by applying the following formula:

$$\hat{R}^2 = 1 - (1 - R^2) \frac{N - 1}{N - K - 1}$$

where  $\hat{R}^2$  = estimated, squared multiple correlation in the population;  $R^2$  = obtained, squared multiple correlation; N = sample-size; K = number of independent variables.<sup>[23]</sup> Following are the results when this formula is applied to the raw-score and posttest analyses of E's and C's combined.<sup>2</sup>

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<sup>1</sup>Some authors recommend that the ratio of sample-size to independent variables be at least 30 subjects per independent variable.

<sup>2</sup>This analysis was applied to all 69 subjects of the present evaluation, i.e., 34 E's and 35 C's.



Table 1. Data from Appendix F. Multiple Regressions for Raw-Score Differences on the Major Delinquency Scales and Composite Index

<u>Scale</u>	<u>Sample-size</u>	<u>No. of Indep. Variables</u>	<u>Original R<sup>2</sup></u>	<u>Corrected R<sup>2</sup></u>
Attitudes-toward-Police	69	9	.293	.187
Attitudes-toward-School	69	9	.348	.250
Attitudes-toward-Crime	69	9	.561	.495
Attitudes-toward-Prison	69	9	.447	.364
Major Scales - Composite Index	69	8	.347	.260

Table 2. Data from Appendix G. Multiple Regression for Raw-Score Differences on Semantic Differential Concepts, Semantic Differential Composite Index, and Attitudes-toward-Camp Scale

<u>Semantic Differential Concepts</u>	<u>Sample-size</u>	<u>No. of Indep. Variables</u>	<u>Original R<sup>2</sup></u>	<u>Corrected R<sup>2</sup></u>
Prison	69	9	.459	.378
Crime	69	9	.541	.472
Cell	69	9	.281	.173
Guard	69	9	.308	.204
Doing Time	69	9	.213	.095
Lock-Up	69	9	.302	.197
Other Prisoners	69	9	.284	.176
Semantic Differential Composite Index	69	8	.201	.097
Attitudes-toward-Camp	69	9	.520	.448

Table 3. Data from Appendix H. Multiple Regressions for Posttest Differences on the Major Delinquency Scales and Composite Index

<u>Scale</u>	<u>Sample- Size</u>	<u>No. of Indep. Variables</u>	<u>Original R<sup>2</sup></u>	<u>Corrected R<sup>2</sup></u>
Attitudes-toward-Police	69	9	.397	.306
Attitudes-toward-School	69	9	.403	.313
Attitudes-toward-Crime	69	9	.276	.167
Attitudes-toward-Prison	69	9	.292	.185
Major Scales - Composite Index	69	8	.422	.345

Table 4. Data from Appendix I. Multiple Regressions for Posttest Differences on Semantic Differential Concepts, Semantic Differential Composite Index, and Attitudes-toward-Camp Scale

<u>Semantic Differential Concepts</u>	<u>Sample- Size</u>	<u>No. of Indep. Variables</u>	<u>Original R<sup>2</sup></u>	<u>Corrected R<sup>2</sup></u>
Prison	69	9	.562	.496
Crime	69	9	.482	.404
Cell	69	9	.574	.510
Guard	69	9	.352	.254
Doing Time	69	9	.515	.442
Lock-Up	69	9	.511	.437
Other Prisoners	69	9	.350	.252
Semantic Differential Composite Index	69	8	.588	.533
Attitudes-toward-Camp	69	9	.507	.433

The average amount of shrinkage i.e., percent reduction across (Appendices F-I combined) was .255. Where the original  $R^2$  was fairly large, the amount of shrinkage tended to be less than when the original  $R^2$  was small. For example, in Table 1, shrinkage was less (.118 percent reduction) than average on Attitudes-toward-Crime, where original  $R^2$  was .561. However, in Table 3, shrinkage was greater (.395 percent reduction) than average on Attitudes-toward-Crime; here, the original  $R^2$  was .276. Overall, the amount of shrinkage was sizable, but not really marked--regardless of the original  $R^2$ .

**END**