QUALITATIVE ASSESSMENT OF THE PERCEIVED SERIOUSNESS OF DELINQUENT ACTIVITY

by

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Submitted in Partial Fulfillment of the Requirements
for the Degree of
Master of Science
in the
Criminal Justice
Program

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Dean, Graduate School — Date

YOUNGSTOWN STATE UNIVERSITY

June, 1976

ABSTRACT

QUALITATIVE ASSESSMENT OF
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Youngstown State University, 1976

The general problem area that was explored during the course of this project was the qualitative assessment of delinquent activity by various social groups. Specifically, the project explored the feasibility of a universal type framework within which crimes could be placed in terms of their respective seriousness. The motivation behind this form of examination is based in the fact that personal discretion and bias, which are integral to the American Criminal Justice system, often result in an enequal application of the law. Standardized and uniform methods of evaluation would permit a more uniform application of the law.

The study itself consisted of a general correlational analysis between selected student and police samples. Each sample was asked to rank a series of 98 acts from the most serious to the least serious. These lists formed the basis for the comparisons.

In terms of statistical conclusions, the study identified 2 basic concepts. The first conclusion was simply that the perception of seriousness for a specific act is

essentially accomplished on a single definitional level. Specifically, the project identified that seriousness is not differentially defined along personal and social scales.

The second statistical conclusion was that there were no large differences in the listings of acts by various sample and subsample groups. The implication of this result, in terms of future research, is that the establishment of a common theoretical framework is indeed possible.

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CHAPTER I

PROBLEMS AND OBJECTIVES

Problem Area

The general area of focus for this project is the qualitative evaluation of delinquent behavior. Its goal is to develop a general framework that will permit a quantified evaluation of the serious of a particular act as it relates to other forms of deviant activity. In this current effort, two levels of analysis will be examined.

The first area of analysis will explore whether the evaluation of the perceived seriousness of an action is essentially a unidimensional or multidimensional point. The underlying question to this examination is whether a particular act is simultaneously evaluated by an individual on different criterea levels.

The second area of analysis is designed to determine whether the evaluation of delinquent behavior can be identified in terms of class frameworks that will permit comparison between groups.

Significance of the Study

Previous research into the evaluation of delinquency has, for the most part, focused upon the quantitative aspects of crime. Only in isolated cases has the question of

the qualitative aspect of deviancy been explored (Durea, 1933) (Powers and Witmer, 1951). These studies are characterized by the fact that this qualitative exploration has generally emerged as a secondary problem. The examination of seriousness as a variable in evaluation appears to follow from two pioneering studies of the 1960's.

The initial effort was completed in 1964 by Sellin and Wolfgang, who attempted to develop an index with which deviant activity could be uniformly assessed. The innovation of this project was to define criminal acts in operational terms, permitting the classification of different variations of the same act. The focus of the study was on crime that had a high probability of becoming known to the police (bodily harm, property damage, and theft).

The method used was a linear rating of 141 deviant actions. Variations of crime were developed by varying the elements involved in the commission of the crime, without considering variations in the offender or offender/victom relationship.

In 1968, Kelly and Winslow conducted a followup of the earlier research and attempted to create a theoretical framework within which delinquency could be measured. The basis for this framework was the Durkheimian concept of repressive and restitutive law. This led to the hypothesis that criminal activity could be measured upon two planes: 1) its attack upon personal moral values; 2) its disruption of prevalent social organization.

The method of measurement consisted of a range of 60 acts that were evaluated on a linear scale of 7 points. The examples of delinquent behavior were adapted from the FBI's 29 points of crime classification utilized in the Uniform Crime Reports. Each act was evaluated on both personal and social seriousness. The study concluded that the separation of repressive and restitutive law was unsupported by the data and that there were no significant differences in the evaluation of delinquent activity by the police and student sample groups.

The present research is an extension of these earlier projects, comprising, in part, an operational replication of the Kelly and Winslow project. There do, however, exist points of departure that should be elaborated upon.

The current study has increased the number of delinquent acts. While the Uniform Crime Reports stand as the most complete existing source of crime statistics, it does not extend beyond traditional crime in its accuracy. To compensate for this, the current research has added acts that include the areas of organized, white collar, and political crime. In addition, acts of violence were redefined along the theories of Haskell and Yablonsky[1] to include the following classes of violent acts: 1) sanctioned, rational violence; 2) sanctioned, rational (illegal) violence; 3) nonsanctioned rational violence.

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[1]Martin Haskell and Lewis Yablonski, Criminology (Chicago: Rand McNally College Publishing Company, 1974), p. 425.

A second area of difference can be found in that the seven point scale utilized by Kelly and Winslow was expanded to nine points to accommodate the additional crime classes.

A third difference lies in the level to which the analysis is taken. Previous research has limited itself to overall scales of general definition. This project shall examine the overall scale comparisons and attempt to develop subscale comparisons of a more specific nature. The areas that will be examined in subscale development will include: 1) violent personal crimes; 2) conventional crimes; 3) public order crimes; 4) white collar crimes; 5) political crimes; 6) occasional property crimes, and; 7) organized crimes.

In that personal discretion is an integral facet of the American Criminal Justice system, there does exist a need for a universal framework that will permit flexible application for universal assessment of deviant behavior. Such a system would serve as a check on discretion to insure that personal bias by participants in the system does not govern the application of the law.

In that the application of the law is dependent on personal discretion, we can postulate that it is also subject to prejudices by the enforcing agent. We can further postulate that when differences extend into groups, social discrimination may emerge in the application of the law. An example of such discrimination can be found by comparing the arrest and incarceration rates of the rich and those of the poor. The basic contention of this author is that an under-

standing of these differences is necessary if the problem of differential enforcement is to be corrected. History has demonstrated that legislation or court orders cannot force compliance with the law if the law is perceived as insignificant (speed limits) or illegitimate (busing). An understanding of the human attitudes underlying such social interpretation of the law will permit or suggest avenues of compromise.

Hypotheses

For the purpose of this preliminary study, the following hypotheses will be tested.

Hypothesis One - There exist significant differences in the ratings by police and students as to the personal seriousness and social seriousness of each action.

Hypothesis Two - There exist significant differences in the evaluation of delinquent acts by police and students.

The statistical examinations analyzed each of these contentions in the null form.

Definitions

In order to avoin unnecessary procedural complications, the following definitions shall be established.

Law Enforcement Officers (LEO) are designated as those members of a public law enforcement agency that comprised the group of police raters.

Criminal Justice Students (CJS) are designated as those full time students enrolled in the Criminal Justice

program at Youngstown State University during the conduct of this study. This designation applies only to the group of student raters. All members of this group had completed a minimum of 12 hours in Criminal Justice classes.

Seriousness of delinquent behavior will be defined in terms of a rank ordering of offenses along a linear scale.

Violent personal crime will include variations of murder, assault, forcible rape and child molesting.

Conventional crime will include forms of robbery, larceny, burglary and theft.

Public order crimes will include forms of drunkenness, vagrancy, disorderly conduct, prostitution, homosexuality, gambling, traffic violation and drug addiction.

Occasional property crime will include variations of auto theft, shoplifting, check forgery and vandalism.

White collar crimes will include the variations of embezzlement, fradulent advertising and sales, fee splitting, violation of labor practice laws, violations of antitrust laws and infringements of patents, trademarks and copyrights.

Organized crime will encompass forms of racketeering, organized prostitution and vice, control of drug traffic and organized gambling.

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CHAPTER II

METHODOLOGY

General Research Design

Essentially, this project consisted of a general correlational study. The method of measurement consisted of a questionnaire containing 98 examples of delinquent activity. The questionnaire was presented to two sample groups, who rated each deviant act in terms of its personal seriousness and its social seriousness. Seriousness was recorded on a nine point linear scale.

Correlational techniques were then employed to determine the degree of relationship and difference between the personal and social seriousness ratings within each group. In addition, the degree of relationship existing between groups in the rank ordering of acts was determined. The basis for this computation was the personal seriousness scale for all sample members.

Sample Selection

Development of the Student Sample

The population from which the student sample was derived consisted of students enrolled in the Criminal Justice Program at Youngstown State University on a full time basis. The population was defined by the departmental ad-

visement list for the previous (Winter) quarter.

The total list was subjected to a selection of 150 students through the use of a table of random numbers. The total population was consecutively numbered prior to selection and no stratification of subgroups was effected.

The resultant group was then subjected to another random selection procedure to select a group of 20 students who were subsequently utilized in the computation of a reliability coefficient for the student sample.

Subjects were contacted through scheduled classes in the Criminal Justice program. The initial number of 150 students was reduced to 128. The processes through which the sample number was reduced are shown in Table 1.

TABLE 1

PROCESSES REDUCING THE STUDENT SAMPLE

Process of Reduction	Number
1. Continued absence from class	6
2. Withdrawal from University	3
3. Withdrawal from Criminal Justice Program	2
4. Unwilling to participate	11

Development of the Police Sample

The police sample was drawn from a list of active patrol officers in a small township agency. All members of the population were full time patrolmen in the uniformed patrol division and had served in this capacity for a minimum period of 6 months. The group contained no females.

The 6 month minimum was effected to insure that members of the sample group were acquainted with the performance and experiences associated with police patrol activity.

Due to the small size of the population, the entire group was treated as the sample group.

The selection of a small department was made upon the basis of control considerations. It was felt that the small sample would allow for strict control over extraneous variables that could emerge to influence the evaluations.

Of the original sample, a random selection was utilized to select 4 subjects to serve as reliability indicators of the questionnaire for the police sample.

Limitations of the Sample Groups

The primary limitation of the sample groups is the fact that they are too restricted to permit a general application of the data conclusions. The restricted definitional parameters do not permit comparison of the sample groups with the general population. This, however, does not pose an undue problem to the overall goal of the study. As previously stated, the project is designed to develop a tool and theoretical framework for analysis. The restricted samples are justified in that they permit control over outside variables.

A problem that emerged in regard to the student sample was one of availability. In order to avoid violating limits of confidentiality of student files, all measurement had to be accomplished by utilizing existing class facilities.

As will be explained later, this form of measurement procedure may have introduced a form of evaluator bias resulting from a volunteer sample group.

Determination of the Independent Variables

The principal correlations that are made during the course of this project are the general attitude comparisons between students and police officers. In a comparison of these two groups, two variables are readily noticeable. The first difference bwtween the two samples lies in the level of education, with the police officers having less college level training. In the particular sample group of patrolmen utilized, none of the subjects held a college degree in any field, nor were any of them working toward a degree. All of the officers had completed the required 240 hr. training program. The second difference between the two groups lies in the level of experience that the subjects have with the actual commission of crime. Few of the student sample had any form of prolonged contact with a wide range of criminal violations. We can hypothesize that prolonged contact (such as that common to the police sample) with various forms of delinquent activity can result in biased opinions about that particular act.

A second area that will be explored during the conduct of this study is the degree of relationship between females and males within the student group.

A third variable that will be examined is the influence of educational preference within the student sample.

The specific elements examined will be the relationships existing between Law Enforcement Administration majors (LEA), Police Science Technology majors (PST), and Corrections majors (CORR).

Determination of the Dependent Variable

The dependent variable is defined as the subject's rating as to the seriousness of variable delinquent acts. The specific method of measuring this rating consisted of a questionnaire containing 98 examples of deviant actions. The questionnaire is presented in Appendix A.

In the development of the questionnaire, the list of acts was compiled in the following manner. Sixty acts were taken directly from the measurement device used in the Kelly and Winslow study. These acts are presented in Appendix B. In order to compensate for the deficiencies of this scale, an additional 38 questions were developed by the researcher for inclusion into the final questionnaire. These questions are presented in Appendix C. The specific examples were derived from Haskell and Yablonski.

The initial list was randomized, utilizing a table of random numbers, into the final order for the questionnaire.

In order to allow a simple method of rating each of the particular acts, a nine point linear scale was developed. The linear scale was adopted due to its simplicity of use, the fact that it could easily be converted into final group orderings, and that it could meet the requirements of providing ordinal level data.

While the reliability of the Kelly and Winslow device has been demonstrated through their studies, the additional questions added to the present study are without precedent. In order to determine the reliability of the current measure, a form of test/retest analysis was developed for use with selected sample members. The specific method for administering this examination was to present selected subjects with the questionnaire on two separate occasions. A period of approximately four weeks occurred between the first and second testing. The individuals selected for reliability determination were selected by utilizing a table of random numbers from the total sample lists. Results were compiled from 13 students and 4 policemen. These figures correspond to 13.68% of the student sample and 36.36% of the police sample. The results from this examination are presented in the data analysis section of this report.

Administration of the Questionnaire

The measurement device was administered to the student and police samples independently of one another. In the student group, those selected for reliability determination were approached 28 days prior to the general administration. The results from these questionnaires were gathered prior to and until 24 days prior to administration. Of 20 students selected, only 17 were available and willing to participate. Of these, only 13 completed both administrations of the form. The retest portion was accomplished

during the administration of the questionnaire to the rest of the student sample. To control for any possible bias within the reliability group resulting from practice effect, statistical computations were conducted with the results of the first administration.

The total group of students were administered the form over a period of 1 week. Results were collected within 2 weeks of the administration.

Because address data was not available, members of the sample group were contacted by personal visits of the researcher to each subject's class. Due to the time required to complete the form (.5 to 2.0 hours), each subject was given a blank questionnaire, verbal and written instructions for completing it. Although subjects were requested to return the completed forms within 3 days, the average time ranged between 1 and 2 weeks.

In completing each form, the student was presented with two sets of delinquent activities, identical in all respects. In the first set, each student was asked to rank each act in terms of its personal seriousness. The subject was instructed to govern his evaluation in terms of how much the act deviated with his own personal moral code. This ranking was placed along a linear scale ranging from 1 (least serious) to 9 (most serious). In the second set of acts, the student was asked to evaluate each act in terms of how disruptive it would be of the American social processes if it were to suddenly become widespread. On a linear scale,

the most disruptive acts were designated as 9 and the least disruptive acts were designated as 1.

Of the 128 questionnaires distributed to the student sample, 95 completed forms were returned to the researcher.

In administering the questions to the police sample, those selected for reliability determination were given the first forms 26 days prior to the general administration. Of the four subjects, chosen by random selection, all were willing to participate in the double evaluation. The second testing for this group occurred during the general administration. Statistical examinations utilized results from the first administration.

Officers were approached personally prior to going on their respective shifts. Final data collection was completed within 1 week of the administration.

Instructions for completing each form were identical to the instructions given to the student sample.

The final total of 11 questionnaires represented a feedback of +93% of the total police sample.

Sample Cooperation

In the initial approach of the student sample, members of the group were informed that they had been selected from a random process of all Criminal Justice students. In that procedural requirements directed that contact with these students be made during university classes, all members of the class were aware of this selection. In order to compen-

sate from any form of Hawthorne Effect resulting from such a public selection procedure, several corrective measures were taken by the researcher.

The entire procedure for identifying the sample group was openly accomplished before the entire class, and questions entertained by an open forum format. This was done in order to reduce any informal feedback to nonsample students that may have occurred had more secretive approaches been undertaken. It was strongly pointed out that all selection was based upon random selection and not on any particular characteristic.

Total confidentiality was employed to reduce any form of rater bias. We can postulate at this level that if students felt that their results could be tied directly to them, the possibility would then exist that they may alter their answers into perceived "correct answers." Students selected blank questionnaires and supplied their own control numbers merely for the purpose of matching cover sheets with the 2 sets of ranked data. Students were then informed that there were no correct answers and that the survey was interested only in personal opinion.

Overall cooperation from the student sample appeared to be good, with the final questionnaire representing a return of 74.21% of the available sample.

During initial approaches with the members of the police sample, officers were informed of the nature of the study. Each was informed that his voluntary cooperation was

important to assure an adequate sampling from the department.

Departmental cooperation was obtained by a prior consultation with the department Chief of Police. In that the project was a personal research paper, it was agreed that the department would not be identified in the final report. Individual cooperation was easily obtained in that the majority of the sample had received baton training from the researcher at an earlier time.

Individuals were informed that there were no correct answers. Overall cooperation was good in that the number of returned questionnaires represented +93% of the total available sample.

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CHAPTER III

ANALYSIS OF THE DATA

Reliability Determination

As previously explained, 13 randomly selected students and 4 police officers were administered the evaluation on 2 separate occasions. The purpose of this procedure was to provide an indication of reliability for the measure within each group. The data collected from this action was treated to 2 separate analysis programs.

In the first treatment program, the results from each individual rater were treated separately. The personal seriousness scores from each evaluation were examined first by arranging the 98 acts in a list ranging from the most serious to the least serious. The basis for entering each act into this listing was the value assigned to that act by the rater on the nine point scale. The result of this action consisted of 2 distinct lists, each containing 98 delinquent acts which were listed from the most serious to the least serious. Due to the fact that the values for each act were limited to integers ranging from 1 through 9, an excessive number of tied scores were found within each list. In order to determine the degree of relationship existing between the two lists, a correlational coefficient was calculated for each comparison. Due to the number of

tied scores, Kendall's Tau[2] was judged to be the most appropriate tool.

In order to determine the relationship between the social seriousness ratings, the same analysis procedure was utilized.

The results from this treatment program are presented in Table 2. As demonstrated, the correlations are typically high for both the personal and social seriousness scales for all of the raters. As a group, the police raters were more consistent, placing generally in the +0.90 range. All of the scores are significant to the .01 significance level.

In the second treatment of the data, group results were compiled and compared with one another. A group ranking for the student sample was derived for the personal seriousness index by combining the scores for each question to determine a group mean. This was accomplished for both the first and second ratings. The result consisted of 2 lists containing 98 delinquent acts, ranked from the most serious to the least serious. Position in the list was determined by the numerical mean for each question. In that the number of ties was reduced, Spearman's Rho[3] was judged

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[2]Dean Champion, Basic Statistics for Social Research (Scranton: Chandler Publishing Company, 1970), p. 218.

[3]Champion, p. 214.

to be an adequate method of comparison.

TABLE 2

CORRELATION COEFFICIENTS* BETWEEN FIRST AND SECOND EVALUATIONS BY THE RELIABILITY TEST GROUPS.

Subject	Personal Seriousness Correlation	Social Seriousness Correlation
Student Sample: N = 13		
1	0.76	0.75
2	0.83	0.80
3	0.84	0.78
4	0.93	0.92
5	0.92	0.90
6	0.83	0.79
7	0.89	0.85
8	0.83	0.80
9	0.89	0.93
10	0.91	0.90
11	0.92	0.85
12	0.92	0.90
13	0.85	0.78
Police Sample: N = 4		
1	0.93	0.93
2	0.96	0.94
3	0.91	0.89
4	0.93	0.92

*Based upon Kendall's Tau (corrected for tied ranks)

This technique was repeated for the social seriousness ratings for the student group and both scales of the police sample. The results of this examination are presented in Table 3. As in the previous analysis of individual scores, the group coefficients are significantly high. The derived scores are all significant beyond the .01 level level.

TABLE 3

CORRELATION COEFFICIENTS* FOR GROUP RANKED DATA

Sample Group	Personal Seriousness Correlation	Social Seriousness Correlation
Student	0.95	0.93
Police	0.97	0.96

*Based upon Spearman's Rank Order Correlation

In the computation of the reliability coefficients, 2 variables were present that could have had an influence upon the final result. The first of these factors was the time span between the test and retest administrations of the questionnaire. In that the span consisted of approximately 4 weeks, there emerges the possibility that practice effect could have influenced the second evaluation. A second factor that warrants mentioning is the length of the measure. The questionnaire consisted of 98 acts, most of which were similarly worded. Although time did not permit a statistical examination, we can postulate that the length of the measure would serve to reduce the possibility of practice effect. Although time did not permit a determination of the exact influence of these variables, their presence does warrant a cautious acceptance of the data conclusions.

Mann-Whitney U Computations

The first research hypothesis of the current project proposes that "there exist significant differences in the ratings by police and students as to the personal seriousness and social seriousness of each action." The central focus of this examination is to determine whether the perceived seriousness of an action is viewed upon different levels of critereon analysis. The rationale underlying the probe lies in that comparisons of seriousness between groups or individuals will require a common definitional base.

The method of testing this concept was to force an analysis of different acts upon different critereon levels. Specifically, raters were asked to evaluate the full range of 98 acts in terms of their personal and social seriousness. The scores for each group were then compared through the Mann-Whitney U[4] computations to determine the degree of difference between the personal and social seriousness scores. Each question was treated separately in order to allow direct definition of differences.

In order to facilitate the analysis of the student sample, the total group was broken into three subgroups corresponding to educational preference within the CJ Program. Those groups are defined as the Law Enforcement Ad-

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[4]Champion, p. 176.

ministration majors, Police Science Technology majors and Corrections majors.

For each of these subgroups, the 2 sets of scores were examined and the existing differences were converted to values for U. In that N was greater than 20 in each group, the significance of the derived U scores was determined by conversion to z scores. The results of this process are presented in Appendix D.

Within each group, the majority of the acts were evaluated similarly on both critereon levels. Although a limited number of significant differences are present, they do not appear to be directly linked into a discernible pattern.

The police sample was treated as a single group. In that the number of participants was limited to 11, a direct interpretation of the resultant U and U' values could be made. In the particular analysis undertaken, the critical value for U at the .05 level was determined to be 30. The results of this examination are presented in Appendix E.

The most significant pattern to emerge from the police sample examinations was the fact that there were no significant differences on any question. For the most part, the ranks for the 2 scales were extremely close.

Based upon the resultant data, it is the conclusion that the Null form of the hypothesis can be accepted. The limited differences that do exist will currently stand as indicators for subsequent research.

Spearman Rho Computations

The second research hypothesis of this study contends that "there exist significant differences in the evaluation of delinquent acts by police and students." The primary thrust of this examination is to determine the differences that exist between groups in the perceived seriousness of an act.

The specific method for determining such differences consisted of first determining a mean score for each question for each sample group. These mean scores were then arraged from 1 - 98, ranging from the most serious to the least serious. Through the development of group rank orders, comparisons were possible through the the application of Spearman's Rho.

In each analysis, the police sample was treated as a single group. The student group was treated as a total group and then broken into subgroups to allow further analysis of independent variables. These groups were designated as student male raters/student female raters and LEA/PST/CORR.

Full Scale Comparisons

Full scale rankings for all of the groups examined are presented in Appendix F. Delinquent acts are organized in terms of definitional classification to allow for detailed comparison and analysis.

The data from this ranking was utilized to deter-

mine the degree of association between the sample groups. The data from this analysis is presented in Table 4.

TABLE 4

RANK ORDER COMPARISONS
FOR THE FULL RANGE

	Student					
	Total	Male	Female	LEA	PST	CORR
Police Total	0.899	0.908	0.864	0.859	0.889	0.820
Student Male	**	**	0.925	**	**	**
LEA	**	**	**	**	0.871	0.879
PST	**	**	**	**	**	0.841

All computations based upon Spearman's Rho
Scores are significant beyond the .01 level

The primary observation that can be made at this point is simply that moderately high levels of correlation exist between all of the subgroups. Analysis of differences will be accomplished on more limited definitional ranges to reduce the complexity of operating with extremely large numbers.

Violent Personal Crime

The current study examines the relationship between 23 variations of violent crimes that are typically directed against human victoms. These acts include 6 forms of child abuse, 3 forms of sexual assault, 7 forms of assault and 6 forms of murder. The mean ranks for each of these acts

are presented in Table 5.

TABLE 5

RANK ORDERING OF VIOLENT PERSONAL CRIME RANGE

Q	Police	Student					
	Total	Total	Male	Female	LEA	PST	CORR
34	7.0	7.0	7.0	6.0	6.0	6.0	9.0
60	20.0	23.0	22.5	23.0	22.0	22.0	23.0
21	18.0	18.0	19.0	15.0	18.0	18.0	11.0
32	18.0	17.0	17.0	17.0	17.0	15.0	16.0
9	18.0	11.0	15.0	11.0	10.0	13.0	14.0
63	14.0	9.0	9.0	10.0	11.0	8.0	10.0
20	3.0	1.0	2.0	2.0	2.0	2.5	1.0
70	5.0	8.0	8.0	9.0	9.0	9.0	8.0
37	13.0	14.0	13.0	14.0	12.0	17.0	17.0
1	12.0	16.0	16.0	18.0	15.0	19.0	12.0
66	6.0	6.0	6.0	5.0	6.0	7.0	6.0
73	23.0	22.0	20.0	22.0	19.0	23.0	22.0
16	22.0	20.0	21.0	19.0	21.0	21.0	20.0
77	10.5	15.0	14.0	16.0	16.0	10.0	15.0
71	10.5	12.0	11.5	12.0	14.0	11.0	13.0
12	9.0	13.0	11.5	13.0	13.0	12.0	18.0
46	1.0	3.0	3.0	1.0	3.0	1.0	2.0
3	3.0	5.0	5.0	7.0	4.0	5.0	4.0
86	3.0	2.0	1.0	3.0	1.0	2.5	3.0
53	8.0	4.0	4.0	4.0	5.0	4.0	5.0
82	21.0	21.0	22.5	20.0	23.0	20.0	21.0
85	16.0	10.0	10.0	8.0	7.0	16.0	7.0
88	15.0	19.0	18.0	21.0	20.0	14.0	19.0
	N=11	N=95	N=50	N=45	N=40	N=26	N=29

The degree of relationship existing between these sets of ranked scores was determined through application of Spearman's Rho. The results from this examination are presented in Table 6.

