A Comparative Study of the Educational and Occupational Aspirations of Delinquents and Non-Delinquents

Martin A. Molnar
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A COMPARATIVE STUDY OF THE EDUCATIONAL
AND OCCUPATIONAL ASPIRATIONS OF
DELINQUENTS AND NON-DELINQUENTS

by

Martin A. Molnar

A Thesis Submitted to the Faculty of the Graduate School
of Loyola University in Partial Fulfillment
of the Requirements for the Degree of
Master of Arts

February
1968
Dedicated
to the
CULTURAL PROGRESS AND ENLIGHTENMENT
of our
YOUTH
built on the
IDEALS OF SOCIAL JUSTICE,
guided by the
HIGHEST ETHICAL STANDARD,
and by an
OBJECTIVE SEARCH FOR MEANS
TO THAT END
PREFACE

This comparative work on the educational and occupational aspiration of delinquent and non-delinquent adolescents is based on the generous cooperation of thirty-two youth organizations, institutions, settlement houses, as well as parish and public high schools located in the Metropolitan Area of Chicago and in other cities or communities of the State of Illinois. Among the various motivational factors in undertaking this study were the investigator's concern with the grievous social problems of this age and his interest in empirical research.

An investigation of this nature could not have been conducted without the assistance of a number of individuals. The author wishes to acknowledge with gratitude his indebtedness to several persons whose cooperation and help were essential to the success of this research. Specifically, the author wishes to thank his advisor, Dr. Gordon C. Zahn, Professor of Sociology, for guidance in the choice of this subject, for his patience and time, and for his criticisms and efforts exerted for the methodological elaboration of this complex and extent research over a long period of years. A special debt is owed to Dr. Marcel A. Fredericks, Associate Professor of Sociology, for his warm interest in preparing this study, for his valuable suggestions, and for his repeatedly manifested goodwill in providing
directions. A word of particular appreciation is due to Dr. Paul Mundy, Chairman of the Sociology Department, for many of the ideas incorporated in this work.

Sincere thanks and appreciation are expressed to Mr. John A. Troike, Chairman of the Youth Commission of the State of Illinois, for his permission to conduct research in an institution under his authority. The special cooperation and support of Mr. C. William Ruddell, Superintendent of the Illinois State Training School for Boys, St. Charles, and without any exception, the collaboration of the administrative personnel of the Training School was very important.

The investigator owes a debt of gratitude to all other organizations which have not specifically been mentioned for their precious and generous cooperation. Thanks are offered to Miss Chris Saletta, Librarian at Loyola University, for permitting an extensive use of the Lewis Towers Library. Appreciation is expressed to Miss Patricia Furgat for her work in typing the thesis. Nevertheless, the author alone is responsible for the content of this study, and for whatever errors of fact or interpretation it may contain.
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CHAPTER I

INTRODUCTION

The widespread human quest for economic progress and security, joined by a desire for new experience, social recognition, and response seem to be the forces behind the educational and occupational aspirations of every individual. This basic wish to move, it is commonly believed, is the dynamic factor which creates a chain-reaction for advancement in the process of social mobility.

But the genesis and process of mobility and stratification do not take place in a social vacuum. Complex and modern societies are composed of several identifiable groups and subcultures which represent further diversifications and subsystems in the hierarchy of social stratification. Thus, the existence of such an influential and pervasive social unity as the youth society—which is not even fully integrated in the larger society—only complicates the already perplexed social structure. Within the value system of youth, the standard of judging social status and many other aspects of the social milieu will encounter some additional diffraction or even displacement. Add to this complexity the phenomenon of juvenile delinquency, and a
comparative understanding of the ambitions of delinquents and of non-delinquents becomes a challenging task indeed.

The social reality and etiology of delinquency cannot be explained by a "single cause." Maladjustments or deviant behavior arises out of a large matrix of environmental and personal factors. Because of the increasing concern with the continuing rise in juvenile delinquency and a desire for theoretical clarification, an inquiry into the relationship between these variables and delinquency or non-delinquency becomes almost imperative. Among these variables, a systematic examination of the educational and occupational aspirations of delinquents and non-delinquents may well be in order. Even a minor increment in our knowledge about the problem of differential aspirations of delinquents and non-delinquents will be helpful. The present research is an effort to achieving that end.

**Statement of the Problem and Hypotheses**

For at least the past two decades, students of both psychology and sociology who focused on the study of aspirations have encountered controversies over the nature of