All of the correlations presented in Table 6 are significant beyond the .01 level of significance.

TABLE 6

SPEARMAN RANK ORDER CORRELATIONS
FOR VIOLENT PERSONAL CRIME RANGE

	Student					
	Total	Male	Female	LEA	PST	CORR
Police Total	0.884	0.915	0.836	0.847	0.9056	0.828
Student Male	**	**	0.957	**	**	**
LEA	**	**	**	**	0.869	0.935
PST	**	**	**	**	**	0.854

Police/Student Comparison

Figure 1 depicts a pictorial representation of the rank ordering of violent crimes by the police sample. In a general overview, several patterns of a qualitative nature are evident. Variations of murder are ranked through the range. Those that are characteristic of rational, unsanctioned patterns rank extremely high in terms of seriousness (46, 3, 86). Other patterns rank comparatively low on the range (85, 82). Variations of sexual assault rank high in the scale if the act of rape is actually committed, irregardless of the actual consequences. Attempted rape is ranked below center scale. Variations of child abuse are present through the total range. Those forms that result in direct physical damage to the child (34, 63) are ranked higher than those that result in psychological damage (21, 32, 9, 60). Assault forms are generally ranked in the

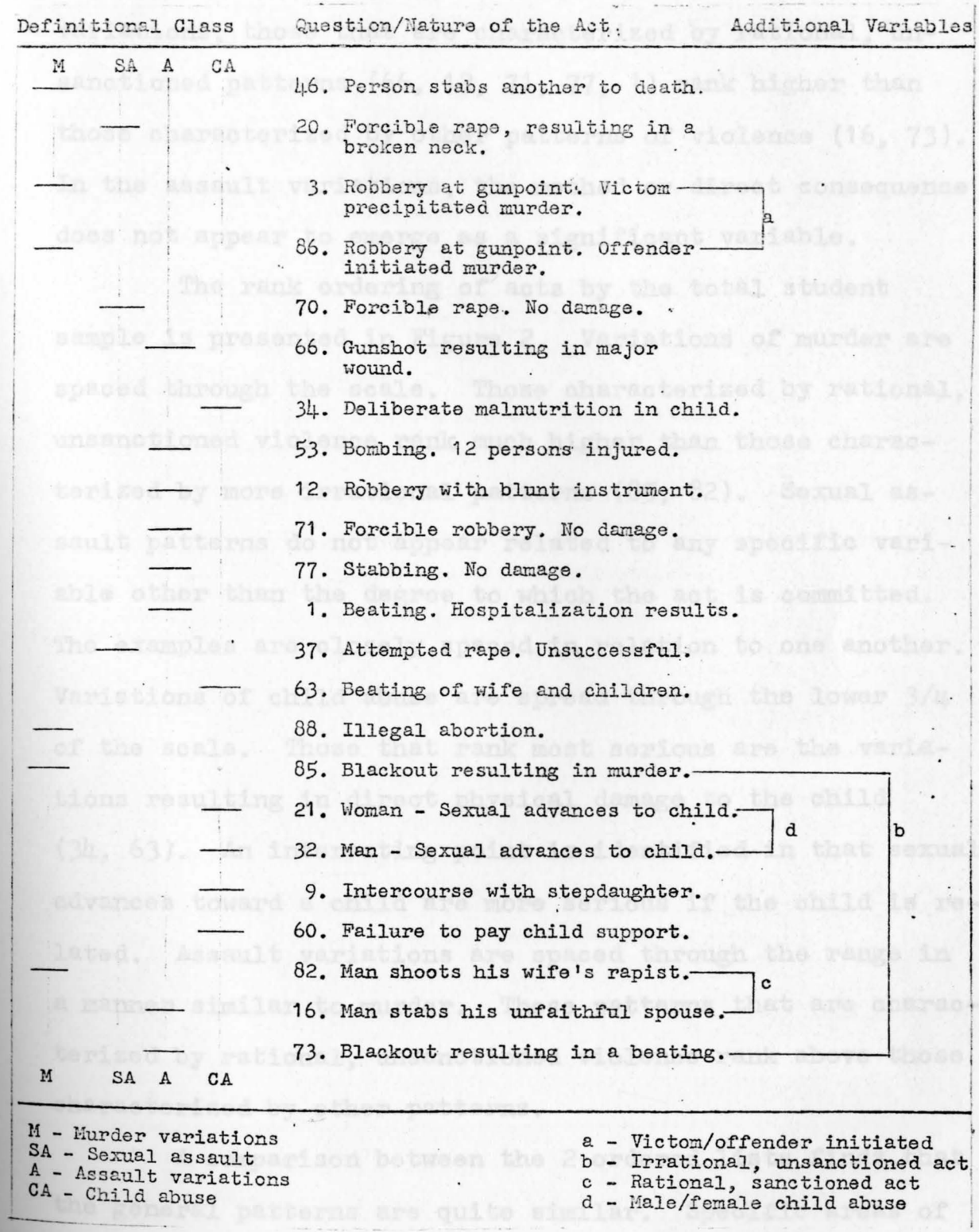

Fig. 1. -- The qualitative assessment of the violent personal crime range by the police sample group.

more serious half of the total scale. As in the murder variations, those that are characterized by rational, unsanctioned patterns (66, 12, 71, 77, 1) rank higher than those characterized by other patterns of violence (16, 73). In the assault variations, the method or direct consequence does not appear to emerge as a significant variable.

The rank ordering of acts by the total student sample is presented in Figure 2. Variations of murder are spaced through the scale. Those characterized by rational, unsanctioned violence rank much higher than those characterized by more irrational patterns (85, 82). Sexual assault patterns do not appear related to any specific variable other than the degree to which the act is committed. The examples are closely spaced in relation to one another. Variations of child abuse are spread through the lower 3/4 of the scale. Those that rank most serious are the variations resulting in direct physical damage to the child (34, 63). An interesting point is identified in that sexual advances toward a child are more serious if the child is related. Assault variations are spaced through the range in a manner similar to murder. Those patterns that are characterized by rational, unsanctioned violence rank above those characterized by other patterns.

A comparison between the 2 ordered lists finds that the general patterns are quite similar. Specific areas of difference include:

1. Forcible rape is ranked considerably more serious in the police sample than within the student group.

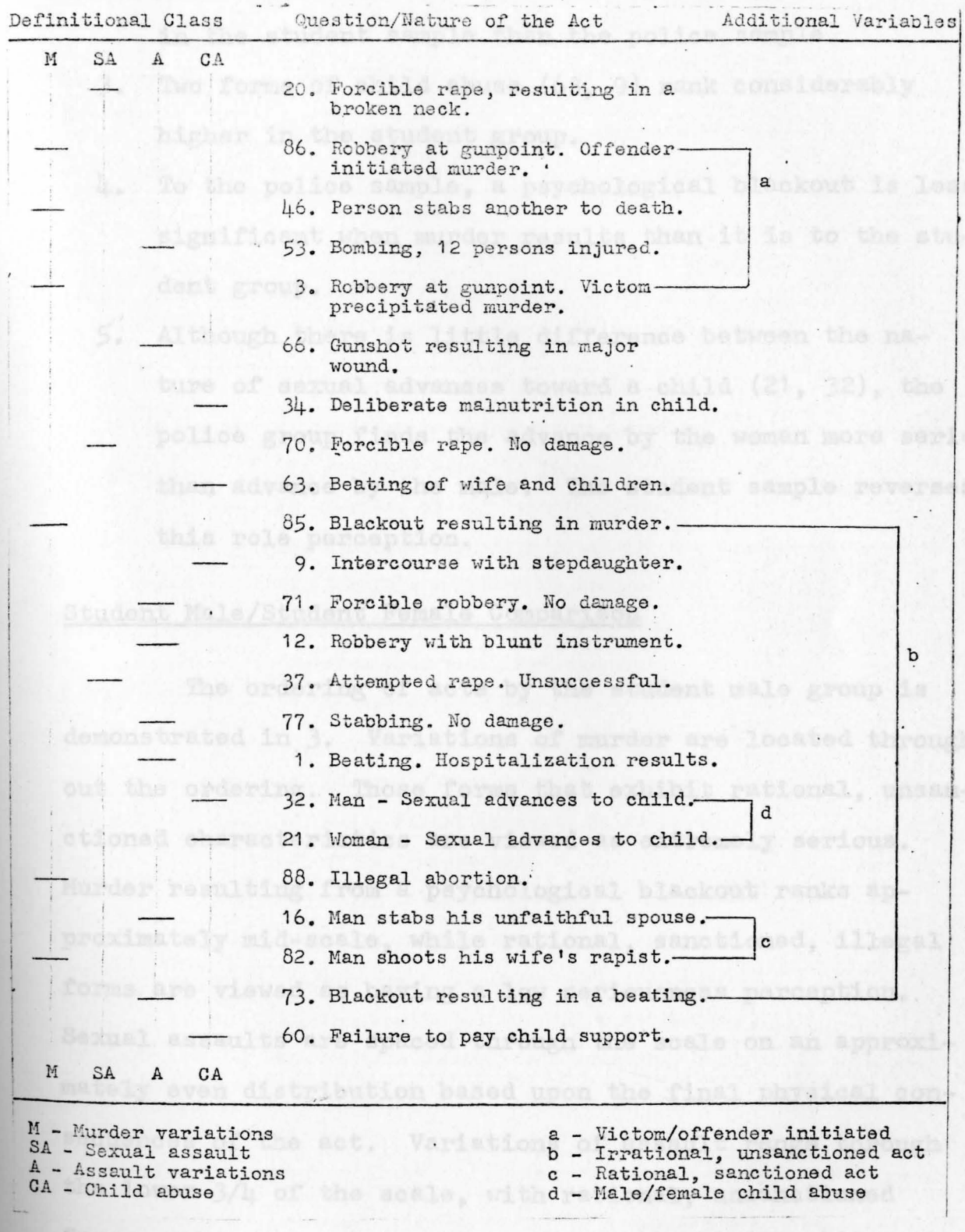

Fig. 2. -- The qualitative assessment of the violent personal crime range by the total student sample group.

2. The act of indiscriminate bombing ranks more serious in the student sample than the police sample.
3. Two forms of child abuse (63, 9) rank considerably higher in the student group.
4. To the police sample, a psychological blackout is less significant when murder results than it is to the student group.
5. Although there is little difference between the nature of sexual advances toward a child (21, 32), the police group finds the advance by the woman more serious than advance by the male. The student sample reverses this role perception.

Student Male/Student Female Comparison

The ordering of acts by the student male group is demonstrated in 3. Variations of murder are located throughout the ordering. Those forms that exhibit rational, unsanctioned characteristics are viewed as extremely serious. Murder resulting from a psychological blackout ranks approximately mid-scale, while rational, sanctioned, illegal forms are viewed as having a low seriousness perception. Sexual assaults are spaced through the scale on an approximately even distribution based upon the final physical consequences of the act. Variations of assault range through the lower 3/4 of the scale, with rational, unsanctioned forms ranking the most serious. Other forms (73, 16) rank comparatively low. Child abuse is divided into 2 levels.

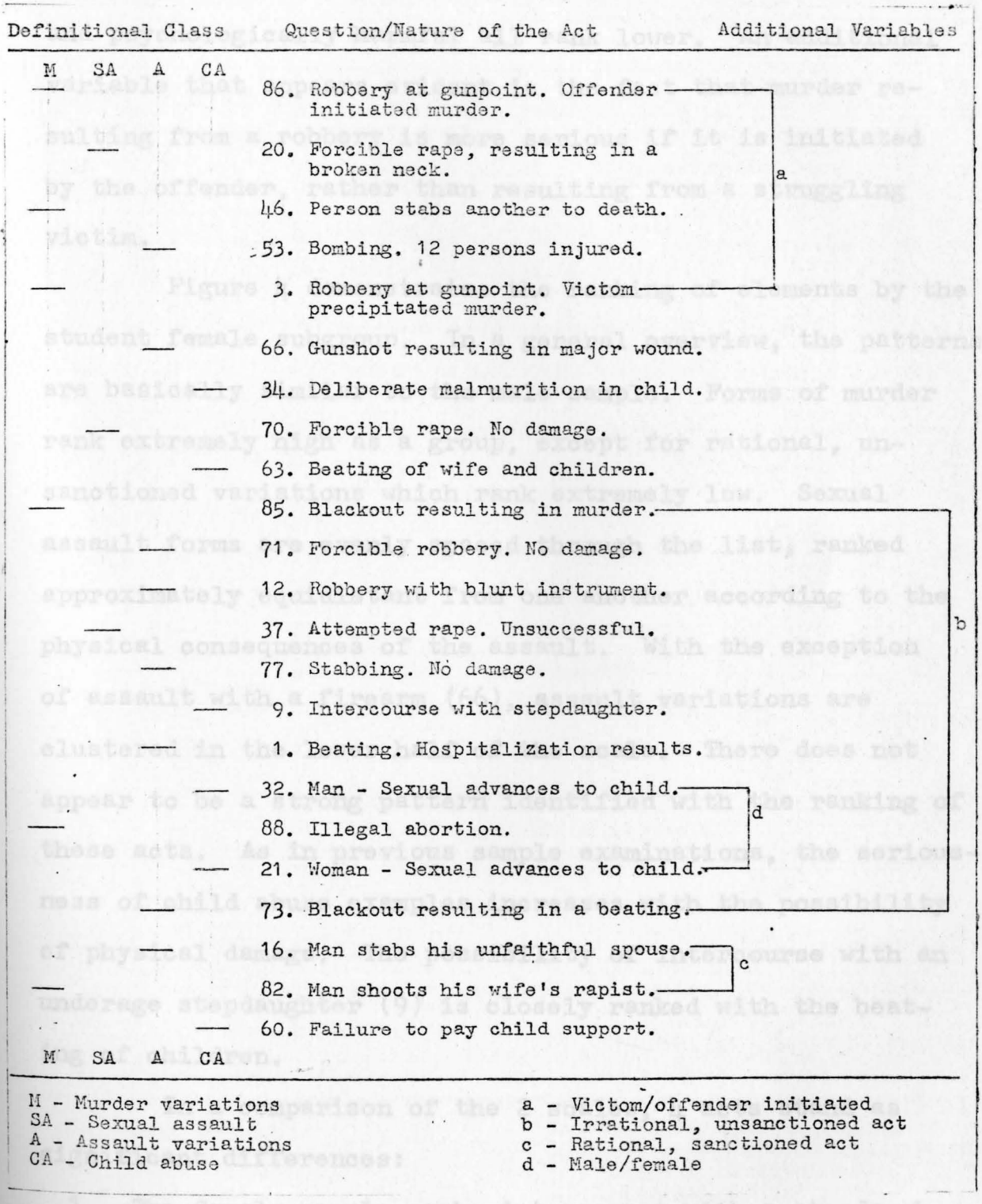

Fig. 3. -- The qualitative assessment of the violent personal crime range by the male student subgroup.

Those forms that result in direct physical damage to the child (34, 63) rank reasonably high, while the less direct and psychologically harmful all rank lower. An additional variable that appears evident is the fact that murder resulting from a robbery is more serious if it is initiated by the offender, rather than resulting from a struggling victim.

Figure 4 demonstrates the ranking of elements by the student female subgroup. In a general overview, the patterns are basically similar to the male sample. Forms of murder rank extremely high as a group, except for rational, unsanctioned variations which rank extremely low. Sexual assault forms are evenly spaced through the list, ranked approximately equidistant from one another according to the physical consequences of the assault. With the exception of assault with a firearm (66), assault variations are clustered in the lower half of the scale. There does not appear to be a strong pattern identified with the ranking of these acts. As in previous sample examinations, the seriousness of child abuse examples increases with the possibility of physical damage. The possibility of intercourse with an underage stepdaughter (9) is closely ranked with the beating of children.

In a comparison of the 2 scales, 4 acts stand as significant differences:

1. The female sample ranks intercourse with a stepdaughter (9) as more serious than the male group.

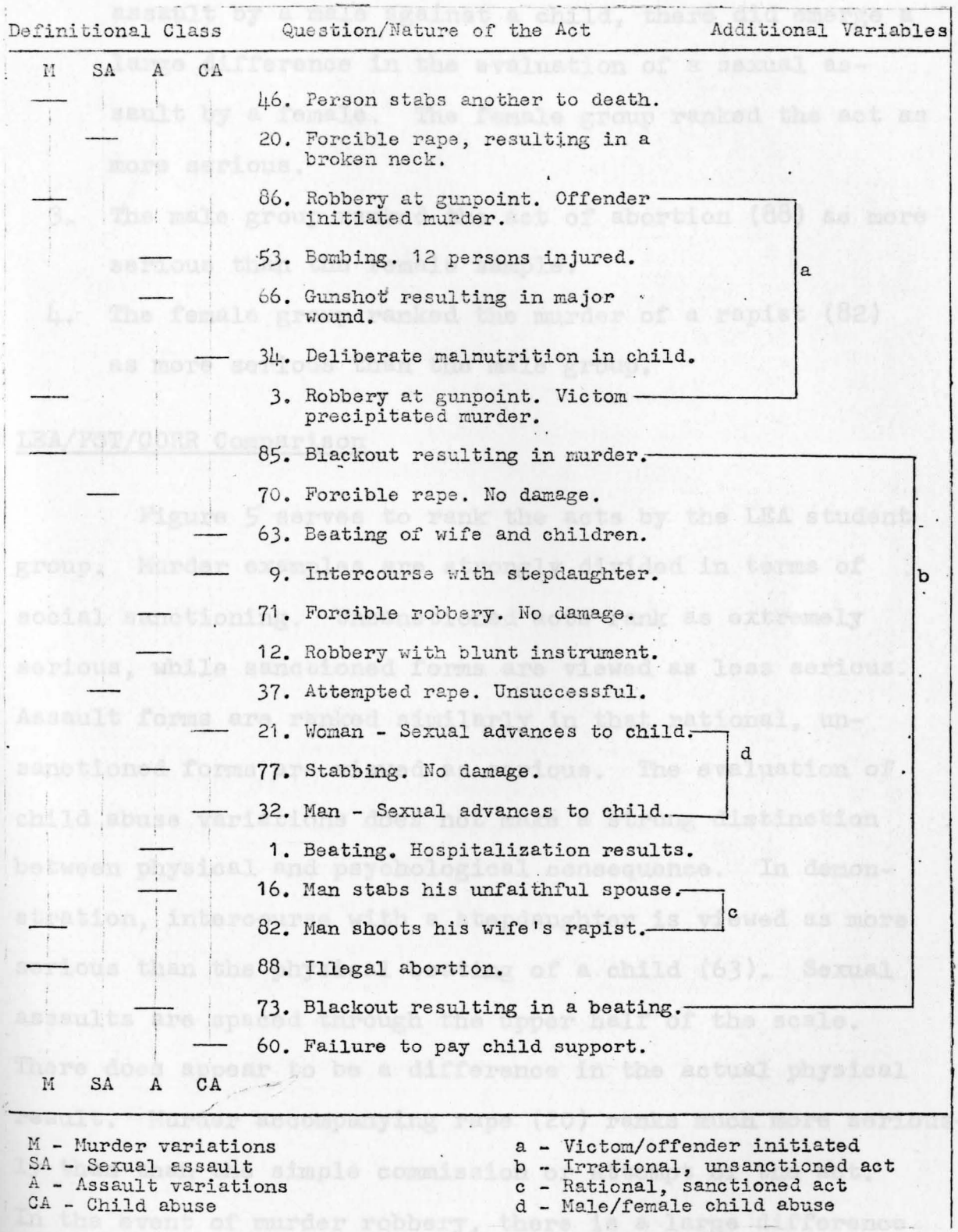

Fig. 4. -- The qualitative assessment of the violent personal crime range by the female student subgroup.

2. While there was little difference in the rank of sexual assault by a male against a child, there did emerge a large difference in the evaluation of a sexual assault by a female. The female group ranked the act as more serious.
3. The male group ranked the act of abortion (88) as more serious than the female sample.
4. The female group ranked the murder of a rapist (82) as more serious than the male group.

LEA/PST/CORR Comparison

Figure 5 serves to rank the acts by the LEA student group. Murder examples are strongly divided in terms of social sanctioning. Unsanctioned acts rank as extremely serious, while sanctioned forms are viewed as less serious. Assault forms are ranked similarly in that rational, unsanctioned forms are viewed as serious. The evaluation of child abuse variations does not make a strong distinction between physical and psychological consequence. In demonstration, intercourse with a stepdaughter is viewed as more serious than the physical beating of a child (63). Sexual assaults are spaced through the upper half of the scale. There does appear to be a difference in the actual physical result. Murder accompanying rape (20) ranks much more seriously than than the simple commission or attempt of the act. In the event of murder robbery, there is a large difference between victim and offender precipitation.

Definitional Class				Question/Nature of the Act	Additional Variables
M	SA	A	CA		
—				86. Robbery at gunpoint. Offender initiated murder.	a
	—			20. Forcible rape, resulting in a broken neck.	a
—				46. Person stabs another to death.	a
—				3. Robbery at gunpoint. Victom precipitated murder.	a
		—		53. Bombing. 12 persons injured.	
		—		66. Gunshot resulting in major wound.	
—				85. Blackout resulting in murder.	b
			—	34. Deliberate malnutrition in child.	b
	—			70. Forcible rape. No damage.	b
			—	9. Intercourse with stepdaughter.	b
		—		63. Beating of wife and children.	b
	—			37. Attempted rape. Unsuccessful.	b
		—		12. Robbery with blunt instrument.	b
		—		71. Forcible robbery. No damage.	b
		—		1. Beating. Hospitalization results.	b
		—		77. Stabbing. No damage.	b
	—			32. Man - Sexual advances to child.	d
	—			21. Woman - Sexual advances to child.	d
		—		73. Blackout resulting in beating.	b
—				88. Illegal abortion.	b
		—		16. Man stabs his unfaithful spouse.	c
			—	60. Failure to pay child support.	c
—				82. Man shoots his wife's rapist.	c
M	SA	A	CA		

M - Murder variations
SA - Sexual assault
A - Assault variations
CA - Child abuse

a - Victom/offender initiated
b - Irrational, unsanctioned act
c - Rational, sanctioned act
d - Male/female child abuse

Fig. 5. -- The qualitative assessment of the violent personal crime range by the Law Enforcement Administration student subgroup.

Figure 6 provides the ranking of scores by the Police Science Technology student group. A strong distinction is made between rational, unsanctioned murder forms and other patterns. Assault patterns follow in similar pattern. Sexual assault forms are spaced throughout the total scale, although there does appear to be a distinction between forms of completion and the mere attempt. The forms of child abuse that result in direct physical consequence are rated as much more serious than those forms that result in psychological or indirect results.

Figure 7 provides the violent personal crime scale for the Corrections majors. Murder variations characterized by unsanctioned social opinion rank extremely high in the scale, while socially sanctioned forms rank extremely low. Assault patterns rank in the lower half of the total scale, with sanctioned or irrational forms ranking extremely low. Sexual assault is widely spread, according to the degree of physical damage resulting. Attempted rape is placed extremely low in the order. Child abuse patterns are generally clustered toward the center of the scale. Although the physical consequences are viewed as more serious, there is not a large difference between those and the psychological implications. Among these, there does seem to be a significant difference in that a woman making sexual advances toward a child (21) is perceived as much more serious than a male making advances (32). The fact that the male child abuser is the stepfather of the child or a stranger. does

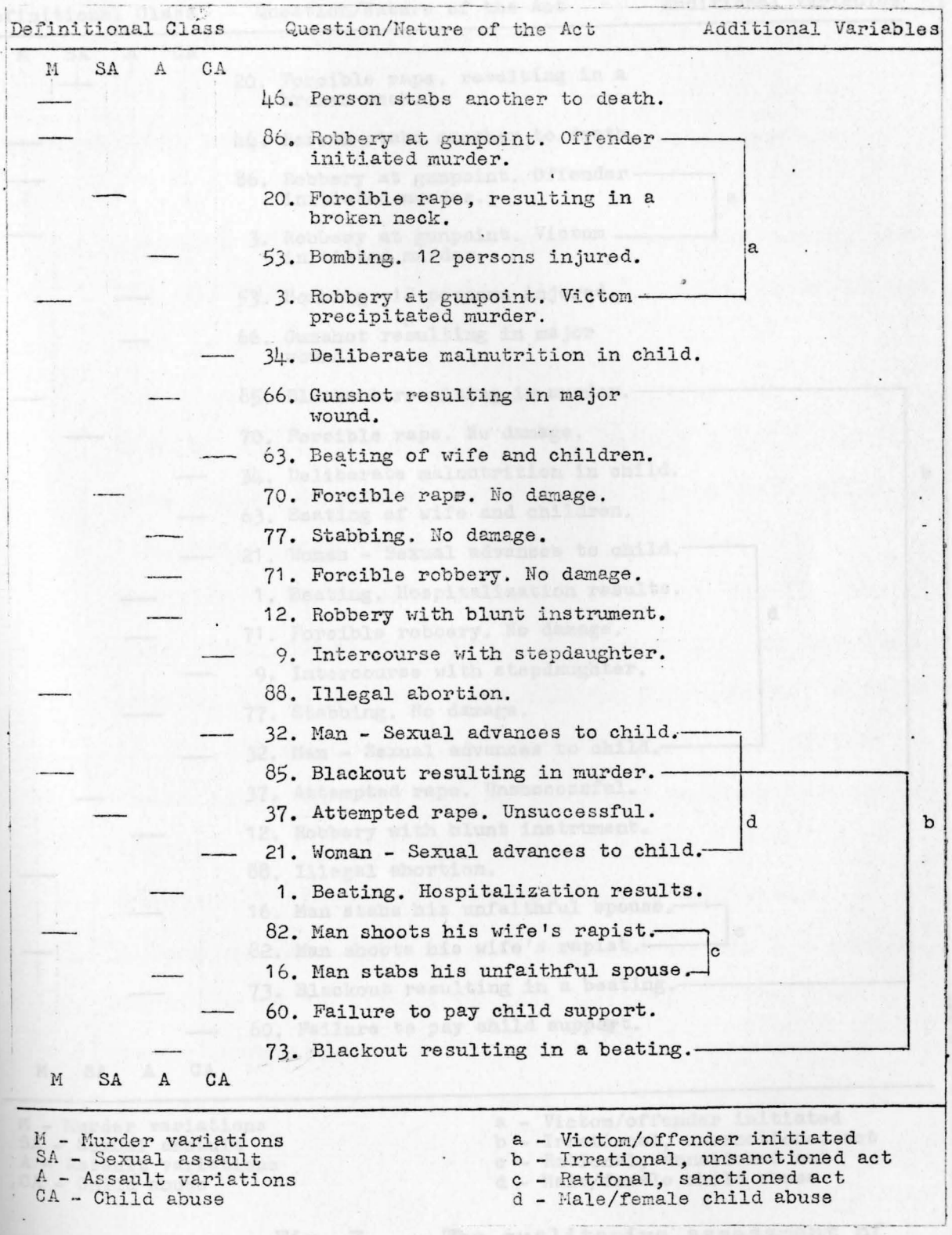

Fig. 6. -- The qualitative assessment of the violent personal crime range by the Police Science Technology student subgroup.

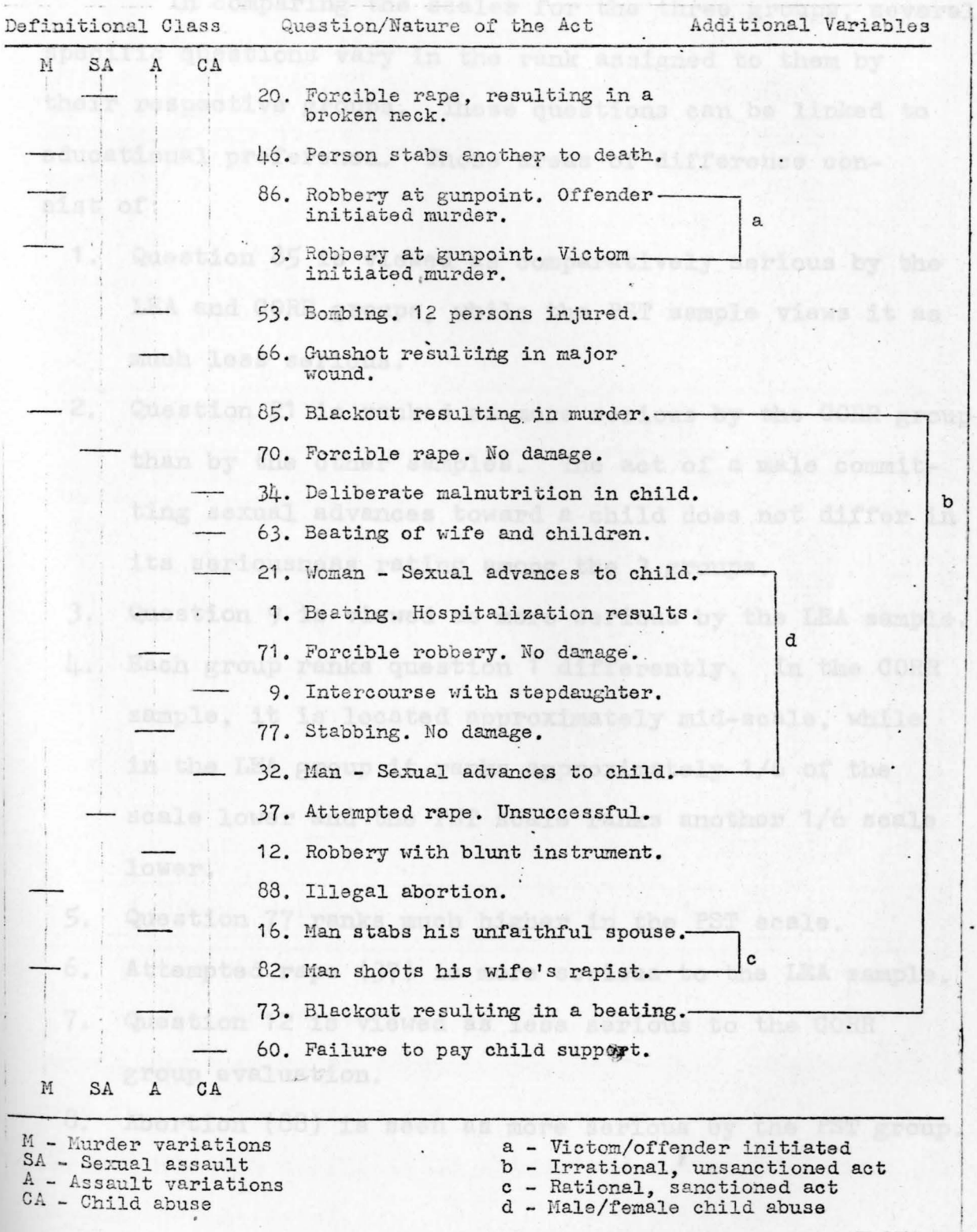

Fig. 7. -- The qualitative assessment of the violent personal crime range by the Corrections student subgroup.

not appear to be significant.

In comparing the scales for the three groups, several specific questions vary in the rank assigned to them by their respective groups. These questions can be linked to educational preference.. Those areas of difference consist of:

1. Question 85 is viewed as comparatively serious by the LEA and CORR groups, while the PST sample views it as much less serious.
2. Question 21 is ranked as more serious by the CORR group than by the other samples. The act of a male committing sexual advances toward a child does not differ in its seriousness rating among the 3 groups.
3. Question 9 is viewed as more serious by the LEA sample.
4. Each group ranks question 1 differently. In the CORR sample, it is located approximately mid-scale, while in the LEA group it ranks approximately 1/6 of the scale lower and the PST scale ranks another 1/6 scale lower.
5. Question 77 ranks much higher in the PST scale.
6. Attempted rape (37) is more serious to the LEA sample.
7. Question 12 is viewed as less serious to the CORR group evaluation.
8. Abortion (88) is seen as more serious by the PST group.

Conventional Crime

The examination of conventional crimes focuses upon 9 variations of theft and 4 variations of burglary. The mean ranks for each of the sample groups are presented in Table 7.

TABLE 7

RANK ORDERING OF CONVENTIONAL CRIME

Q	Police	Student					
	Total	Total	Male	Female	LEA	PST	CORR
10	12.0	13.0	13.0	12.0	13.0	12.0	12.0
42	8.5	9.0	8.0	9.5	9.0	9.0	7.0
36	13.0	11.0	12.0	11.0	11.0	13.0	11.0
51	10.0	5.0	5.0	5.0	5.0	6.0	5.0
48	1.0	1.0	1.0	1.0	1.0	1.0	2.0
93	3.0	3.0	3.0	4.0	4.0	2.0	1.0
55	8.5	10.0	10.0	9.5	10.0	10.0	10.0
67	7.0	6.0	6.0	6.0	7.0	5.0	6.0
72	11.0	12.0	11.0	13.0	12.0	11.0	13.0
75	5.0	8.0	9.0	8.0	8.0	8.0	9.0
80	4.0	4.0	4.0	3.0	3.0	4.0	4.0
78	2.0	2.0	2.0	2.0	2.0	3.0	3.0
94	6.0	7.0	7.0	7.0	6.0	7.0	8.0
	N=11	N=95	N=50	N=45	N=40	N=26	N=29

The degree of relationship between these ranked scores was determined through Spearman's Rho. The results from these computations are presented in Table 8. All of the correlation coefficients determined are significant beyond the .01 level.

TABLE 8

SPEARMAN RANK ORDER CORRELATIONS
FOR CONVENTIONAL CRIME RANGE

	Student					
	Total	Male	Female	LEA	PST	CORR
Police Total	0.877	0.869	0.868	0.874	0.905	0.822
Student Male	**	**	0.971	**	**	**
LEA	**	**	**	**	0.951	0.934
PST	**	**	**	**	**	0.951

Police/Student Comparison

Figure 8 identifies the order of ranking for the total police sample. In a general overview examination, several patterns emerge. The amount of money does not appear to be related to the perception of seriousness. Crimes involving policemen, regardless of the act, are ranked as the most serious. The act of breaking and entering consistently ranks high in the scale. Crimes involving prostitutes and customers tend to rank low, as do crimes involving employer/employee relationships.

Figure 9 displays the order of ranking for the student sample. As in the previous case, crimes involving policemen rank as the most serious. A primary pattern that emerges is that the amount of money stolen seems to define the seriousness evaluation. The relationship between prostitute and customer appears to rank low in the scale.

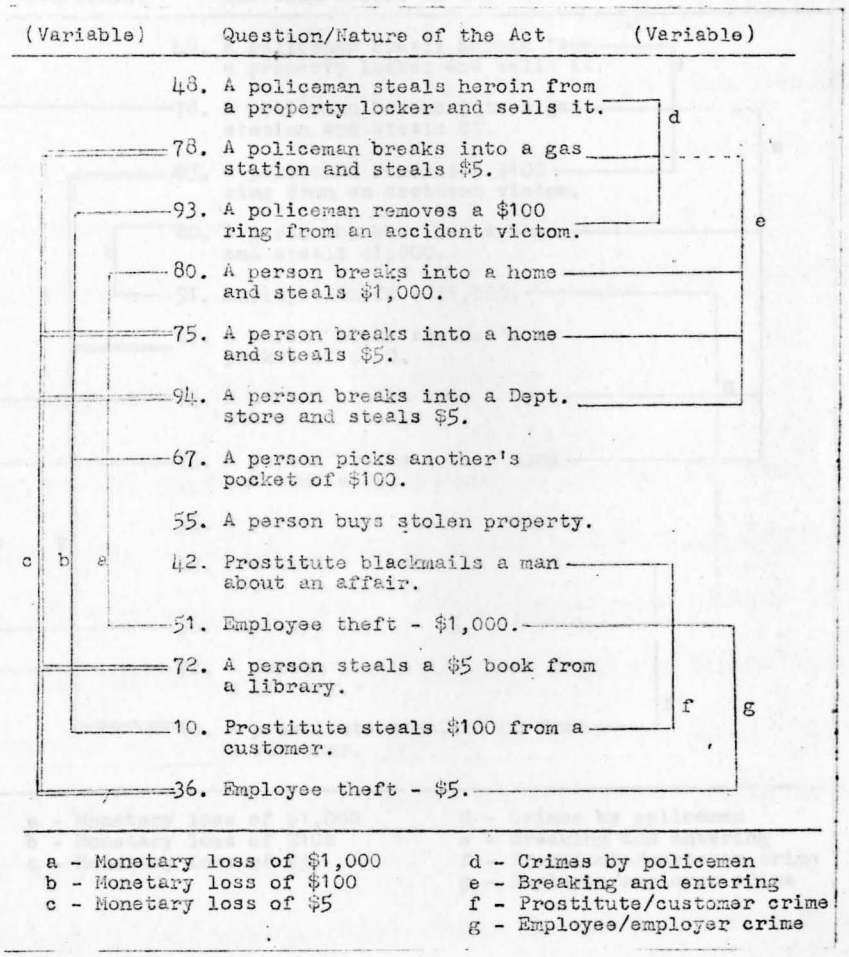

Fig. 8. -- The qualitative assessment of the conventional crime range by the total police sample group.

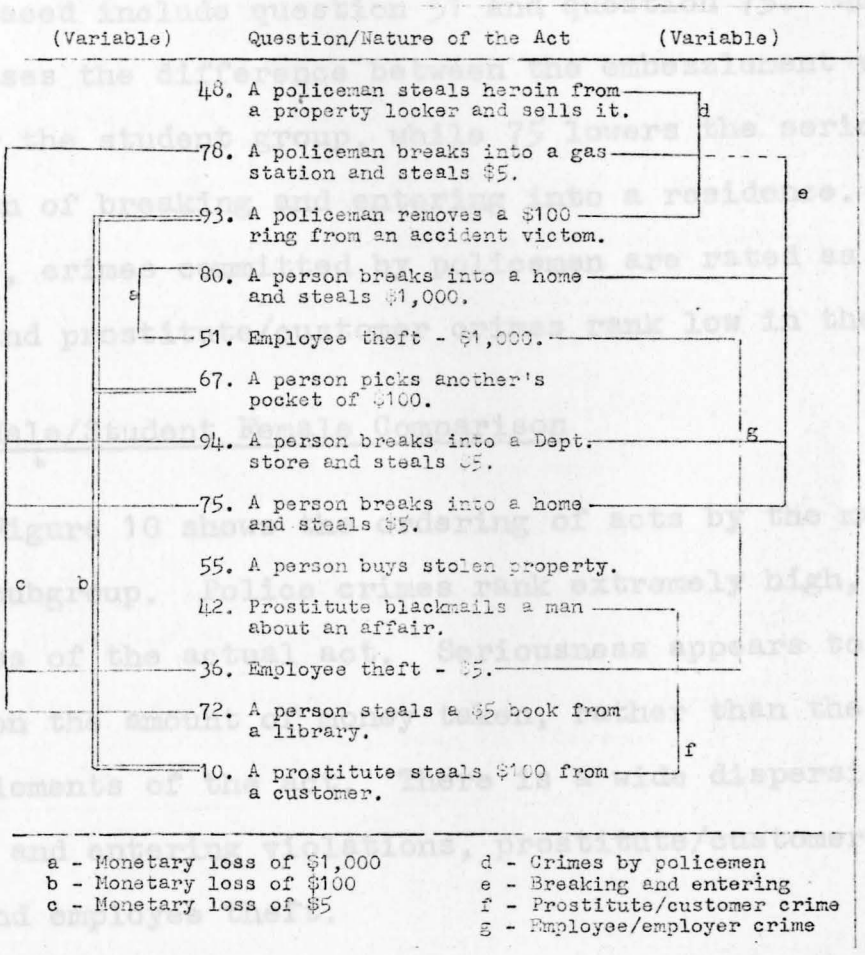

Fig. 9. -- The qualitative assessment of the conventional crime range by the total student sample group.

In a direct comparison, the primary difference between the two lists lies in the defining variable. For the police sample, the nature of the act would appear to govern seriousness, while in the student sample the amount of the monetary loss appears primary. Specific questions that are widely spaced include question 51 and question 75. Question 51 increases the difference between the embezzlement variations for the student group, while 75 lowers the seriousness evaluation of breaking and entering into a residence. In each case, crimes committed by policemen are rated as most serious and prostitute/customer crimes rank low in the scale.

Student Male/Student Female Comparison

Figure 10 shows the ordering of acts by the male student subgroup. Police crimes rank extremely high, irregardless of the actual act. Seriousness appears to be based upon the amount of money taken, rather than the qualitative elements of the act. There is a wide dispersion of breaking and entering violations, prostitute/customer crimes and employee theft.

Figure 11 displays the ranking of acts by the female student group. Crimes committed by policemen rank as the most serious. Ranks appear to be ordered along lines of monetary impact of the crime. Crimes by prostitutes rank low on the scale. Forms of employee theft are widely separated along lines of the amount stolen.

In a comparison of the two lists, the only act that deviates from the standard pattern is question 72. The theft

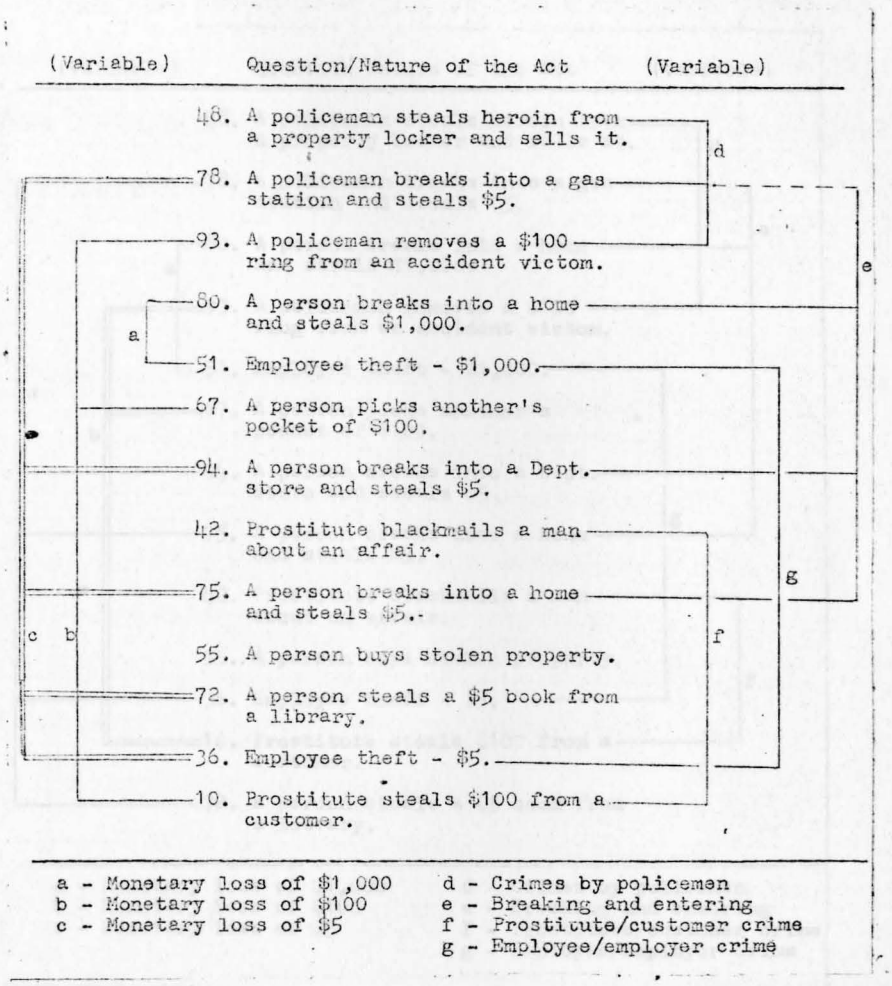

Fig. 10. -- The qualitative assessment of the conventional crime range by the male student subgroup.

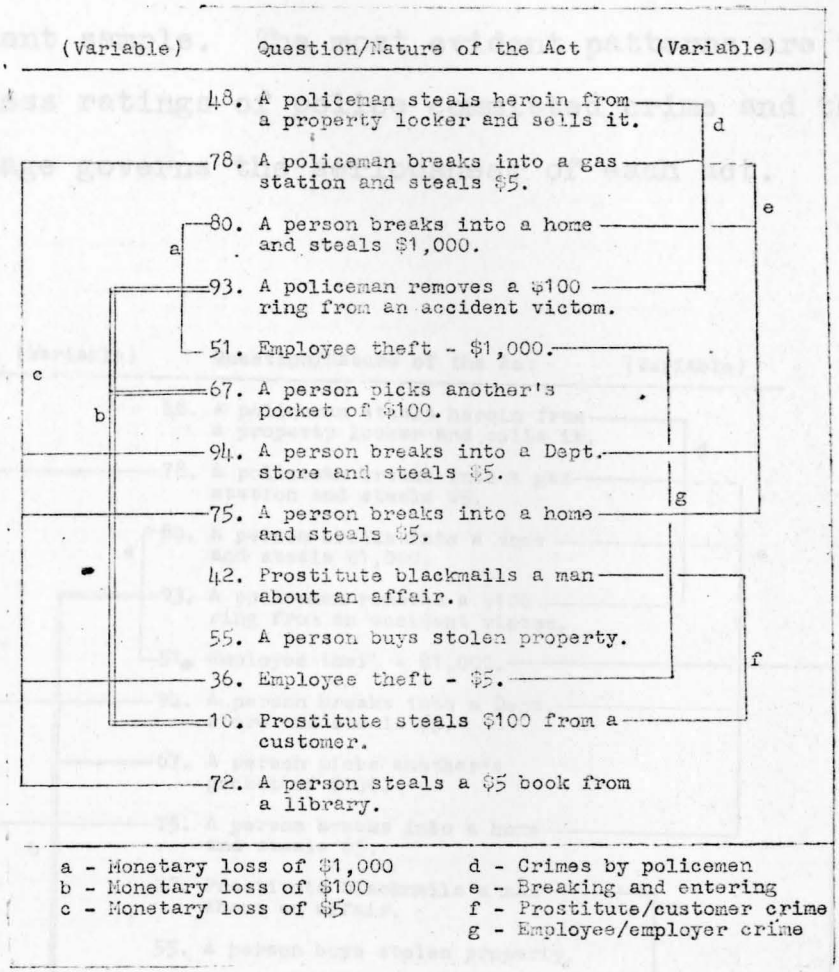

Fig. 10. -- The qualitative assessment of the conventional crime range by the female student subgroup.

of a $5 book is seen as slightly less serious by the female group as it is by the male group.

LEA/PST/CORR Comparison

Figure 12 presents the ranking of the acts by the LEA student sample. The most evident patterns are the high seriousness ratings of police committed crime and that monetary damage governs the seriousness of each act.

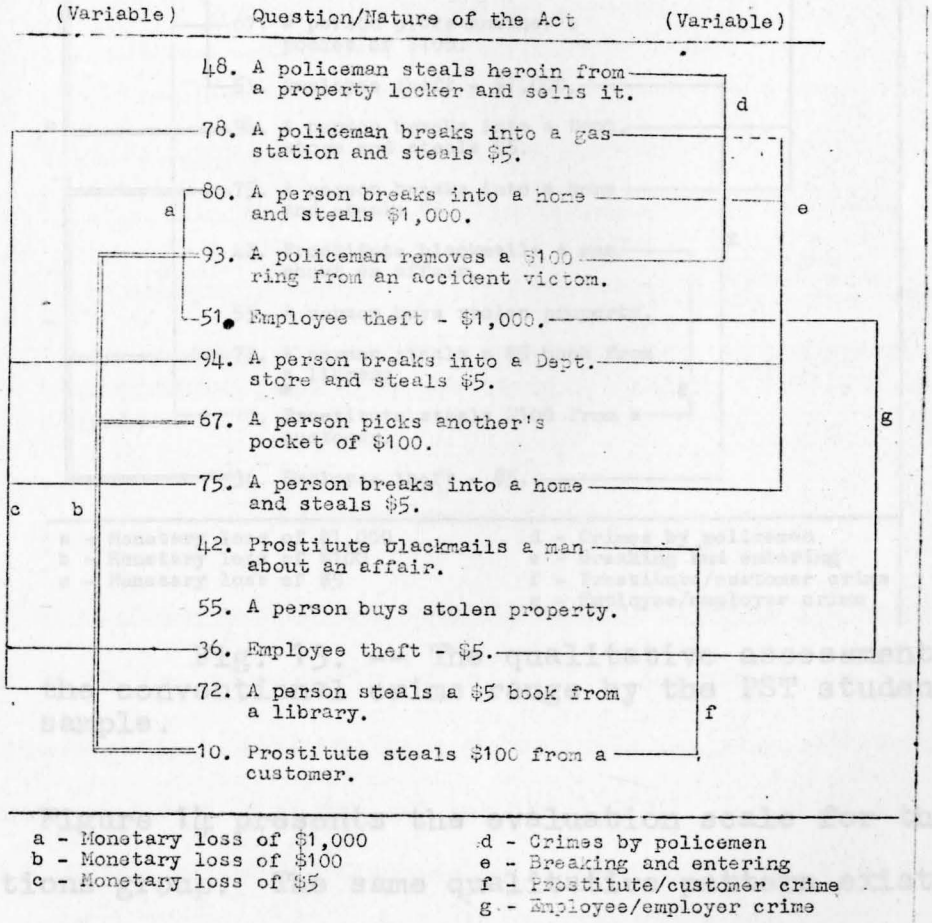

Fig. 12. -- The qualitative assessment of the conventional crime range by the LEA student sample.

Figure 13 lists the ranking of acts for the PST group. Police initiated crimes rank as the most serious. Other crimes are oriented around the amount of money stolen.

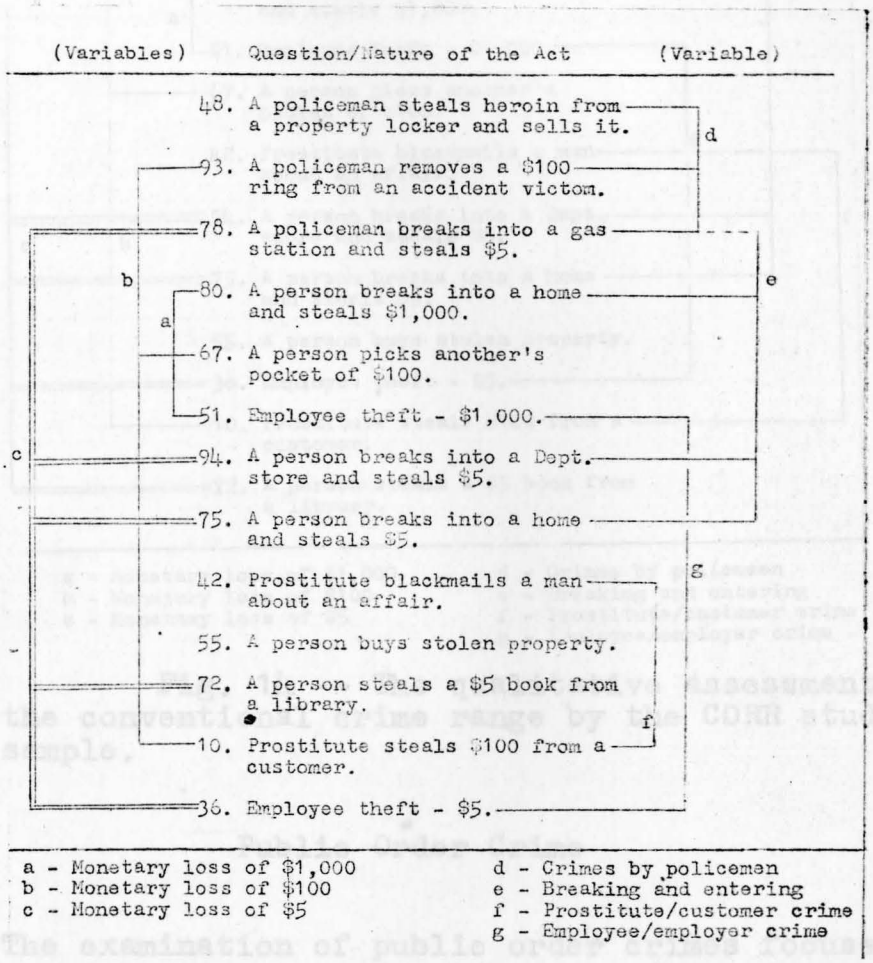

Fig. 13. -- The qualitative assessment of the conventional crime range by the PST student sample.

Figure 14 presents the evaluation scale for the Corrections group. The same qualitative pattern exists as in the previous student groups for this evaluation area.

Comparison of the groups does not identify any characteristic that stands as a significant departure.

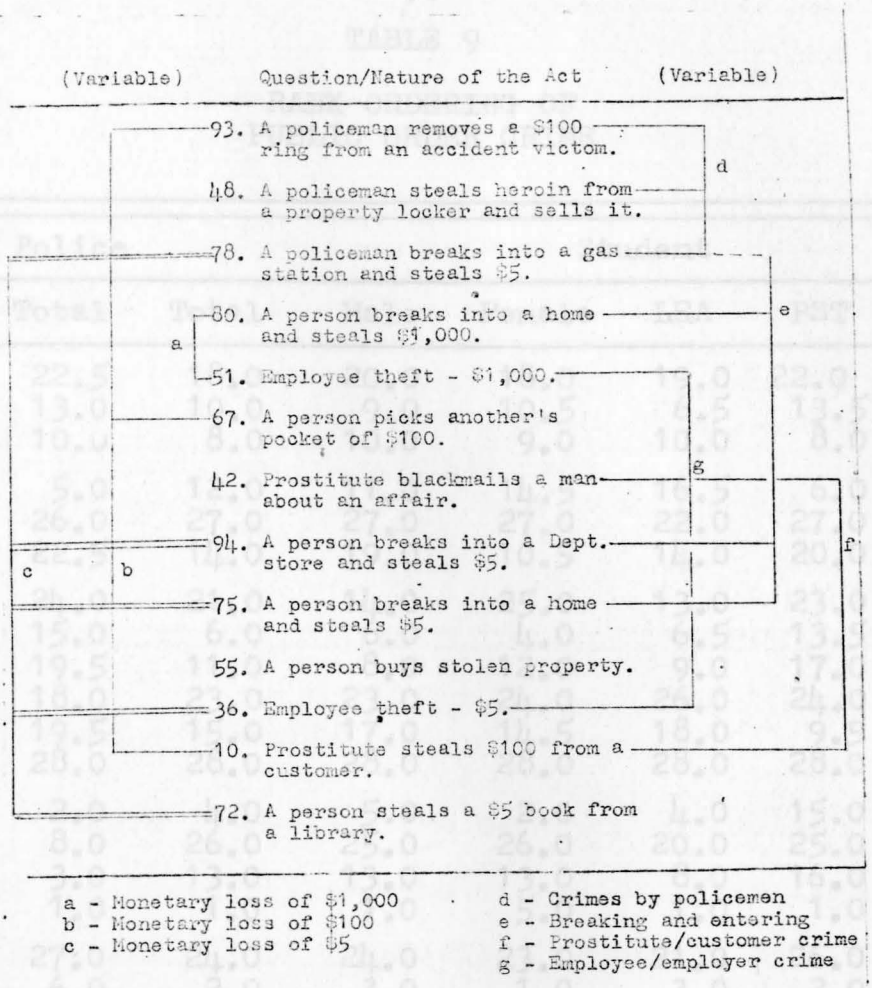

Fig. 14 -- The qualitative assessment of the conventional crime range by the CORR student sample.

Public Order Crime

The examination of public order crimes focuses upon 28 acts that are generally of a social nuisance or "victimless" character. Within this examination, the current project focuses upon 3 forms of prostitution, 3 forms of gambling, 6 forms of sex offenses, 4 forms of drug violation, 3 types of alcohol related crime, 5 forms of desertion or runaway, 3 forms of weapons violations and 1 form of disturbing the peace. The mean rank orderings of these acts are presented in Table 9.

TABLE 9

RANK ORDERING OF
PUBLIC ORDER CRIME

Q	Police	Student					
	Total	Total	Male	Female	LEA	PST	CORR
22	22.5	18.0	20.0	18.0	19.0	22.0	13.5
43	13.0	10.0	9.0	10.5	6.5	13.5	12.0
27	10.0	8.0	10.0	9.0	10.0	8.0	11.0
11	5.0	12.0	11.0	14.5	16.5	6.0	13.5
52	26.0	27.0	27.0	27.0	22.0	27.0	26.0
87	22.5	14.0	19.0	10.5	14.0	20.0	6.0
23	24.0	21.0	14.0	25.0	13.0	23.0	24.0
68	15.0	6.0	6.0	4.0	6.5	13.5	3.0
76	19.5	11.0	8.0	12.0	9.0	17.0	10.0
15	18.0	23.0	23.0	24.0	26.0	24.0	17.0
65	19.5	15.0	17.0	14.5	18.0	9.5	16.0
74	28.0	28.0	28.0	28.0	28.0	28.0	28.0
49	2.0	4.0	5.0	2.0	4.0	15.0	2.0
50	8.0	26.0	25.0	26.0	20.0	25.0	27.0
38	3.0	13.0	13.0	13.0	8.0	16.0	15.0
84	1.0	1.0	1.0	5.0	1.0	1.0	8.5
30	27.0	24.0	24.0	23.0	21.0	26.0	22.0
89	6.0	2.0	3.0	1.0	3.0	2.0	1.0
59	17.0	9.0	12.0	8.0	11.0	12.0	7.0
61	9.0	3.0	2.0	6.0	2.0	5.0	8.5
24	4.0	5.0	4.0	3.0	5.0	3.5	4.0
58	25.0	19.0	18.0	21.0	25.0	9.5	18.5
29	14.0	20.0	21.0	20.0	24.0	21.0	23.0
44	21.0	25.0	26.0	22.0	27.0	19.0	25.0
18	7.0	7.0	7.0	7.0	12.0	3.5	5.0
19	12.0	22.0	22.0	19.0	23.0	18.0	18.5
57	11.0	17.0	15.0	17.0	16.5	7.0	20.5
47	16.0	16.0	16.0	16.0	15.0	11.0	20.5
	N=11	N=95	N=50	N=45	N=40	N=26	N=29

The degree of relationship between these groups was determined through Spearman's Rho. Table 10 provides the results of this process. All of the correlations are significant beyond the 0.01 level of significance.

TABLE 10

SPEARMAN RANK ORDER CORRELATIONS
FOR PUBLIC ORDER CRIME RANGE

	Student					
	Total	Male	Female	LEA	PST	CORR
Police Total	0.682	0.681	0.663	0.652	0.819	0.533
Student Male	**	**	0.906	**	**	**
LEA	**	**	**	**	0.641	0.793
PST	**	**	**	**	**	0.653

Police/Student Comparison

Figure 15 depicts the ordering of public order crimes by the total police sample. Within this list, several limited patterns can be identified. Prostitution related violations are not viewed as extremely serious. Within this, the act of prostitution ranks much lower than procurement or running a house. With the exception of running a business, gambling violations are seen as comparatively non-serious. Various sexual violations are clustered in the lower half of the total scale. Narcotics violations are viewed as extremely serious, with little difference in the attitudes for heroin or marijuana. The act of selling and the act of using a drug are closely related. Weapons violations are viewed as reasonably serious, with little difference between carrying a gun, and carrying one with an excuse.

Definitional Class							Question/Nature of the Act	(Additional Variables)
P	G	S	N	A	D	W		
			—				84. Man sells heroin.	a
			—				49. Person uses heroin.	a
			—				38. Person sells Marijuana.	b
					—		24. Person deserts his family.	b
	—						11. Operates gambling establishment.	b
				—			89. Driving while intoxicated.	b
						—	18. Carrying concealed gun.	b
			—				50. Person uses marijuana.	b
					—		61. Prowls in backyard.	
—							27. Obtain customers for prostitute.	
						—	57. Illegal possession of knife.	
						—	19. Woman has concealed gun, but offers acceptable excuse.	
—							43. Run house of Prostitution.	
					—		29. Juvenile runs away.	
		—					68. Show pornographic movies to a juvenile.	
							47. Loud public disturbance.	
				—			59. Operates establishment with illegal liquor sales.	
		—					15. Intercourse with willing juvenile.	
		—					76. Obscene telephone call.	
		—					65. Extramarital intercourse.	
					—		44. Juvenile violates curfew.	
	—						87. Personal gambling.	
—							22. Prostitution.	
		—					23. Homosexual sex.	
					—		58. No residence/visible means of support.	
	—						52. Man plays dice game in alley.	
				—			30. Public intoxication.	
		—					74. Sex by unmarried couple.	
P	G	S	N	A	D	W		

P - Prostitution related
G - Gambling related
S - Sex offense
N - Narcotics variation
A - Alcohol related
D - Desertion, vagrancy, trespass
W - Weapon violation
a - Heroin related
b - Marijuana related

Fig. 15. -- The qualitative assessment of the public order crime range by the total police sample group.

Figure 16 presents the ranking of acts by the total student sample. Prostitution related acts rank toward the center scale. There is a difference in the evaluation of the actual act and the performance of service support operations. Participation in organized gambling, as owner or customer, is ranked approximately center scale, while informal gambling is perceived as much less serious. Sex crimes are widely spaced through the scale, with those forms that will result in a negative consequence to an unwilling party (juvenile, recipient of a telephone call or spouse) ranking more serious than acts that occur between consenting partners. Narcotics violations are widely spaced, with heroin related offenses ranking more serious than marijuana related offenses. Weapons violations are widely spaced, with the most serious form being the act of carrying a concealed gun.

In comparing the two orders, several questions emerge as large differences in rank. In regard to prostitution related offenses, the police sample generally views each of the acts as less serious than the student sample. The largest difference lies in the actual commission of the act. In gambling related crimes, the operation of an establishment is more serious to the police, while personal gambling is more serious to the student group. The 3 forms of sex violation that result in direct negative consequence are perceived as more serious to the student sample. Wide differences exist in the evaluation of marijuana related crimes. Students do not relate the use and sale of drugs

P	G	S	N	A	D	W	Question/Nature of the act	(Additional Variables)
			—				84. Man sells heroin.	a
				—			89. Driving while intoxicated.	
					—		61. Prowls in backyard.	
			—				49. Person uses heroin.	
					—		24. Person deserts his family.	
		—					68. Show pornographic movies to a juvenile.	
						—	18. Carrying a concealed gun.	
—							27. Obtain customers for a prostitute.	
				—			59. Operates establishement with illegal liquor sales.	
—							43. Run house of prostitution.	
		—					76. Obscene telephone call.	
	—						11. Operates gambling establishment.	
			—				38. Person sells marijuana.	b
	—						87. Personal gambling.	
		—					65. Extramarital intercourse.	
							47. Loud public disturbance.	
						—	57. Illegal possession of knife.	
—							22. Prostitution.	
					—		58. No residence/visible means of support.	
					—		29. Juvenile runs away.	
		—					23. Homosexual act.	
						—	19. Woman has concealed gun, but offers acceptable excuse.	
		—					15. Intercourse with willing juvenile.	
				—			30. Public intoxication.	
					—		44. Juvenile violates curfew.	
			—				50. Person uses marijuana.	
	—						52. Man plays dice game in alley.	
		—					74. Sex by unmarried couple.	
P	G	S	N	A	D	W		

P - Prostitution related
G - Gambling related
S - Sex offense
N - Narcotics variation
A - Alcohol related
D - Desertion, vagrancy, tres.
W - Weapon violation
a - Heroin related
b - Marijuana related

Fig. 16. -- The qualitative assessment of the public order crime range by the total student sample group.

and are generally more tolerant of these offenses than are the police. Alcohol related crimes find the police more tolerant of D.W.I. and the running of an establishment with illegal sales. Police perceive the act of a woman carrying a gun and possession of a knife as more serious. Prowling in a backyard and vagrancy are more serious to the students, while juvenile runaway is more serious to the police.

Student Male/Student Female Comparison

Figure 17 presents the listing of acts by the student male subgroup. Running a house and procurement for prostitution are closely related, while the actual commission of the act is seen as less serious. Sex offenses are widely dispersed with little definite pattern. Those forms resulting in negative consequences (68, 76) are seen as more serious than consent variations. The sale of narcotics is ranked more serious than the personal use of the drug, with marijuana offenses ranking much less serious than the related heroin offense. Alcohol offenses are evenly spaced through the total scale with little evident relationship between the various forms. There is a wide variation in the ranking of weapons violations, with a concealed weapon ranking high and the act of a woman carrying a concealed gun with an excuse ranks much lower.

Figure 18 presents the order for the female student subgroup. As in the previous cases, several distinct pat-

Definitional Class							Question/Nature of the Act	(Additional Variables)
P	G	S	N	A	D	W		
			—				84. Man sells heroin.	a
					—		61. Prowls in backyard.	a
				—			89. Driving while intoxicated.	a
					—		24. Person deserts his family.	a
			—				49. Person uses heroin.	a
		—					68. Show pornographic movies to a juvenile.	
						—	18. Carrying concealed gun.	
		—					76. Obscene telephone call.	
—							43. Run house of prostitution.	
—							27. Obtain customers for prostitute.	
	—						11. Operates gambling establishment.	
				—			59. Operates establishment with illegal liquor sales.	
			—				38. Person sells marijuana.	b
		—					23. Homosexual sex.	b
						—	57. Illegal possession of knife.	b
							47. Loud public disturbance.	b
		—					65. Extramarital intercourse.	b
					—		58. No residence/means of support	b
	—						87. Personal gambling.	b
—							22. Prostitution.	b
					—		29. Juvenile runs away from home.	b
						—	19. Woman has concealed gun, but offers acceptable excuse.	b
		—					15. Intercourse with willing juvenile.	b
				—			30. Public intoxication.	b
			—				50. Person uses marijuana.	b
					—		44. Juvenile violates curfew.	b
	—						52. Man plays dice game in alley.	b
		—					74. Sex by unmarried couple.	b
P	G	S	N	A	D	W		

P - Prostitution related
G - Gambling related
S - Sex offense
N - Narcotics variation
A - Alcohol related
D - Desertion, vagrancy, tres.
W - Weapon violation
a - Heroin related
b - Marijuana related

Fig. 17. -- The qualitative assessment of the public order crime range by the male student subgroup.

Definitional Class							Question/Nature of the Act	(Additional variables)
P	G	S	N	A	D	W		
				—			89. Driving while intoxicated.	
			—				49. Person uses heroin.	a
					—		24. Person deserts his family.	
		—					68. Show pornographic movies to a juvenile.	a
			—				84. Man sells heroin.	a
					—		61. Prowls in backyard.	
						—	18. Carrying concealed gun.	
				—			59. Operates establishment with illegal liquor sales.	
—							27. Obtain customers for prostitute.	
—							43. Run house of prostitution.	
	—						87. Personal gambling.	
		—					76. Obscene telephone call.	
			—				38. Person sells marijuana.	b
	—						11. Operates gambling establishment.	
		—					65. Extramarital intercourse.	
					—		47. Loud public disturbance.	b
						—	57. Illegal possession of knife.	
—							22. Prostitution.	
						—	19. Woman has concealed gun, but offers acceptable excuse.	
					—		29. Juvenile runs away.	
					—		58. No residence/visible means of support.	
					—		44. Juvenile violated curfew.	
				—			30. Public intoxication.	
		—					15. Intercourse with willing juvenile.	
		—					23. Homosexual sex.	
			—				50. Person uses marijuana.	b
	—						52. Man plays dice game in alley.	
		—					74. Sex by unmarried couple.	
P	G	S	N	A	D	W		

P - Prostitution related
G - Gambling related
S - Sex offense
N - Narcotics variation
A - Alcohol related
D - Desertion, vagrancy, tres.
W - Weapon violation

a - Heroin related
b - Marijuana related

Fig. 18. -- The qualitative assessment of the public order crime range by the female student subgroup.

emerge. Prostitution crimes are ranked centrally. There is a close association between running a house and procurement, which collectively rank much higher than the act itself. Forms of participation in organized gambling are centrally ranked, while informal gambling ranks very low. Sexual offenses are clustered into 3 patterns. The showing of pornographic movies to a juvenile ranks as a serious offense and stands alone in the first pattern. Variations that involve an unwilling participant rank in the center scale range. Those variations that involve willing partners are clustered at the bottom of the scale. There are wide variations in the ranking of heroin and marijuana related offenses. The use of heroin is more serious than the sale of the drug, while the sale of marijuana is more serious than the personal use. In terms of weapons violations, the act of carrying a concealed gun is moderately serious, while other forms are seen as much less serious.

In direct comparison, several minor variations can be identified between the rankings. In the treatment of gambling offenses, the female sample places a closer relationship between formal gambling and the operation of an establishment. While the operation of the establishment is more serious to the male group, participation is viewed as less serious than the females. The female group was more tolerant of homosexual behavior and obscene telephone calls. The females saw the use of heroin as more serious than the sale, while the males reversed this role. The females saw operation of a gambling establishment as more serious.

LEA/PST/CORR Comparison

Figure 19 lists the order of acts by the LEA student group. The act of running a house and procurement for prostitution are related high in the scale, while the act itself is rated low. Gambling offenses are evenly clustered in the lower half of the scale. Personal gambling is seen as more serious than operation of a gambling establishment. Sex offenses are clustered into 3 groups of 2 acts each. The most serious are those that will leave a negative impact upon a participant or third person. The second pattern, which ranks near center scale, is characterized by abnormal, consenting offenses. The final category, which ranks extremely low in the scale, is characterized by normal, consenting relations. Marijuana and heroin offenses are separated, with separation of selling and use occurring only with marijuana. Weapons charges are located low in the scale, with a wide differentiation existing for carrying a concealed gun with and without an excuse.

Figure 20 represents the ordering of the PST student group. Prostitution forms are widely spaced, with little pattern evident. The only gambling charge that ranks in the upper half of the scale is the act of operating a gambling establishment. Forms of participation are ranked low. In the examination of sexual offenses, those forms that involve only 2 consenting participants rank low and other forms are clustered approximately center scale. Narcotics violations are widely spaced with little relation-

Definitional Class							Question/Nature of the Act	(Additional Variables)
P	G	S	N	A	D	W		
			—				84. Man sells heroin.	a
					—		61. Prowls in backyard.	
				—			89. Driving while intoxicated.	
			—				49. Person uses heroin.	
					—		24. Person deserts his family.	
		—					68. Show pornographic movies to a juvenile.	
—							43. Run house of prostitution.	b
			—				38. Person sells marijuana.	
		—					76. Obscene telephone call.	
—							27. Obtain customers for prostitute.	
				—			59. Operates establishment with illegal liquor sales.	
						—	18. Carrying concealed gun.	
		—					23. Homosexual sex.	
	—						87. Personal gambling.	
						—	47. Loud public disturbance.	
						—	57. Illegal possession of knife.	
	—						11. Operates gambling establishment.	
		—					65. Extramarital intercourse.	
—							22. Prostitution.	
			—				50. Person uses marijuana.	
				—			30. Public intoxication.	
	—						52. Man plays dice game in alley.	
						—	19. Woman has concealed gun but offers acceptable excuse.	
					—		29. Juvenile runs away.	
					—		58. No residence/visible means of support.	
		—					15. Intercourse with willing juvenile.	
					—		44. Juvenile violates curfew.	
		—					74. Sex by unmarried couple.	
P	G	S	N	A	D	W		

P - Prostitution related
G - Gambling related
S - Sex offense
N - Narcotics variation
A - Alcohol related
D - Desertion, vagrancy, tres.
W - Weapon violation
a - Heroin related
b - Marijuana related

Fig. 19. -- The qualitative assessment of the public order crime range by the LEA student sample.

Definitional Class							Question/Nature of the Act	(Additional Variables)
P	G	S	N	A	D	W		
			—				84. Man sells heroin.	a
				—			89. Driving while intoxicated.	
						—	18. Carrying concealed gun.	
					—		24. Person deserts his family.	
					—		61. Prowls in backyard.	
				—			11. Operates gambling establishment.	
						—	57. Illegal possession of knife.	
—							27. Obtain customers for prostitute.	
					—		58. No residence/visible means of support.	
		—					65. Extramarital intercourse.	
							47. Loud public disturbance.	
				—			59. Operates establishment with illegal liquor sales.	
—							43. Run house of prostitution.	
		—					68. Show pornographic movies to a juvenile.	
			—				49. Person uses heroin.	
			—				38. Person sells marijuana.	b
		—					76. Obscene telephone call.	
						—	19. Woman has concealed gun, but offers acceptable excuse.	
					—		44. Juvenile violates curfew.	
	—						87. Personal gambling.	
					—		29. Juvenile runs away.	
—							22. Prostitution.	
		—					23. Homosexual sex.	
		—					15. Intercourse with willing juvenile.	
			—				50. Person uses marijuana.	
				—			30. Public intoxication.	
	—						52. Man plays dice game in alley.	
		—					74. Sex by unmarried couple.	
P	G	S	N	A	D	W		

P - Prostitution related
G - Gambling related
S - Sex offense
N - Narcotics variation
A - Alcohol related
D - Desertion, vagrancy, tres.
W - Weapon violation
a - Heroin related
b - Marijuana related

Fig. 20. -- The qualitative assessment of the public order crime range by the PST student sample.

ship between heroin and marijuana related actions. There is also little relationship between the sale and use of a drug. The act of carrying a concealed weapon and possession of a knife rank high in the scale, while the act of carrying a concealed gun is accepted as much less serious if an excuse is offered.

Figure 21 represents the list for the CORR group. All of the prostitution related offenses are clustered slightly above center scale. Participation in formal gambling ranks high, while informal gambling is ranked low. As in previous cases, those sex offenses that result in negative consequences, or involve an unwilling participant, are ranked high in terms of seriousness, while the forms that involve consenting partners are viewed as much less serious. Narcotics violations are widely spaced, with little pattern evident. D.W.I. and the operation of an establishment that offers illegal liquor sales rank high. The act of carrying a concealed gun is the only weapons charge that is perceived as having any seriousness.

In comparison of the lists, several variables emerge as departures from the standard ranking.

1. The CORR students rank the 3 forms of prostitution in a much tighter cluster than do the other groups. LEA students rank the operation of a house for prostitution as more serious than the other groups. CORR students rank the act of prostitution as more serious than the rest of the student sample.

Definitional Class							Question/Nature of the Act	(Additional Variables)
P	G	S	N	A	D	W		
				—			89. Driving while intoxicated.	
			—				49. Person uses heroin.	a
		—					68. Show pornographic movies to juvenile.	a
					—		24. Person deserts his family.	a
						—	18. Carrying concealed gun.	a
	—						87. Personal gambling.	a
				—			59. Operates establishment with illegal liquor sales.	a
			—				84. Man sells heroin.	a
					—		61. Prowls in backyard.	
		—					76. Obscene telephone call.	
—							27. Obtains customers for prostitute.	
—							43. Run house of prostitution.	
—							22. Prostitution.	
	—						11. Operates gambling establishment.	
			—				38. Person sells marijuana.	b
		—					65. Extramarital intercourse.	b
		—					15. Intercourse with willing juvenile.	b
						—	19. Woman has concealed gun, but offers acceptable excuse.	b
					—		58. No residence/visible means of support.	b
						—	57. Illegal possession of knife.	b
							47. Loud public disturbance.	b
				—			30. Public intoxication.	b
					—		29. Juvenile runs away.	b
		—					23. Homosexual sex.	b
					—		44. Juvenile violates curfew.	b
	—						52. Man plays dice game in alley	b
			—				50. Person uses marijuana.	b
		—					74. Sex by unmarried couple.	b
P	G	S	N	A	S	W		

P - Prostitution related
G - Gambling related
S - Sex offense
N - Narcotics variation
A - Alcohol related
D - Desertion, vagrancy, tres.
W - Weapon violation
a - Heroin related
b - Marijuana related

Fig. 21. -- The qualitative assessment of the public order crime range by the CORR student sample.

2. The act of personal gambling is ranked center scale by the LEA students, lower scale by the PST students and upper scale by the CORR group. The operation of a gambling establishment is rated comparatively more serious by the PST group. Participation in informal gambling is viewed as more serious by the LEA sample.
3. The act of showing pornographic movies to a juvenile is much less serious to the PST group. Homosexual sex is seen as more serious to the LEA group, extra-marital intercourse is more serious to the PST sample, and intercourse with a willing juvenile is more serious to the CORR group. The use of heroin is less serious to the PST group and the sale of the drug is less serious to the CORR sample. Comparatively, the LEA sample views both marijuana related offenses as more serious.
4. Although the patterns for alcohol violations are quite similar, the CORR group views the operation of an establishment for illegal liquor sales as more serious than the others.
5. Weapons violations rank generally higher for the PST group.

White Collar Crime

The examination of white collar crimes focuses upon 10 variations of crime committed during the course of, or in the promotion of, normal business relations. The mean ranks for each of the sample groups are presented in Table

11.

TABLE 11

RANK ORDERING OF
WHITE COLLAR CRIME

Q	Police	Student					
	Total	Total	Male	Female	LEA	PST	CORR
4	8.0	10.0	10.0	10.0	10.0	9.0	8.0
6	6.0	7.0	7.0	5.0	7.0	4.0	1.0
14	5.0	2.0	4.0	9.0	7.0	2.0	10.0
31	7.0	3.0	3.0	4.0	4.0	3.0	3.0
79	4.0	4.0	5.0	2.0	2.0	7.0	4.5
64	2.0	6.0	2.0	6.0	3.0	10.0	4.5
39	3.0	9.0	9.0	7.0	9.0	5.5	9.0
96	1.0	1.0	1.0	1.0	1.0	1.0	2.0
25	9.0	5.0	6.0	3.0	5.0	5.5	6.0
56	10.0	8.0	8.0	8.0	7.0	8.0	7.0
	N=11	N=95	N=50	N=45	N=40	N=26	N=29

The degree of relationship between these ordered listings was determined through application of Spearman's Rho. The results are presented in Table 12. In determining the significance of these scores, the critical value of rho is .564 at the .05 level (one tailed test). While the majority of the scores are significant for a two tailed examination, the relationships are generally weak.

Police/Student Comparison

Within the listing of the police order, presented in Figure 22, several minor patterns are evident. While crimes committed by individuals are widely spaced, they do cluster into 2 groups. Those forms that directly affect an indi-

TABLE 12

SPEARMAN RANK ORDER CORRELATIONS
FOR WHITE COLLAR CRIME RANGE

	Student					
	Total	Male	Female	LEA	PST	CORR
Police Total	0.382	0.564	0.358	0.491	0.239	0.227
Student Male	**	**	0.588	**	**	**
LEA	**	**	**	**	0.253	0.633
PST	**	**	**	**	**	0.242

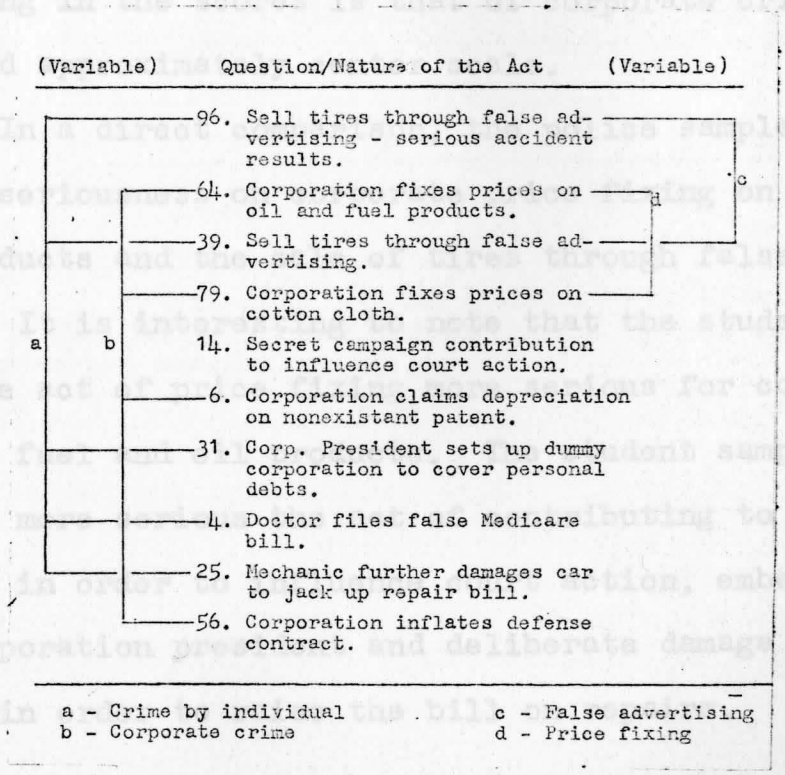

Fig. 22. -- The qualitative assessment of the white collar crime range by the total police sample.

vidual (96, 39) are ranked serious, while those that directly affect the government or a corporation rank low in the scale. Corporate crime is widely spaced through the scale. Those forms that directly influence the public are ranked more serious than those that result in a government loss. False advertising is uniformly ranked high, with little differentiation made in the consequence. Price fixing is uniformly high, with little differentiation as to the product itself.

Figure 23 presents the list of ranks for the total student sample. Within this group, there are few discernible patterns that form a relationship. The only apparent clustering in the scores is that of corporate crime, which are found approximately center scale.

In a direct comparison, the police sample places a greater seriousness on corporate price fixing on oil and fuel products and the sale of tires through false advertising. It is interesting to note that the student group views the act of price fixing more serious for cotton cloth, than for fuel and oil products. The student sample also ranks as more serious the act of contributing to a political campaign in order to influence court action, embezzlement by a corporation president and deliberate damage by a repairman in order to raise the bill on repairs.

Male Student/Female Student Comparison

Within the listing of acts by the male student group, as presented in Figure 24, there does not emerge any pattern.

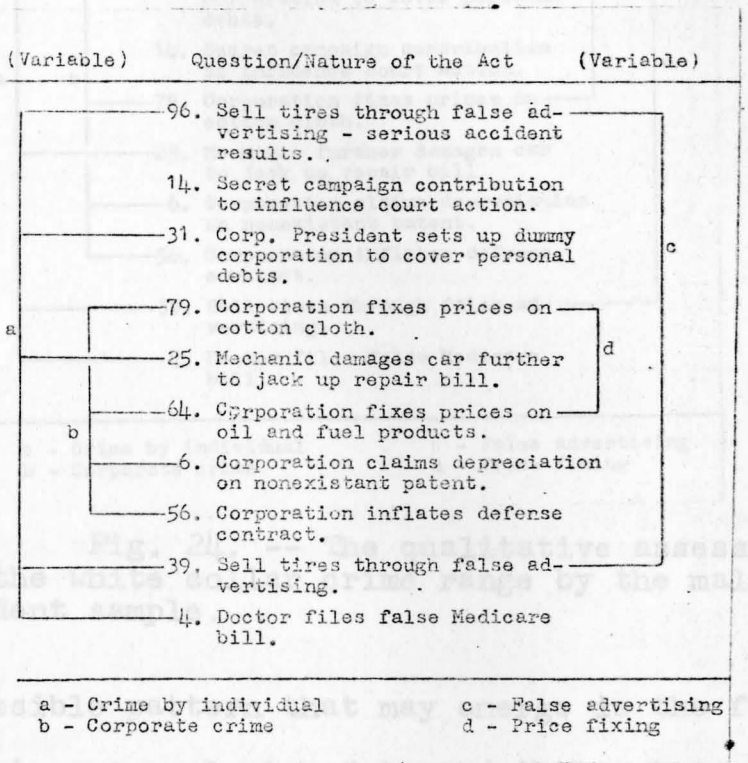

Fig. 23. -- The qualitative assessment of the white collar crime range by the total student sample.

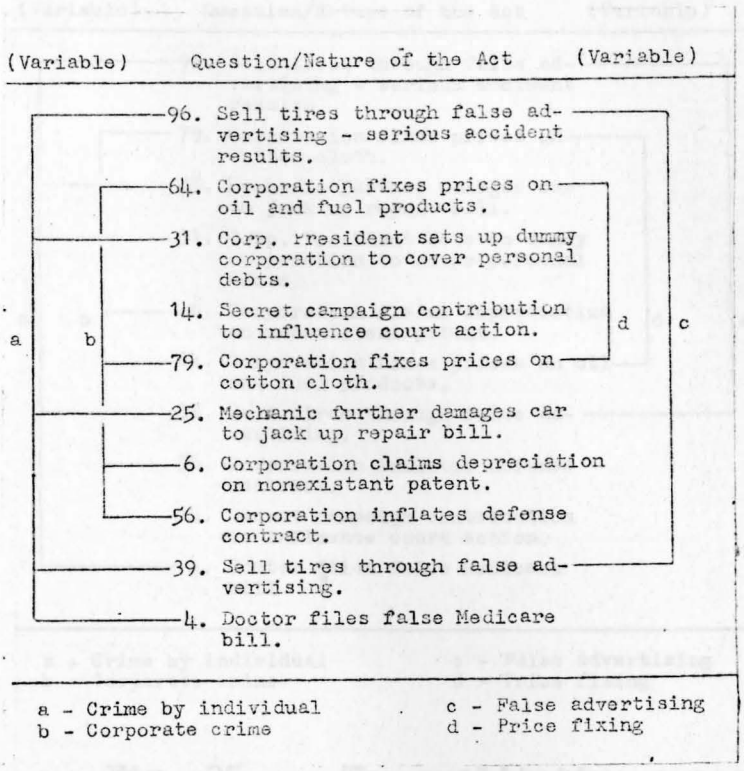

Fig. 24. -- The qualitative assessment of the white collar crime range by the male student sample.

The only possible pattern that may emerge is the fact that corporate crimes are clustered toward the center scale.

Figure 25, which presents the ordering of acts by the female student sample, demonstrates the absence of discernible patterns within this sample group also. The ranking of acts would appear to be based more on individual evaluation, rather than on the use of the theoretical framework.

In a comparison of the 2 groups, some differences exist which may be traced to a sex variable. The male group views the act of price fixing on oil/fuel products and the act of making secret campaign contributions as more serious, while the female sample views the act of price

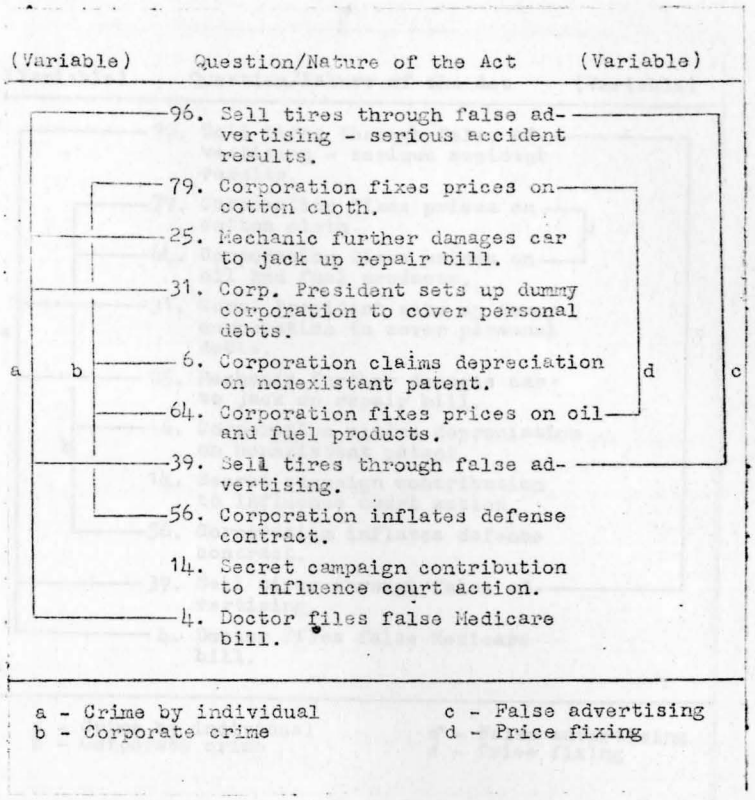

Fig. 25. -- The qualitative assessment of the white collar crime range by the female student sample.

fixing on cotton cloth and deliberate damage by a mechanic as more serious.

LEA/PST/CORR Comparison

Figures 26, 27 and 28 present the listing of events by the LEA group, the PST group and the CORR group. In each group scale, there does not appear to be any definite pattern to the rankings. For this reason, the focus of this present discussion will be on the qualitative differences between the lists.

The LEA sample ranks the act of pricefixing as more serious than the other groups. The CORR group views the act of claiming depreciation on a nonexistant patent as serious.

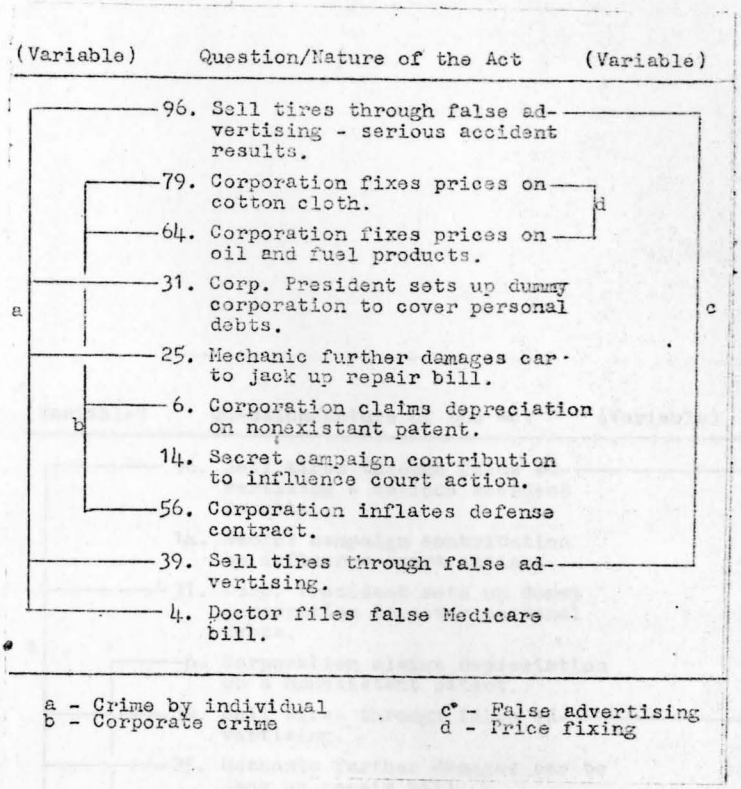

Fig. 26. -- The qualitative assessment of the white collar crime range by the LEA student sample.

The PST sample places a greater emphasis upon simple false advertising than do the remaining groups. The act of contributing to a campaign fund for the purpose of influencing court action is ranked differently by each group. The LEA sample ranks it in the central/lower scale, the PST group ranks it high in the order and the CORR sample places it in the lower scale.

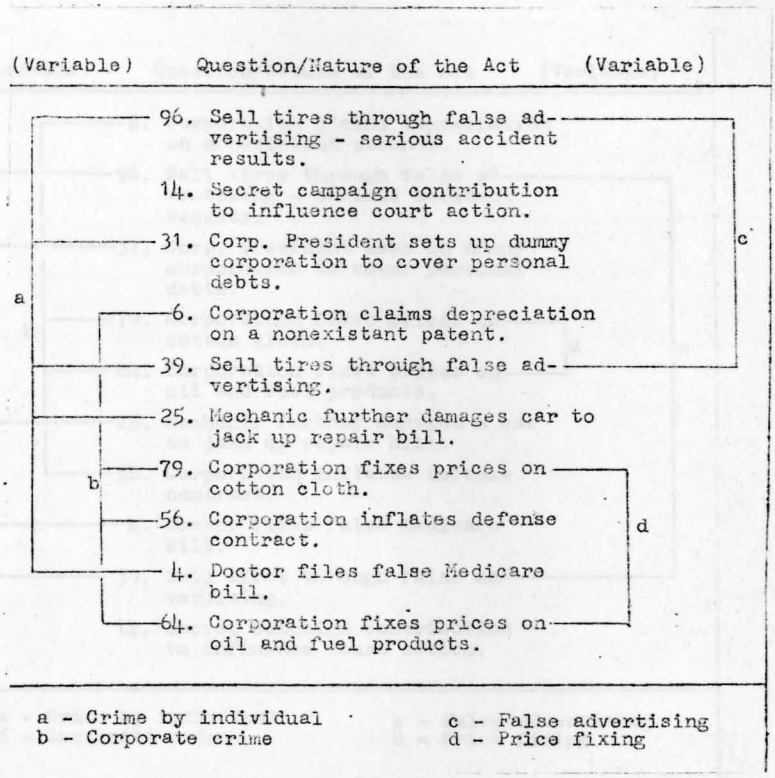

Fig. 27. -- The qualitative assessment of the white collar crime range by the PST student sample.

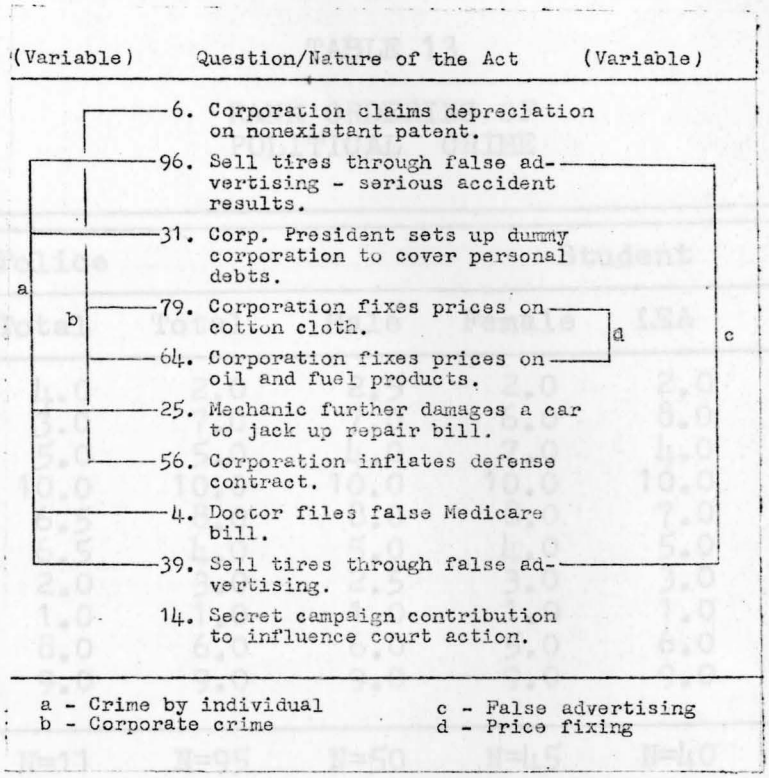

Fig. 28. -- The qualitative assessment of the white collar crime range by the CORR student sample.

Political Crime

The examination of political crimes focuses upon 10 acts that are characterized by their selection of a political target or by a politically based motivation. The mean ranks for these questions are given in Table 13.

TABLE 13

RANK ORDERING OF POLITICAL CRIME

Q	Police	Student					
	Total	Total	Male	Female	LEA	PST	CORR
2	4.0	2.0	2.5	2.0	2.0	4.0	2.0
8	3.0	7.0	7.0	6.0	8.0	3.0	6.0
26	5.0	5.0	4.0	7.0	4.0	5.0	8.0
54	10.0	10.0	10.0	10.0	10.0	10.0	10.0
40	6.5	8.0	8.0	8.0	7.0	8.0	7.0
91	6.5	4.0	5.0	4.0	5.0	6.0	4.0
45	2.0	3.0	2.5	3.0	3.0	2.0	3.0
98	1.0	1.0	1.0	1.0	1.0	1.0	1.0
97	8.0	6.0	6.0	5.0	6.0	7.0	5.0
90	9.0	9.0	9.0	9.0	9.0	9.0	9.0
	N=11	N=95	N=50	N=45	N=40	N=26	N=29

The degree of relationship was tested through Spearman's Rho. The results are presented in Table 14. All of the scores are significant beyond the .01 level.

Police/Student Comparison

Figure 29 presents the listing of delinquent activities for the total police sample. In this scale three strong patterns emerge. Crimes of violence against politi-

TABLE 14

SPEARMAN RANK ORDER CORRELATIONS
FOR POLITICAL CRIME RANGE

	Student					
	Total	Male	Female	LEA	PST	CORR
Police Total	0.797	0.830	0.785	0.774	0.979	0.694
Student Male	**	**	0.924	**	**	**
LEA	**	**	**	**	0.794	0.866
PST	**	**	**	**	**	0.800

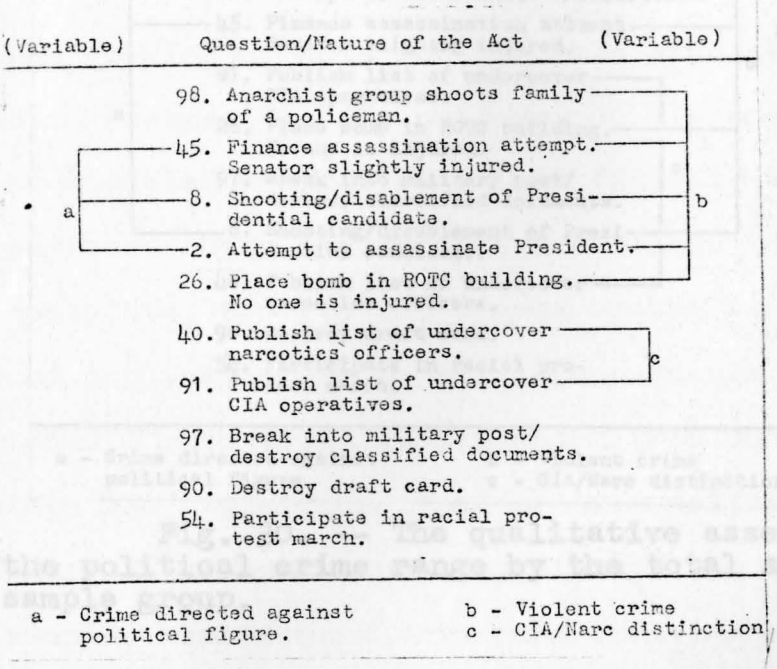

Fig. 29. -- The qualitative assessment of the political crime range by the total police sample group.

cal figures rank as very serious, irregardless of the result of the action. General crimes of violence all rank as serious, irregardless of the consequence. There does not appear to be a distinction between the publishing of lists of undercover policemen or CIA operatives. Both acts are ranked approximately center scale.

Figure 30 demonstrates the ordering of acts for the total student sample. The development of patterns is less

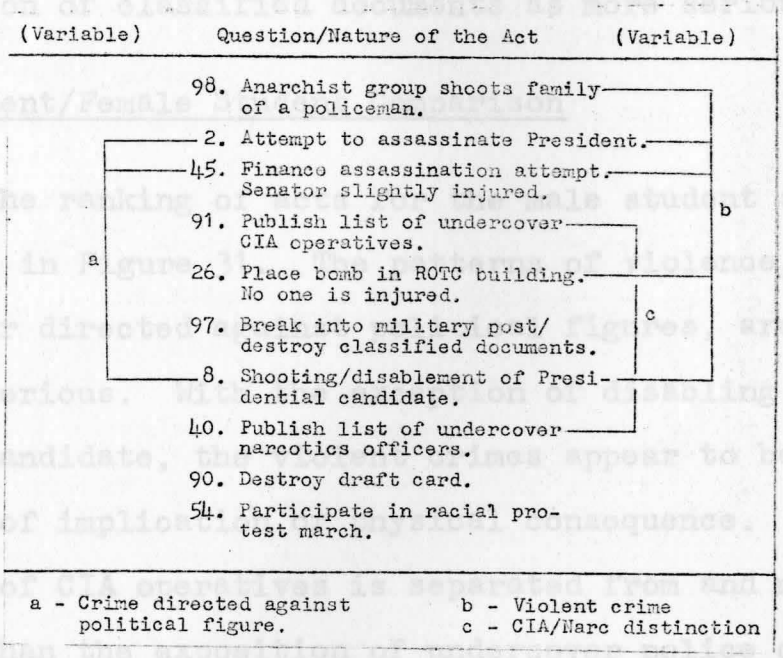

Fig. 30. -- The qualitative assessment of the political crime range by the total student sample group.

developed in this group than in the previous police sample. A differentiation is made between the disablement of a Presidential candadate and other forms, in that the act is ranked much less serious. General acts of violence are spread ac-

ross the entire scale. There is little defining characteristic to the pattern and the ordering does not appear to follow any definite theoretical framework. There is a difference between publishing a list of CIA operatives and publishing a list of undercover narcotics officers, with the CIA exposure perceived as the more serious.

In a comparison of the 2 lists, a few variables emerge as different. The police sample ranks the disablement of a presidential candidate and the publishing of a list of undercover policemen as more serious, while the student sample ranks the publication of CIA operatives and the destruction of classified documents as more serious.

Male Student/Female Student Comparison

The ranking of acts for the male student sample is presented in Figure 31. The patterns of violence, whether general or directed against political figures, are generally seen as serious. With the exception of disabling a Presidential candidate, the violent crimes appear to be ranked in order of implication or physical consequence. The exposition of CIA operatives is separated from and more serious than the exposition of undercover police officers.

Figure 32 presents the oder of acts for the female student sample. Patterns within this ordering are weak. Violent forms of crimes are spaced through the scale in no strong pattern. There is again a wide separation between the exposure of CIA operatives and narcotics officers, with the CIA exposition viewed as the more serious.

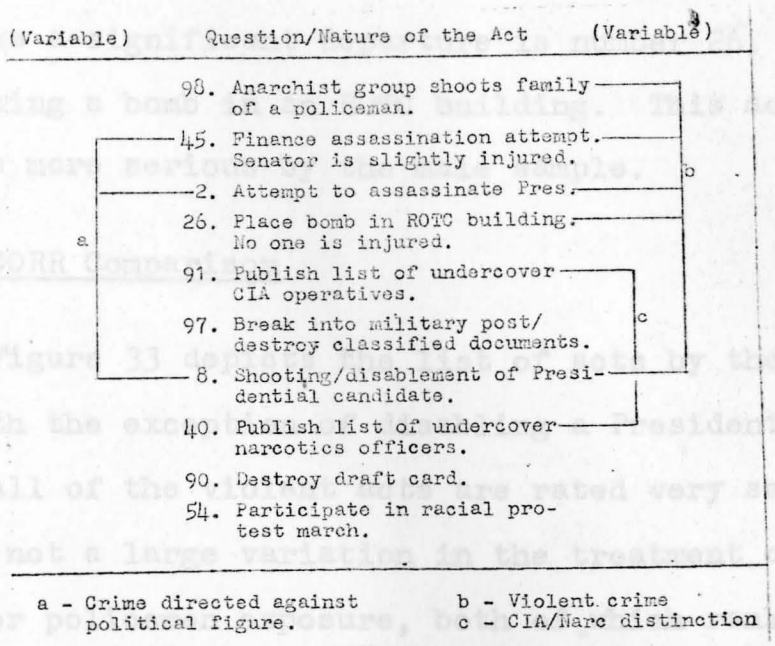

Fig. 31. -- The qualitative assessment of the political crime range by the male student sample group.

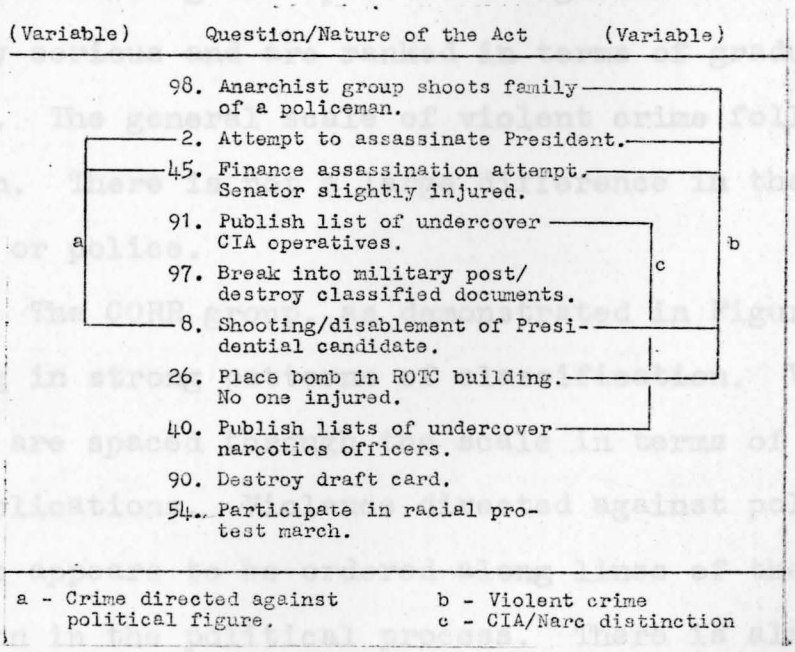

Fig. 32. -- The qualitative assessment of the political crime range by the female student sample group.

In comparison of the 2 orders, the only question that marks a significant departure is number 26, which deals with placing a bomb in an ROTC building. This act is perceived as more serious by the male sample.

LEA/PST/CORR Comparison

Figure 33 depicts the list of acts by the LEA sample. With the exception of disabling a Presidential candidate, all of the violent acts are rated very serious. There is not a large variation in the treatment of CIA or undercover policemen exposure, both of which rank approximately center scale.

Figure 34, which represents the listing by PST students, identifies some rather strong groupings of acts. Violent crimes against political figures are rated as extremely serious and are ranked in terms of graduated implication. The general scale of violent crime follows the same pattern. There is not a large difference in the exposure of CIA or police.

The CORR group, as demonstrated in Figure 35, is lacking in strong patterns of classification. Violent crimes are spaced through the scale in terms of the physical implications. Violence directed against political figures appears to be ordered along lines of the target's position in the political process. There is also a separation of exposure of CIA and police, with the CIA exposure perceived as more serious.

The only act that differs significantly between comparison of the scales is that of placing a bomb in an ROTC building. The CORR group places less seriousness upon the act than do the remaining groups.

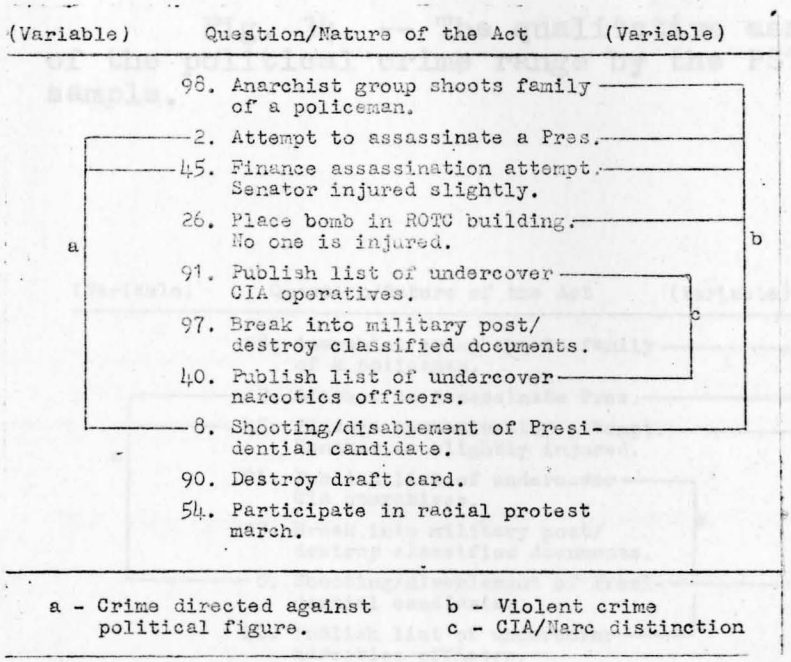

Fig. 33. -- The qualitative assessment of the political crime range by the LEA student sample.

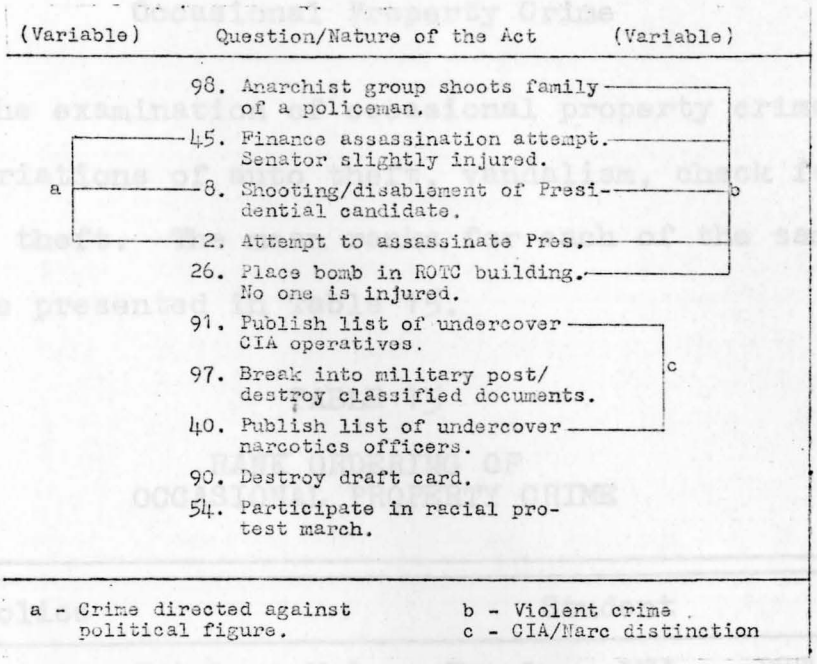

Fig. 34. -- The qualitative assessment of the political crime range by the PST student sample.

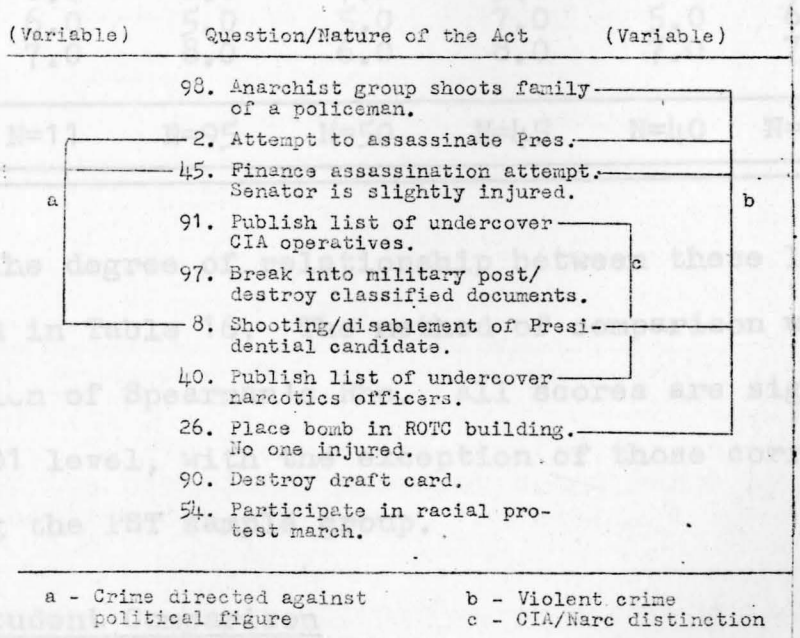

Fig. 35. -- The qualitative assessment of the political crime range by the CORR student sample.

Occasional Property Crime

The examination of occasional property crimes focuses upon 8 variations of auto theft, vandalism, check forgery and petty theft. The mean ranks for each of the sample groups are presented in Table 15.

TABLE 15

RANK ORDERING OF
OCCASIONAL PROPERTY CRIME

Q	Police	Student					
	Total	Total	Male	Female	LEA	PST	CORR
17	1.5	3.0	3.0	2.0	4.0	1.0	3.0
35	4.5	4.0	2.0	4.0	2.0	2.0	4.0
83	4.5	7.0	8.0	6.0	8.0	4.5	7.0
92	1.5	1.0	1.0	3.0	3.0	8.0	1.0
33	3.0	2.0	4.0	1.0	1.0	3.0	2.0
62	8.0	6.0	7.0	5.0	6.0	4.5	5.0
5	6.0	5.0	5.0	7.0	5.0	6.0	6.0
7	7.0	8.0	6.0	8.0	7.0	7.0	8.0
	N=11	N=95	N=50	N=45	N=40	N=26	N=29

The degree of relationship between these lists is presented in Table 16. The method of comparison was the application of Spearman's Rho. All scores are significant to the .01 level, with the exception of those correlations involving the PST sample group.

Police/Student Comparison

Figure 36 demonstrates the ordering of acts as determined by the total police sample. In this scale, 3

TABLE 16

SPEARMAN RANK ORDER CORRELATIONS
FOR OCCASIONAL PROPERTY CRIME

	Student					
	Total	Male	Female	LEA	PST	CORR
Police Total	0.809	0.702	0.762	0.571	0.274	0.762
Student Male	**	**	0.595	**	**	**
LEA	**	**	**	**	0.363	0.833
PST	**	**	**	**	**	0.220

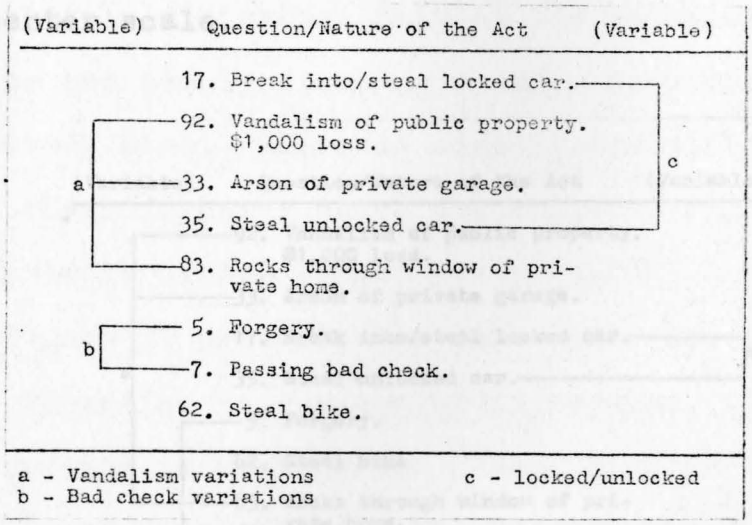

Fig. 36. -- The qualitative assessment of the occasional property crime range by the total police sample.

patterns emerge. There appears to be a strong relationship between the variations of vandalism, which are clustered at approximately center scale. The seriousness of these acts is ranked according to the degree of final damage done.

The 2 forms of check forgery are ranked together in the lower scale. Auto theft is divided along the question as to whether or not a break in was required prior to the commission of the act.

Figure 37 presents the ordering of acts for the total student sample. In this scale the patterns are more spread out and less specific. Vandalism is divided into 2 loose patterns. Those forms that result in a large monetary loss are ranked high on the scale, while the form representing only a small loss is ranked low on the scale. The act of forgery ranks much more serious than the act of deliberately passing a bad check. There is little distinction between forms of auto theft, which rank approximately center scale.

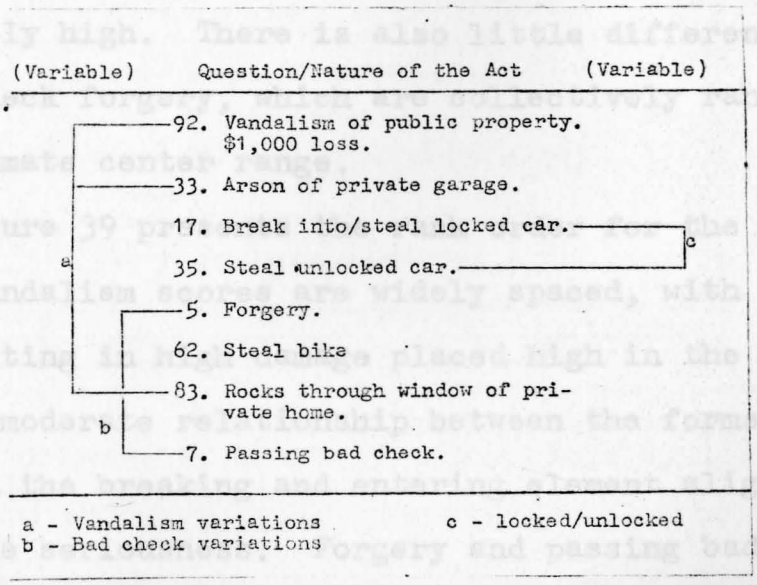

Fig. 37. -- The qualitative assessment of the occasional property crime range by the total student sample.

In comparing the 2 lists, several questions emerge as significant differences from the common orders. The police sample views the act of breaking into a locked car and stealing it as more serious than the student group. It is also the police sample that views auto theft in different lights when breaking and entering is involved. The vandalism involving broken windows is also more serious to this sample. The theft of a bicycle is more serious to the student sample.

Male Student/Female Student Comparison

Figure 38 presents the list for the male student sample. Vandalism scores are evenly spaced through the scale with seriousness defined according to monetary damage. There is little difference between the ranks of stealing a locked car and simply stealing a car. Both forms are ranked comparatively high. There is also little difference in the forms of check forgery, which are collectively ranked in the approximate center range.

Figure 39 presents the rank order for the female sample. Vandalism scores are widely spaced, with those forms resulting in high damage placed high in the scale. There is a moderate relationship between the forms of auto theft, with the breaking and entering element slightly increasing the seriousness. Forgery and passing bad checks are closely related in the lower scale.

In comparison, several questions emerge as differences. The female sample ranks arson of a garage, theft

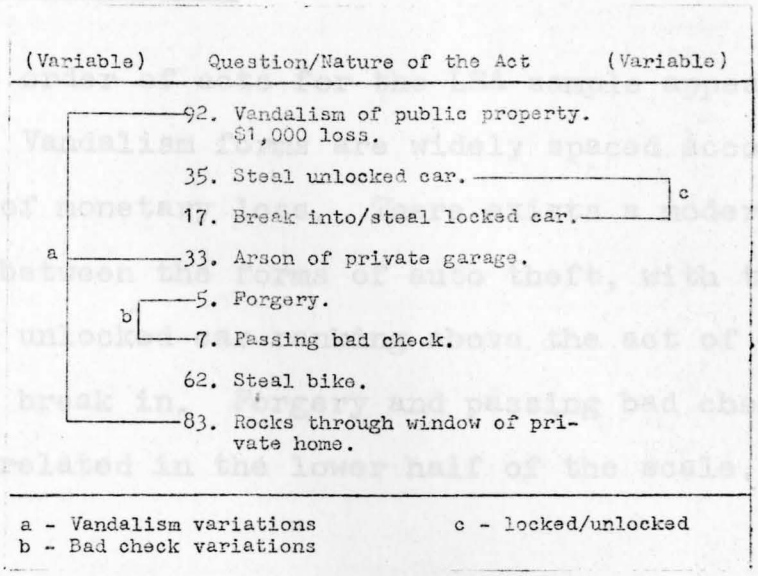

Fig. 38. -- The qualitative assessment of the occasional property crime range by the male student sample.

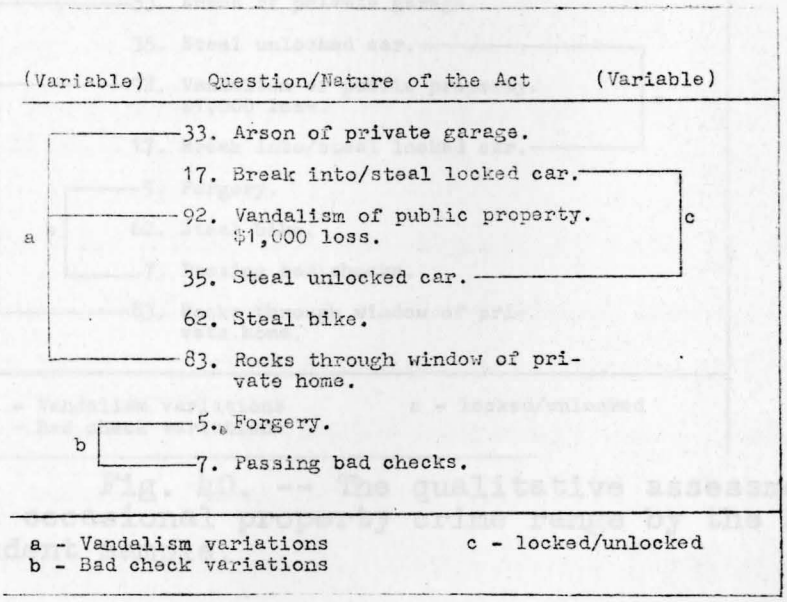

Fig. 39. -- The qualitative assessment of the occasional property crime range by the female student sample.

of a bicycle and throwing rocks through the window of a private residence as more serious. Vandalism forms rank collectively higher for the female sample. The male sample ranks forgery and passing bad checks as more serious.

LEA/PST/CORR Comparison

The order of acts for the LEA sample appears in Figure 40. Vandalism forms are widely spaced according to the amount of monetary loss. There exists a moderate relationship between the forms of auto theft, with the act of stealing an unlocked car ranking above the act of theft following a break in. Forgery and passing bad checks are moderately related in the lower half of the scale.

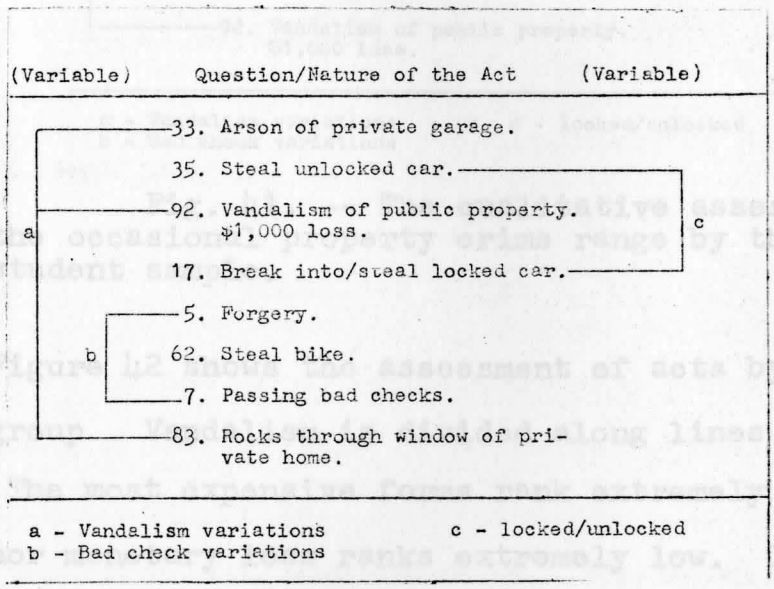

Fig. 40. -- The qualitative assessment of the occasional property crime range by the LEA student sample.

Fig 41 depicts the list for the PST student sample. The 2 forms of auto theft are closely related at the top of the scale. Vandalism forms are spaced in 2 distinct patterns. Vandalism of private property variations are collectively spaced at approximately center scale, while variations of public vandalism are ranked extremely low. For-

gery and passing bad checks are closely related in the lower scale.

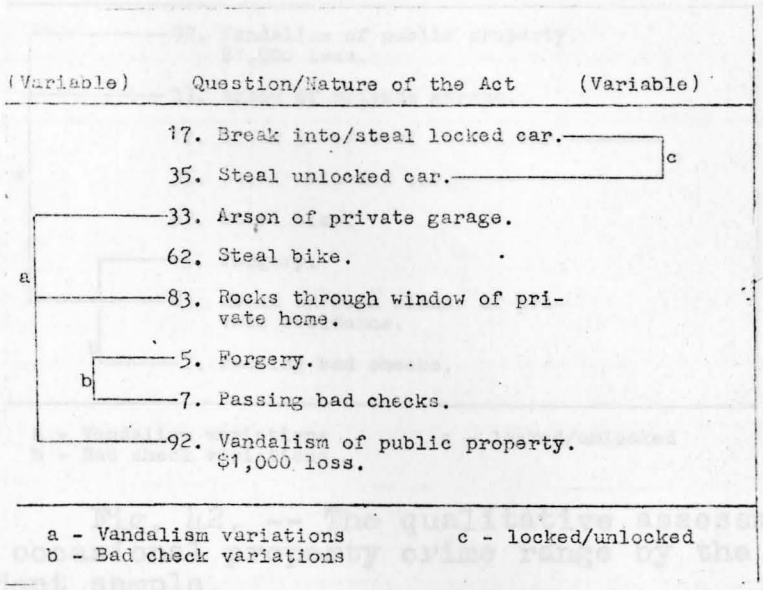

Fig. 41. -- The qualitative assessment of the occasional property crime range by the PST student sample.

Figure 42 shows the assessment of acts by the CORR student group. Vandalism is divided along lines of monetary impact. The most expensive forms rank extremely high, while minor monetary loss ranks extremely low. There is a strong link between forms of auto theft, which are placed reasonably high in the scale. Forgery and passing bad checks are moderately related in the lower scale.

In comparison of the 3 lists, several questions emerge as significant departures. The LEA group views the theft of a bicycle as less serious. To the PST sample, the act of auto theft with break in and throwing rocks through private windows are more serious and the vandalism of public property is less serious.

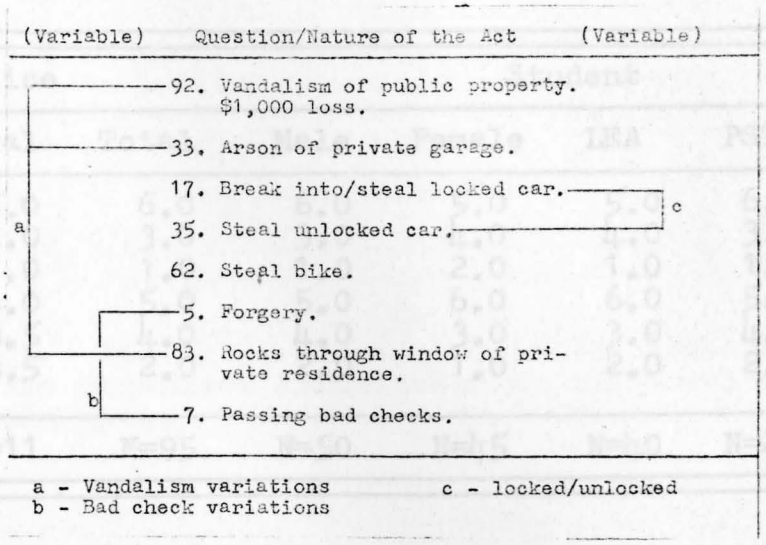

Fig. 42. -- The qualitative assessment of the occasional property crime range by the CORR student sample.

Organized Crime

The examination of organized crime focuses upon 6 acts that are characteristic of activities generally regarded as Organized crime. These include 2 forms of vice control, extortion and loan sharking. The mean ranks for these questions are contained in Table 17.

The relationships between these rank orders was explored through Spearman's Rho. The results are presented in Table 18. All of the correlations are significant beyond the .01 level of significance.

Police/Student Comparisons

Figure 43 represents the ordering of acts for the police sample. Forms of extortion are widely spaced, with

TABLE 17

RANK ORDERING OF
ORGANIZED CRIME

Q	Police	Student					
	Total	Total	Male	Female	LEA	PST	CORR
13	5.0	6.0	6.0	5.0	5.0	6.0	6.0
95	2.0	3.0	3.0	4.0	4.0	3.0	3.0
28	1.0	1.0	1.0	2.0	1.0	1.0	2.0
41	6.0	5.0	5.0	6.0	6.0	5.0	5.0
69	3.5	4.0	4.0	3.0	3.0	4.0	4.0
81	3.5	2.0	2.0	1.0	2.0	2.0	1.0
	N=11	N=95	N=50	N=45	N=40	N=26	N=29

TABLE 18

SPEARMAN RANK ORDER CORRELATIONS
FOR ORGANIZED CRIME RANGE

	Student					
	Total	Male	Female	LEA	PST	CORR
Police Total	0.843	0.843	0.671	0.814	0.843	0.700
Student Male	**	**	0.595	**	***	**
LEA	**	**	**	**	0.886	0.829
PST	**	**	**	**	**	0.943

seriousness based upon the abuse of position for personal gain. Loan sharking variations are closely linked with one another at center scale. Importation of heroin is highly rated, while interstate gambling is rated low in the order.

Figure 44 presents the order for the total student sample. Extortion variations are widely spaced, according

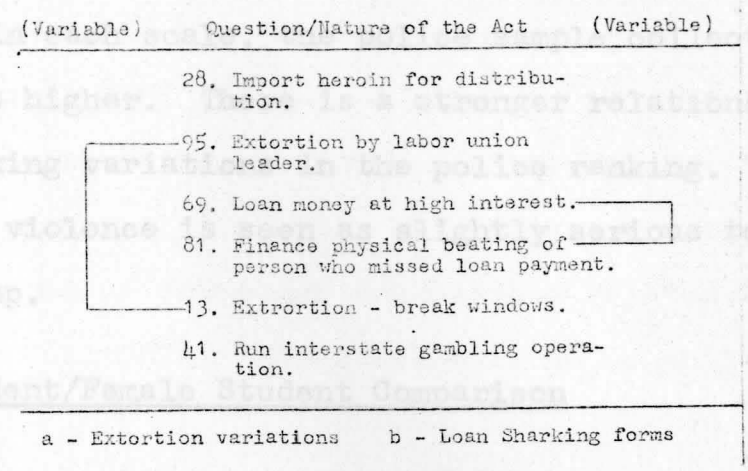

Fig. 43. -- The qualitative assessment of the organized crime scale by the total police sample group.

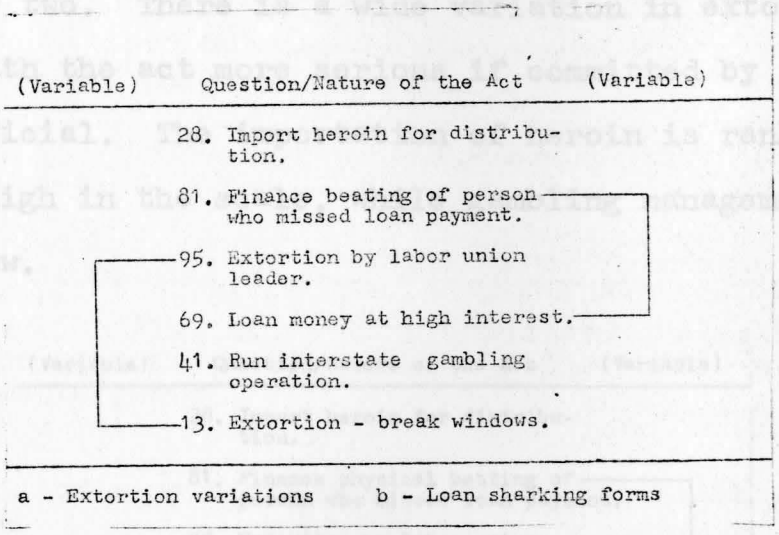

Fig. 44. -- The qualitative assessment of the organized crime range by the total student sample group.

to the position of the extortionist. Loan sharking forms are spaced, according to the use of violence. Importation of heroin is ranked as extremely serious, while interstate gambling ranks low in the order.

In comparison of the lists, several patterns emerge. Although the relationship between the extortion forms are

similar in each scale, the police sample collectively ranks the forms higher. There is a stronger relationship between loansharking variations in the police ranking. The use of force or violence is seen as slightly serious to the student group.

Male Student/Female Student Comparison

Figure 45 presents the list for the male student sample. Loansharking forms are divided along lines of the presence of violence, with only a moderate relationship between the two. There is a wide variation in extortion variations, with the act more serious if committed by a labor union official. The importation of heroin is ranked extremely high in the scale, while gambling management is placed low.

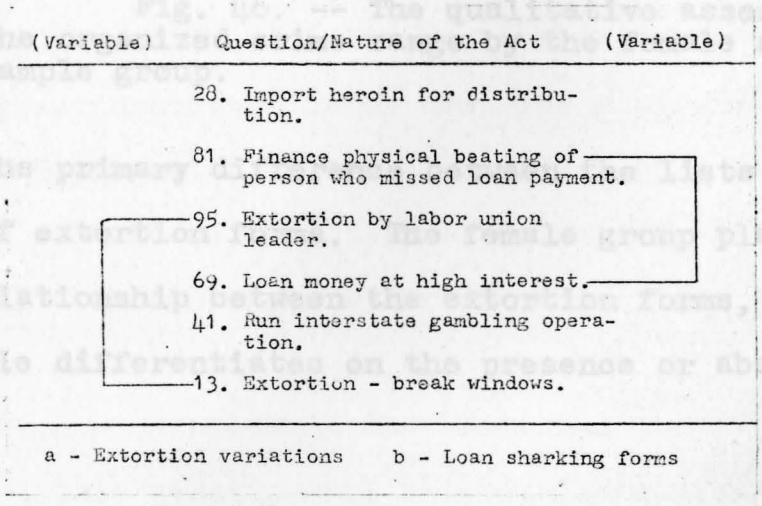

Fig. 45. -- The qualitative assessment of the organized crime range by the male student sample group.

Figure 46 represents the ordering of the acts by the female student sample. A moderate relationship exists between loansharking variations, with violence increasing the seriousness of the act. Both forms rank high in the scale. Forms of extortion are closely related toward the bottom of the scale. Importation is high, while gambling is low.

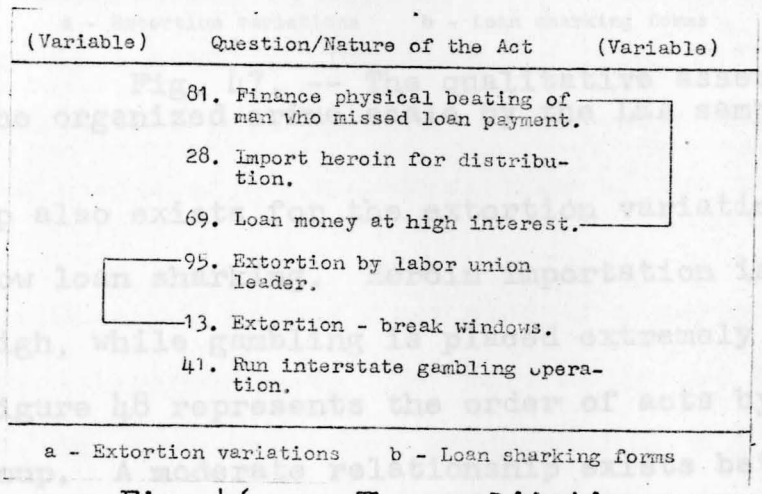

Fig. 46. -- The qualitative assessment of the organized crime range by the female student sample group.

The primary difference between the lists is the ranking of extortion forms. The female group places a closer relationship between the extortion forms, while the male sample differentiates on the presence or absence of violence.

LEA/PST/CORR Comparison

The order for the LEA sample is presented in Figure 47. A strong relationship exists between the loansharking acts, which are placed high in the order. A strong re-

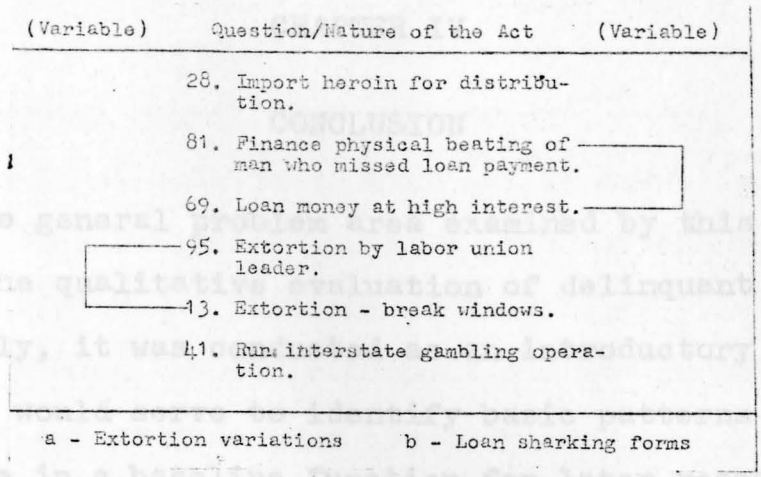

Fig. 47. -- The qualitative assessment of the organized crime scale by the LEA sample group.

lationship also exists for the extortion variations, which place below loan sharking. Heroin importation is ranked extremely high, while gambling is placed extremely low.

Figure 48 represents the order of acts by the PST sample group. A moderate relationship exists between loansharking forms, with violence serving to increase the seriousness. Extortion forms are widely separated upon lines of who commits the act. Extortion by a union leader is viewed as more serious than extortion by an unspecified individual. Heroin importation is rated high, and gambling low on the order.

Figure 49 presents the order for the CORR sample. There is little relationship between loansharking forms, although violence increases the seriousness. Extortion forms also are not closely related. Heroin importation is ranked high, while gambling is ranked low.

Comparison of the lists does not identify any significant differences.

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CHAPTER IV

CONCLUSION

The general problem area examined by this project has been the qualitative evaluation of delinquent activity. Specifically, it was conducted as an introductory level study that would serve to identify basic patterns which could serve in a baseline function for later research. An emphasis was placed upon specific differences which could be linked with specific characteristics of the samples utilized.

The research method consisted of a series of 98 examples of delinquent acts that were evaluated by each sample group. The acts were then arranged into a group listing that presented them in a linear scale ranging from the most serious to the least serious. It was with this format that comparisons were effected between groups.

The statistical analysis of the data produced two general conclusions.

1. For the most part, there were no significant differences between the personal seriousness rating and the social seriousness rating on each question for any of the groups examined.
2. When the full scale of 98 acts were compared for the sample groups involved, the degree of correlation was uniformly high. Full scale correlations were ex-

tremely high in all comparisons. For the most part, subscale comparisons were uniformly high.

From these results, the current study would tend to indicate several significant conclusions.

The first conclusion that can be drawn is that the theoretical separation of law into personal and social definition is unfounded. With the parameters of this study, it would appear that the definition of the law in terms of seriousness can be made on a single plane.

The second conclusion that can be advanced is that there does indeed appear to be a universal concept of categorizing crime in terms of its seriousness. This is demonstrated by the high degrees of correlation existing between the sample rank orders.

The final result of this project is that certain differences can be identified with specific social groups. The concept of identifying differences in the evaluation of the law can serve to specify and quantify differences that may exist when the citizen is unsatisfied with the conduct of the Criminal Justice system.

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APPENDIX A

Appendix A consists of a questionnaire utilized during the course of this examination. A completed form was selected in order to demonstrate the method of completion utilized by the sample members. The form is presented in its complete form to further demonstrate the method of examining social and personal seriousness.

Personal Seriousness Index — Social Seriousness Index

Subject's Control Number: S-10

1. A person beats a victom with his fists. The victom lives, but requires extensive hospitalization..... 1 2 3 4 5 6 (7) 8 9

2. A person attempts to assassinate a President with a high powered rifle..... 1 2 3 4 5 6 (7) 8 9

3. A person robs a victom at gunpoint. The victom struggles and is shot to death..... 1 2 3 4 5 6 7 8 (9)

4. Adoctor files a Medicare bill, claiming that he saw a patient more than he actually did..... 1 2 3 4 (5) 6 7 8 9

5. A person forges another's name to a check and cashes it..... 1 2 3 4 (5) 6 7 8 9

6. A corporation understates its income by claiming depreciation on a patent that does not exist..... 1 2 3 4 (5) 6 7 8 9

7. A person knowingly passes a check that is worthless..... 1 2 3 4 (5) 6 7 8 9

8. A person shoots and disables a Presidential candidate..... 1 2 3 4 5 6 7 (8) 9

9. A person has sexual intercourse with his stepdaughter (she is fifteen)..... 1 2 3 4 5 6 (7) 8 9

10. A prostitute steals $100 from a customer..... 1 2 3 4 (5) 6 7 8 9

11. A person operates an establishment where gambling occurs illegally..... 1 2 (3) 4 5 6 7 8 9

12. A person, armed with a blunt instrument, robs a victom of $1,000. The victom is wounded and requires hospitalization..... 1 2 3 4 5 6 (7) 8 9

13. Aperson threatens to break expensive windows, but settles, instead, for a cash settlement..... 1 2 3 4 (5) 6 7 8 9

14. A persor makes a large, secret political contribution while a large Antitrust suit is being prepared by the government against his company..... 1 2 3 4 (5) 6 7 8 9

15. A person, over 16, has intercourse with a female, under 16, who willingly participates..... (1) 2 3 4 5 6 7 8 9

16. A person stabs a spouse who has been having an affair with another person..... 1 2 (3) 4 5 6 7 8 9

17. A person breaks into a locked car, steals, damages, and abandons it..... 1 2 3 (4) 5 6 7 8 9

18. A person is found carrying a concealed gun for which he has no permit..... 1 2 (3) 4 5 6 7 8 9

19. A woman is arrested for carrying a gun in her purse. She has no permit, but explains that she is ~~afraid~~ required to pass through an area that has a high percentage of assaults..... (1) 2 3 4 5 6 7 8 9

20. Aperson forcibly rapes a womdn. Her neck is broken and she dies..... 1 2 3 4 5 6 7 8 (9)

21. A woman makes sexual advances toward a child. No physical damage is done to the child..... 1 2 3 4 5 6 7 (8) 9

22. A person is a prostitute in a house of prostitution..... (1) 2 3 4 5 6 7 8 9

23. Two males willingly engage in various homosexual activities..... (1) 2 3 4 5 6 7 8 9

24. A person deserts his family..... 1 2 3 (4) 5 6 7 8 9

25. A garage mechanic damages a car further so that he can conduct additional repairs that raise a bill from $25 to $100..... 1 2 3 4 (5) 6 7 8 9

26. A person plants a bomb in an ROTC building on a campus. No one is injured in the explosion..... 1 2 3 4 5 6 7 (8) 9

27. A person obtains customers for a prostitute..... (1) 2 3 4 5 6 7 8 9

28. A person regularly imports heroin in large quantities to sell to distributors..... 1 2 3 4 5 6 7 8 (9)

29. A juvenile runs away from home..... (1) 2 3 4 5 6 7 8 9

30. A person is intoxicated in public..... (1) 2 3 4 5 6 7 8 9

31. A corporation president sets up a dummy company and issues checks for supplies that are never delivered, but then keeps the money..... 1 2 3 4 (5) 6 7 8 9

32. A man makes sexual advances toward a child. No physical damage is done..... 1 2 3 4 5 6 7 (8) 9

33. A person sets fire to a garage..... 1 2 3 4 5 6 (7) 8 9

34. A person causes malnutrition in a child by not feeding him for several days in a row..... 1 2 3 4 5 6 7 8 (9)

35. A person steals, damages, and abandons an unlocked car..... 1 2 3 4 (5) 6 7 8 9

36. A person steals $5 from his employer..... 1 2 3 4 (5) 6 7 8 9

37. A person drags a woman into an alley, tears her clothes, but flees before she is physically harmed or sexually abused..... 1 2 3 4 5 6 (7) 8 9

38. A person sells marijuana..... (1) 2 3 4 5 6 7 8 9

39. A person sells faulty tires by falsely claiming that they are in good condition..... 1 2 3 4 (5) 6 7 8 9

40. A person who owns a "radical newspaper" publishes a list of current undercover narcotics officers in a city..... 1 2 3 4 (5) 6 7 8 9

41. A person runs a gambling operation that extends into several states..... (1) 2 3 4 5 6 7 8 9

42. A prostitute blackmailes a man with information about their affairs..... 1 2 3 4 5 (6) 7 8 9

43. A person runs a house of prostitution..... (1) 2 3 4 5 6 7 8 9

44. A juvenile violates his curfew..... (1) (2) 3 4 5 6 7 8 9

45. A person pays someone else $50,000 to assassinate a senator. The senator is only slightly injured..... 1 2 3 4 5 6 7 8 (9)

46. A person stabs another to death..... 1 2 3 4 5 6 7 8 (9)

47. A person disturbs his neighborhood with loud, noisy behavior..... 1 (2) 3 4 5 6 7 8 9

48. A policeman steals heroin from a police property locker and sells it to a distributor..... 1 2 3 4 5 6 7 8 (9)

49. A person administers heroin to himself..... 1 2 3 (4) 5 6 7 8 9

50. A person smokes marijuana..... (1) 2 3 4 5 6 7 8 9

51. A person takes $1,000 from his employer..... 1 2 3 4 5 (6) 7 8 9

52. A person engages in a dice game in an alley..... (1) 2 3 4 5 6 7 8 9

53. A person plants a bomb in an airport terminal. Twelve persons are seriously injured in the explosion..... 1 2 3 4 5 6 7 8 (9)

34. A person causes malnutrition in a child by not feeding him for several days in a row..... 1 2 3 4 5 6 7 8 (9)

35. A person steals, damages, and abandons an unlocked car..... 1 2 3 (4) 5 6 7 8 9

36. A person steals $5 from his employer..... 1 2 3 4 5 6 7 8 9

37. A person drags a woman into an alley, tears her clothes, but flees before she is physically harmed or sexually abused..... 1 2 3 4 5 6 (7) 8 9

38. A person sells marijuana..... 1 (2) 3 4 5 6 7 8 9

39. A person sells faulty tires by falsely claiming that they are in good condition..... 1 (2) 3 4 5 6 7 8 9

40. A person who owns a "radical newspaper" publishes a list of current undercover narcotics officers in a city..... 1 2 (3) 4 5 6 7 8 9

41. A person runs a gambling operation that extends into several states..... (1) 2 3 4 5 6 7 8 9

42. A prostitute blackmailes a man with information about their affairs..... 1 2 (3) 4 5 6 7 8 9

43. A person runs a house of prostitution..... (1) 2 3 4 5 6 7 8 9

44. A juvenile violates his curfew..... (1) 2 3 4 5 6 7 8 9

45. A person pays someone else $50,000 to assassinate a senator. The senator is only slightly injured..... 1 2 3 4 5 6 7 8 (9)

46. A person stabs another to death..... 1 2 3 4 5 6 7 8 (9)

47. A person disturbs his neighborhood with loud, noisy behavior..... (1) 2 3 4 5 6 7 8 9

48. A policeman steals heroin from a police property locker and sells it to a distributor..... 1 2 3 4 5 6 7 8 (9)

49. A person administers heroin to himself..... (1) 2 3 4 5 6 7 8 9

50. A person smokes marijuana..... (1) 2 3 4 5 6 7 8 9

51. A person takes $1,000 from his employer..... 1 (2) 3 4 5 6 7 8 9

52. A person engages in a dice game in an alley..... (1) 2 3 4 5 6 7 8 9

53. A person plants a bomb in an airport terminal. Twelve persons are seriously injured in the explosion..... 1 2 3 4 5 6 7 8 (9)

54. A person participates in a racial protest march..... (1) 2 3 4 5 6 7 8 9

55. A person knowingly buys stolen property from the person who stole it..... 1 (2) 3 4 5 6 7 8 9

56. A corporation agrees to produce an Air Force fighter for $4.5 million, but later inflates this to $6.1 million..... 1 (2) 3 4 5 6 7 8 9

57. A person illegally possesses a knife..... (1) 2 3 4 5 6 7 8 9

58. A person has no residence and no visible means of support. (1) 2 3 4 5 6 7 8 9

59. A person runs an establishment where illegal sales of alcohol occurs..... (1) 2 3 4 5 6 7 8 9

60. A person fails to pay child support..... 1 (2) 3 4 5 6 7 8 9

61. A person prowls in a backyard of a private residence..... 1 (2) 3 4 5 6 7 8 9

62. A person steals a bicycle that is parked along the street..... (1) 2 3 4 5 6 7 8 9

63. A man beats his wife and children..... 1 2 3 4 5 (6) 7 8 9

64. A corporation agrees to fix prices oil and fuel products 1 2 3 4 (5) 6 7 8 9

65. A married male has intercourse with a female, not his wife..... 1 (2) 3 4 5 6 7 8 9

66. A person fires a gun at a victom, who suffers a major wound, requiring extensive hospitalization..... 1 2 3 4 5 6 7 (8) 9

67. A person picks another's pocket of $100..... 1 2 3 (4) 5 6 7 8 9

68. A person shows pornographic movies to a minor..... 1 2 3 (4) 5 6 7 8 9

69. A person loans money to poor loans risks and charges 120% interest..... 1 2 3 (4) 5 6 7 8 9

70. A person forces a woman to submit to sexual intercourse. No physical injury is inflicted. 1 2 3 4 5 (6) 7 8 9

71. A person, using physical force, robs a victom of $1,000. No significant physical harm is done..... 1 2 3 4 5 (6) 7 8 9

72. A person steals a book worth $5 from a library.. 1 2 (3) 4 5 6 7 8 9

73. A person has a "blackout" and beats a woman. No serious physical damage is done..... 1 (2) 3 4 5 6 7 8 9

74. An unmarried couple has sexual intercourse..... (1) 2 3 4 5 6 7 8 9

75. A person breaks into a residence, forces open a cash box and steals $5..... 1 2 (3) 4 5 6 7 8 9

76. A person makes an obscene phone call..... 1 (2) 3 4 5 6 7 8 9

77. A person stabs a victom with a knife. The victom does not require medical treatment..... 1 2 3 4 5 6 (7) 8 9

78. A policeman breaks into a gas station, while on duty, and steals $5..... 1 2 3 4 5 6 7 8 (9)

79. A corporation agrees to fix prices on cotton cloth.. 1 2 3 4 (5) 6 7 8 9

80. A person breaks into a residence, forces open a cash box, and steals $1,000..... 1 2 3 4 (5) 6 7 8 9

81. A person pays another to break the arm of another man who has missed one payment on an usurous loan..... 1 2 3 4 5 6 (7) 8 9

82. A man shoots another man who had raped his wife. The rapist was not prosecuted because of a legal technicality. The rapist was severely wounded..... 1 (2) 3 4 5 6 7 8 9

83. A person throws rocks through the window of a private residence..... (1) 2 3 4 5 6 7 8 9

84. A man sells heroin..... 1 2 3 4 5 6 7 8 (9)

85. A person has a "blackout" and savagely kills another man..... 1 (2) 3 4 5 6 7 8 9

86. A person robs a victom of $1,000, at gunpoint. The victom is shot to death..... 1 2 3 4 5 6 7 (8) 9

87. A person is a customer in a house where gambling occurs regularly..... (1) 2 3 4 5 6 7 8 9

88. A person performs an illegal abortion..... 1 2 3 4 5 6 7 8 (9)

89. A person operates a motor vehicle while under the influence of alcohol..... (1) 2 3 4 5 6 7 8 9

90. A person destroys a draft card..... (1) 2 3 4 5 6 7 8 9

91. A person who owns a "radical" newspaper exposes seven undercover CIA operatives in foreign countries..... 1 2 3 4 5 (6) 7 8 9

92. A person defaces and breaks public statues causing $1,000 damage..... 1 2 (3) 4 5 6 7 8 9

93. A policeman removes a ring from an accident victom. The ring is worth $100..... 1 2 3 4 5 6 7 8 (9)

94. A person breaks into a department store, forces open a cash box and steals $5.....1 2 3 (4) 5 6 7 8 9

95. A labor union leader threatens to cause a strike at a resort hotel, unless he is paid $5,000/month.....1 2 (3) 4 5 6 7 8 9

96. A person falsely sells bad tires by claiming they are new. A serious accident results and the buyer requires extensive medical treatment.....1 2 3 4 5 6 (7) 8 9

97. A person breaks into a military post and destroys classified documents..... 1 2 3 (4) 5 6 7 8 9

98. An anarchist group shoots a family of a policeman, to make their demands public..... 1 2 3 4 5 6 7 8 (9)

APPENDIX B

Questions: Kelly and Winslow Study

APPENDIX B

Appendix B contains the 60 delinquent acts that were utilized by the 1968 Kelly and Winslow Study and subsequently adapted for inclusion in the current evaluation.

1. A person stabs another person to death.
2. A person forcibly rapes a woman. Her neck is broken and she dies.
3. A person knowingly passes a check that is worthless.
4. A person steals a book worth $5 from a library.
5. A person makes an obscene phone call.
6. A juvenile runs away from home.
7. A person is intoxicated in public.
8. A person robs a victim of $1,000 at gunpoint. The victim is shot to death.
9. A person shows pornographic movies to a juvenile.
10. A person fails to pay child support.
11. A person runs a house of prostitution.
12. An unmarried couple willingly engage in intercourse.
13. A person steals $1,000 from his employer.
14. A person knowingly buys stolen property.
15. A person sets fire to a garage.
16. A person breaks into a locked car, steals, damages and abandons it.
17. A juvenile is picked up for curfew violation.
18. A person smokes marijuana.
19. A person is engaged in a dice game in an alley.
20. A person beats a victim with his fists. The victim lives but requires hospitalization.
21. A person breaks into a residence, forces open a cash box and takes $1,000.
22. A married male has intercourse with a female, not his wife.
23. A person administers heroin to himself.
24. A father beats his wife and children.
25. A person burns his draft card.
26. A person has no residence.
27. A person forces a woman to submit to sexual intercourse. No physical injury is inflicted.
28. A person stabs a victim with a knife.
29. A person steals a bicycle.
30. A person operates a motor vehicle while under the influence of alcohol.
31. A person runs a house where unlawful sales of alcohol occurs.
32. A person steals $5 from his employer.
33. A person, using physical force, robs a victim of $1,000.

34. A person picks an individual's pocket of $100.
35. A person gets customers for a prostitute.
36. A person sells heroin.
37. A person runs a house where gambling occurs illegally.
38. A person defaces and breaks public statues.
39. A person illegally possesses a knife.
40. A person is a prostitute in a house of prostitution.
41. Two males willingly engage in homosexual activity.
42. A person deserts his family.
43. A person disturbs his neighborhood with loud noise.
44. A person signs someone else's name to a check.
45. A person steals, damages and abandons an unlocked car.
46. A person is a guest in a house where gambling occurs regularly.
47. A person sells marijuana.
48. A person, over 16, has willing intercourse with a female, under 16.
49. A person throws rocks through windows.
50. A person robs a victim at gunpoint. The victim struggles and is shot to death.
51. A person drags a woman into an alley, tears her clothes, but flees before any physical damage or sexual assault occurs.
52. A person fires a gun at a victim, who receives a major wound, requiring extensive hospitalization.
53. A person has sexual intercourse with his stepdaughter.
54. A person engages in a racial protest march.
55. A person breaks into a residence, forces open a cash box and steals $5.
56. A person possesses a gun for which he has no permit.
57. A person performs an illegal abortion.
58. A person prowls in a backyard of a private residence.
59. A person, armed with a blunt instrument, robs a victim of $1,000. The victim requires hospitalization.
60. A person breaks into a department store, forces open a cash register and steals $5.

APPENDIX C

Questionnaire Items Developed by the Author

APPENDIX C

Appendix C contains the additional 36 forms of delinquent acts which were developed by the researcher to compensate for those activities that are not covered by the Uniform Crime Reports. Those questions are:

1. A person runs a gambling operation extending into several states.
2. A person imports heroin regularly for sale to distributors.
3. A person loans money to poor loan risks at 120% interest.
4. A person pays another to break the arm of a man who has missed one payment on an usurous loan.
5. A person threatens to cause a strike at a large resort hotel unless he is paid $5,000/month.
6. A person threatens to break expensive windows, but instead settles for a cash payment.
7. A person who owns a large company agrees to produce an air force fighter for 4.5 billion dollars, but later inflates this to 6.1 billion.
8. A person makes a large, covert political contribution while a large antitrust suit is being prepared against his company by the government.
9. A corporation understates its income by claiming depreciation on a nonexistant patent.
10. A corporation president sets up a dummy company and issues checks for supplies that are never delivered, and then keeps the money.
11. A corporation agrees to fix prices on cotton cloth.
12. A corporation agrees to fix prices on oil/fuel products.
13. A policeman breaks into a gas station, while on duty, and steals $5.
14. A policeman removes a ring from an accident victim. The ring is worth $100.
15. A policeman steals heroin from a property locker and sells it to a distributor.
16. A doctor files a medicare bill for 9 visits/month for a patient who actually came only 3 times/month.
17. A garage mechanic damages a car further so that he can conduct additional repairs to raise a $25 bill to $100.
18. A person sells faulty tires by claiming they are in good condition.
19. A person sells faulty tires by claiming they are good. A serious accident results which requires extensive medical treatment.

20. A person who owns a "radical" newspaper exposes 7 undercover CIA operatives in a foreign country.
21. A person who owns a "radical" newspaper publishes a list of undercover narcotics officers in a city.
22. A person breaks into a military post and destroys classified documents.
23. A man plants a bomb in an ROTC building on a campus. No one is injured in the explosion.
24. A person plants a bomb in an airport terminal. Twelve persons are seriously injured.
25. A person attempts to assassinate a president.
26. A person shoots and disables a presidential candidate.
27. A person pays another $50,000 to assassinate a senator. He is only slightly injured in the attempt.
28. A man shoots another man who has raped his wife and been released by the court because of a legal technicality. The man is seriously wounded.
29. A person stabs a spouse who has been having an affair with another person.
30. A person has a "blackout" and savagely kills a man.
31. A person has a "blackout" and beats a woman, causing extensive damage.
32. A prostitute steals $100 from a customer.
33. A prostitute blackmails a man with information about their affair.
34. A person causes malnutrition in a child by not feeding him for several days.
35. A man sexually molests a child. No physical damage results.
36. A woman sexually molests a child. No physical damage results.

APPENDIX D

Comparison of Personal and Social Seriousness Ratings by the Total Student Sample Group (Mann-Whitney U Computations)

APPENDIX D

Question Number	LEA			PST		
	U	z	Sig.	U	z	Sig.
34	823.0	0.22	*	118.0	-4.03	.0002
60	626.5	-1.66	*	342.5	0.08	*
21	611.5	-1.81	*	292.0	-0.84	*
32	682.5	-1.13	*	103.0	-4.30	.0002
9	923.5	1.19	*	462.0	2.26	.024
63	695.0	-1.01	*	394.0	1.02	*
20	791.0	-0.09	*	438.5	1.84	*
70	849.5	0.48	*	313.5	-0.45	*
37	665.5	-1.29	*	335.0	-0.05	*
1	1146.0	3.33	.001	415.0	1.41	*
66	650.0	-1.44	*	427.0	1.62	*
73	529.0	-2.61	.009	160.5	-2.76	.0058
16	713.5	-0.83	*	289.0	-0.90	*
77	767.0	-0.32	*	351.0	0.23	*
71	756.5	-0.42	*	336.5	-0.03	*
12	615.5	-1.78	*	376.5	-0.70	*
46	745.5	-0.52	*	426.5	1.62	*
3	769.0	-0.30	*	441.0	1.89	*
86	785.5	-0.14	*	401.0	1.15	*
53	700.5	-0.96	*	372.5	0.63	*
82	617.0	-1.76	*	295.0	-0.79	*
85	667.0	-1.28	*	232.0	-1.94	*
88	731.0	-0.66	*	354.5	0.30	*
10	736.5	-0.61	*	377.0	0.71	*
42	792.0	-0.08	*	364.0	0.48	*
36	708.5	-0.88	*	324.5	-0.25	*
51	786.0	-0.13	*	379.0	0.75	*
48	702.0	-0.94	*	354.0	0.29	*
93	732.0	-0.65	*	353.5	0.28	*
55	619.0	-1.74	*	403.0	1.19	*
67	737.0	-0.61	*	447.5	2.00	.0456
75	756.5	-0.42	*	416.5	1.43	*
80	721.0	-0.76	*	368.0	0.55	*
78	810.5	0.10	*	322.5	-0.28	*
94	766.0	-0.32	*	360.0	0.40	*
72	773.0	-0.26	*	406.0	1.24	*
22	782.0	-0.17	*	264.0	-1.35	*
43	844.0	0.42	*	311.0	-0.49	*
27	776.5	-0.32	*	370.0	0.59	*
11	754.0	-0.44	*	432.5	1.73	*

	LEA			PST		
52	754.0	-0.44	*	432.5	1.73	*
87	636.5	-1.57	*	312.0	-0.48	*
23	765.5	-0.33	*	189.0	-2.73	.0064
68	609.0	-1.84	*	212.5	-2.30	.0214
76	786.5	-0.13	*	263.0	-1.73	*
15	716.0	-0.80	*	380.0	0.77	*
65	839.0	0.38	*	292.0	-0.84	*
74	715.5	-0.81	*	240.0	-1.79	*
49	1058.0	2.48	.0132	273.5	-1.18	*
50	666.5	-1.28	*	289.0	-0.90	*
84	599.5	-1.92	*	370.0	0.59	*
38	699.0	-0.97	*	283.5	-1.00	*
30	600.0	-1.92	*	168.5	-3.10	.002
89	390.5	-0.47	*	289.0	-0.90	*
59	745.5	-0.52	*	267.0	-1.30	*
61	281.5	-2.17	.030	260.5	-1.42	*
24	529.0	-2.60	.0094	350.0	0.22	*
58	573.0	-2.18	.0292	361.5	0.43	*
29	528.5	-2.61	.009	178.0	-2.93	.0034
44	704.5	-0.92	*	366.5	0.52	*
18	586.0	-2.06	.0394	257.0	-1.48	*
19	611.5	-1.81	*	161.5	-3.23	.0012
57	676.0	-1.19	*	388.0	0.92	*
47	724.5	-0.73	*	213.5	-2.28	.0226
17	709.5	-0.87	*	279.0	-1.08	*
35	621.0	-1.72	*	304.0	-0.62	*
83	672.0	-1.23	*	352.0	0.26	*
92	657.0	-1.38	*	410.0	1.32	*
33	656.0	-1.39	*	284.5	-0.98	*
62	843.5	0.42	*	322.0	-0.29	*
5	664.5	-1.30	*	307.0	-0.57	*
7	703.5	-0.93	*	334.0	-0.07	*
4	587.0	-2.05	.0404	238.5	-1.82	*
6	848.5	0.47	*	388.5	0.92	*
14	577.0	-2.33	.0198	376.5	0.70	*
31	559.0	-2.32	.0204	347.5	0.17	*
64	656.0	-1.38	*	101.0	-4.34	.0002
79	696.0	-1.00	*	105.5	-4.26	.0002
39	648.0	-1.46	*	333.5	-0.08	*
96	847.5	0.46	*	362.5	0.49	*
25	759.0	-0.39	*	335.5	-0.04	*
56	716.0	-0.80	*	209.0	-2.36	.0182
2	682.5	-1.13	*	300.0	-0.69	*
8	522.5	-2.67	.0076	346.0	0.14	*
26	368.0	-4.16	.0002	392.0	0.99	*

	LEA			PST		
54	541.0	-2.49	.0128	141.5	-3.60	.0004
40	695.0	-1.01	*	288.5	-0.90	*
91	707.5	-0.89	*	307.5	-0.57	*
45	666.0	-1.29	*	425.5	1.59	*
98	840.0	0.38	*	338.5	0.00	*
97	708.0	-0.88	*	274.5	-1.16	*
90	786.5	-0.13	*	271.5	-1.22	*
13	704.5	-0.92	*	337.0	-0.02	*
95	784.0	-0.15	*	405.0	1.23	*
28	629.0	-1.65	*	348.5	0.19	*
41	749.5	-0.48	*	461.5	2.26	.0238
69	856.5	0.54	*	244.0	-1.72	*
81	773.5	-0.25	*	387.5	0.90	*

	CORR		
34	395.5	-0.39	*
60	359.5	-0.95	*
21	442.0	0.33	*
32	225.0	-3.04	.0024
9	370.0	-0.78	*
63	487.0	1.03	*
20	491.0	1.09	*
70	390.5	-0.47	*
37	375.5	-0.70	*
1	364.0	-0.88	*
66	414.5	-0.09	*
73	256.5	-2.55	.0108
16	396.5	-0.37	*
77	446.0	0.40	*
71	157.5	-4.09	.0002
12	329.0	-1.42	*
46	434.5	0.22	*
3	456.5	0.56	*
86	450.5	0.47	*
53	395.5	-0.39	*
82	357.5	-0.98	*
85	367.0	-0.83	*
88	498.0	1.21	*
10	422.5	0.30	*
42	447.0	0.41	*
36	397.5	-0.36	*
51	393.0	-0.43	*
48	348.5	-1.12	*
93	456.5	0.56	*

		CORR	
55	457.0	0.57	*
67	502.0	1.26	*
75	534.5	1.77	*
80	431.0	0.16	*
78	457.5	0.58	*
94	400.5	-0.31	*
72	439.0	0.29	*
22	467.0	0.72	*
43	393.0	-0.43	*
27	436.0	0.24	*
11	266.5	-2.39	.0168
52	266.5	-2.39	.0168
87	338.5	-1.28	*
23	378.0	-0.66	*
68	431.5	0.17	*
76	431.0	0.16	*
15	383.0	-0.58	*
65	405.0	-0.24	*
74	337.0	-1.30	*
49	398.5	-1.59	*
50	290.0	-2.03	.0424
84	421.0	0.00	*
38	423.0	0.39	*
30	298.0	-1.90	*
89	390.5	-0.47	*
59	366.5	-0.84	*
61	281.5	-2.17	.030
24	246.0	-2.71	.0068
58	273.0	-2.30	.0214
29	310.0	-1.72	*
44	360.5	-0.94	*
18	356.0	-1.00	*
19	291.0	-2.01	.0444
57	323.0	-1.52	*
47	382.5	-0.59	*
17	295.0	-1.95	*
35	246.5	-2.70	.007
83	338.0	-1.28	*
92	486.0	1.02	*
33	434.0	0.21	*
62	371.5	-0.77	*
5	270.5	-2.33	.0198
7	297.5	-1.91	*
4	298.5	-1.90	*
6	343.5	-1.20	*

		CORR	
14	315.0	-1.64	*
31	447.5	0.42	*
64	371.0	-0.77	*
79	382.5	-0.59	*
39	392.0	-0.44	*
96	435.5	0.23	*
25	342.0	-1.22	*
56	493.5	1.14	*
2	286.5	-2.08	.0376
8	277.0	-2.23	.0258
26	300.0	-1.87	*
54	251.0	-2.64	.0082
40	376.5	-0.68	*
91	376.0	-0.69	*
45	336.5	-1.30	*
98	391.0	-0.46	*
97	384.0	-0.57	*
90	308.0	-1.75	*
13	306.0	-1.78	*
95	463.0	0.66	*
28	422.0	0.02	*
41	370.5	-0.77	*
69	454.5	0.50	*
81	435.0	0.23	*

* - probability extends beyond the .05 level

APPENDIX E

Comparison of Personal and Social Seriousness Ratings by the Total Police Sample Group (Mann-Whitney U Computations)

APPENDIX E

Number	U	U'	Sig.
34	74.0	47.0	*
60	71.5	49.5	*
21	76.0	45.0	*
32	68.0	55.0	*
9	73.5	47.5	*
63	73.0	48.0	*
20	56.0	65.0	*
70	67.0	54.0	*
37	59.0	62.0	*
1	55.0	68.0	*
66	60.5	60.5	*
73	67.5	53.5	*
16	50.5	71.5	*
77	43.5	71.5	*
71	37.5	83.5	*
12	58.5	62.5	*
46	53.0	68.0	*
3	33.0	88.0	*
86	63.5	57.5	*
53	52.0	69.0	*
82	50.5	71.5	*
85	69.0	52.0	*
88	40.0	81.0	*
10	66.5	54.5	*
42	64.5	56.5	*
36	43.0	78.0	*
51	51.5	69.5	*
48	58.5	62.5	*
93	60.0	61.0	*
55	59.0	62.0	*
67	37.0	84.0	*
75	61.0	60.0	*
80	76.5	44.5	*
78	59.5	61.5	*
94	61.0	60.0	*
72	63.5	57.5	*
22	68.0	53.0	*
43	72.0	49.0	*
27	67.0	54.0	*
11	56.0	65.0	*
52	69.5	51.5	*
87	71.5	49.5	*
23	47.5	73.5	*
68	60.0	61.0	*
76	64.0	57.0	*

Number	U	U'	Sig.
15	53.0	68.0	*
65	41.0	80.0	*
74	42.5	78.5	*
49	69.0	52.0	*
50	71.0	50.0	*
84	62.0	59.0	*
38	35.0	86.0	*
30	42.0	79.0	*
89	45.5	75.5	*
59	51.0	70.0	*
61	80.5	40.5	*
24	67.0	54.0	*
58	61.0	60.0	*
29	51.5	69.5	*
44	79.0	42.0	*
18	47.5	73.5	*
19	35.0	86.0	*
57	37.0	84.0	*
47	45.5	75.5	*
17	78.0	43.0	*
35	80.0	41.0	*
83	62.0	59.0	*
92	68.5	52.5	*
33	51.5	69.5	*
62	62.0	59.0	*
5	35.5	85.5	*
7	39.5	81.5	*
4	61.5	59.5	*
6	40.0	81.0	*
14	78.0	43.0	*
31	72.0	49.0	*
64	68.5	52.5	*
79	51.5	69.5	*
39	83.0	38.0	*
96	79.0	42.0	*
25	68.5	52.5	*
56	53.0	68.0	*
2	56.0	65.0	*
8	59.5	61.5	*
26	64.0	57.0	*
9	62.5	58.5	*
40	57.0	64.0	*
91	37.5	83.5	*
45	67.0	54.0	*
98	56.0	65.0	*
97	31.0	90.0	*
90	62.5	58.5	*

Number	U	U'	Sig.
13	60.0	61.0	*
95	57.0	64.0	*
28	68.5	52.5	*
41	32.5	88.5	*
69	62.0	59.0	*
81	61.0	60.0	*

* - Probability extends beyond the .05 level.

APPENDIX F

Comparative Rankings of the Full Scale Range for all Variable Analysis Groups

APPENDIX F

Q	Police	Student					
	Total	Total	Male	Female	LEA	PST	CORR
34	10.0	10.5	11.0	9.0	13.0	6.0	14.0
60	46.5	67.0	71.5	60.0	70.0	69.0	60.0
21	42.0	32.5	43.0	22.0	49.5	33.0	19.0
32	42.0	29.5	33.0	24.0	37.0	31.0	26.0
9	42.0	17.0	28.0	15.5	17.5	24.0	24.0
63	27.0	14.5	17.0	13.0	20.0	15.0	15.0
20	3.5	1.0	3.0	2.0	3.0	2.5	1.0
70	6.5	13.0	12.0	12.0	15.0	16.0	13.0
37	25.5	21.0	21.5	21.0	23.0	33.0	27.0
1	22.0	25.0	30.0	25.0	27.5	34.0	22.0
66	8.5	9.0	9.0	7.0	9.5	13.0	8.0
73	77.0	61.0	59.0	56.0	51.0	79.0	46.0
16	63.5	54.5	69.5	37.0	57.0	67.0	36.0
77	19.5	23.0	27.0	23.5	36.0	18.0	25.0
71	19.5	19.0	21.5	19.0	25.5	22.0	23.0
12	13.5	20.0	21.5	20.0	24.0	23.0	28.0
46	1.0	3.5	4.0	1.0	4.0	1.0	2.0
3	3.5	6.0	6.0	10.0	5.0	6.0	6.0
86	3.5	2.0	2.0	3.0	2.0	2.5	2.0
53	11.5	5.0	5.0	5.0	6.0	5.0	7.0
82	58.0	57.0	71.5	38.0	75.0	43.5	44.5
85	40.0	16.0	18.5	11.0	12.0	32.0	10.0
88	34.0	38.5	35.5	41.0	53.0	29.0	31.0
10	69.0	79.0	80.0	79.0	83.0	76.5	71.5
42	46.5	59.5	48.0	67.0	68.0	53.0	48.5
36	71.0	74.0	73.0	76.0	76.0	81.0	66.0
51	51.0	38.5	32.5	33.5	38.0	38.0	38.5
48	8.5	10.5	10.0	14.0	9.5	9.0	18.0
93	18.0	24.0	20.0	29.0	32.0	17.0	17.0
55	46.5	69.5	66.5	67.5	74.0	64.5	65.0
67	32.5	45.0	42.0	47.0	55.0	37.0	41.5
72	66.5	77.0	68.0	83.0	78.0	75.0	76.0
75	28.5	53.0	53.5	56.0	56.0	47.0	57.0
80	25.5	28.0	29.0	28.0	29.0	26.0	33.0
78	16.5	22.0	18.5	26.0	21.5	19.0	20.0
94	31.0	51.0	46.5	53.0	52.0	40.5	56.0
22	91.5	87.0	89.0	86.0	88.0	91.0	81.5
43	81.0	76.0	76.0	74.5	65.5	79.0	80.0
27	78.0	73.0	77.0	73.0	73.0	68.0	79.0

Q	Total	Total	Male	Female	LEA	PST	CORR
11	65.0	80.0	79.0	81.5	85.5	62.0	81.5
52	95.0	97.0	96.0	97.0	91.0	97.0	96.0
87	91.5	82.0	88.0	74.5	82.0	89.0	68.0
23	93.0	90.0	83.0	95.0	80.0	92.0	93.0
68	83.5	66.0	69.0	59.0	65.5	79.0	50.0
76	88.5	78.0	75.0	78.0	72.0	86.0	77.0
15	87.0	92.0	92.0	93.0	96.0	93.0	86.0
65	88.5	83.0	86.0	81.5	87.0	70.5	85.0
74	98.0	98.0	98.0	98.0	98.0	98.0	98.0
49	32.5	59.5	62.5	48.0	48.0	82.0	47.0
50	75.0	95.0	94.0	96.0	89.0	95.0	97.0
38	47.0	81.0	82.0	80.0	71.0	85.0	83.0
84	28.5	34.0	15.5	62.5	11.0	35.5	71.5
30	96.0	93.0	93.0	92.0	90.0	96.0	91.0
89	72.0	41.0	49.0	36.0	42.0	48.5	38.0
59	86.0	75.0	81.0	70.0	77.0	74.0	69.0
61	76.0	52.0	37.0	65.0	31.0	57.0	71.5
24	61.5	62.0	60.0	54.0	59.0	54.5	58.0
58	94.0	88.0	87.0	90.0	94.0	70.5	87.5
29	82.0	89.0	90.0	88.0	93.0	90.0	92.0
44	90.0	94.0	95.0	91.0	97.0	88.0	94.0
18	73.0	72.0	74.0	69.0	79.0	54.5	67.0
19	80.0	91.0	91.0	87.0	92.0	87.0	87.5
57	79.0	86.0	84.0	85.0	85.5	66.0	89.5
47	85.0	85.0	85.0	84.0	84.0	73.0	89.5
17	46.5	46.5	50.0	44.5	49.5	41.0	48.5
35	58.0	50.0	46.5	49.0	46.0	42.0	59.0
83	58.0	69.5	66.5	67.0	68.0	59.5	74.5
92	46.5	27.0	39.0	46.0	47.0	92.0	43.0
33	54.0	43.0	55.0	35.0	19.0	52.0	44.5
62	74.0	65.0	65.0	62.5	61.5	59.5	64.0
5	66.5	64.0	58.0	72.0	60.0	61.0	71.5
7	69.0	71.0	61.0	77.0	64.0	63.0	78.0
13	51.0	56.0	56.0	56.0	61.5	45.5	53.0
95	24.0	27.0	23.5	32.0	35.0	27.5	29.0
28	3.5	12.0	12.0	17.0	14.0	14.0	16.0
41	60.0	54.5	51.0	61.0	63.0	43.5	52.0
69	38.0	31.0	35.5	27.0	33.5	35.5	32.0
81	38.0	14.5	13.0	15.5	16.0	21.0	11.5
4	61.5	68.0	64.0	71.0	68.0	76.5	61.0
6	54.0	49.0	53.5	44.5	44.0	51.0	4.5
14	51.0	35.5	44.0	64.0	44.0	39.0	74.5
31	56.0	37.0	41.0	42.0	39.0	48.5	30.0
79	38.0	40.0	45.0	33.5	30.0	64.5	34.5
64	35.0	48.0	40.0	50.0	33.5	83.0	34.5

Q	Total	Total	Male	Female	LEA	PST	CORR
39	36.0	63.0	62.5	51.5	58.0	57.0	62.0
96	30.0	18.0	25.5	18.0	25.5	20.0	21.0
25	63.5	44.0	52.0	39.0	40.5	57.0	37.5
56	69.0	58.0	57.0	58.0	44.0	72.0	55.0
2	15.0	7.0	7.5	6.0	7.0	10.0	9.0
8	13.5	35.5	33.0	40.0	54.0	8.0	51.0
26	16.5	29.5	14.0	43.0	17.5	12.0	63.0
54	97.0	96.0	97.0	94.0	95.0	94.0	95.0
40	22.0	46.5	38.5	51.5	40.5	45.5	54.0
91	22.0	26.0	25.5	30.0	21.5	27.5	29.0
45	11.5	8.0	7.5	8.0	8.0	7.0	11.5
98	6.5	3.5	1.0	4.0	1.0	4.0	4.5
97	54.0	32.5	31.0	32.0	27.5	30.0	41.5
90	83.5	84.0	78.0	89.0	81.0	84.0	84.0
	N=11	N=95	N=50	N=45	N=40	N=26	N=29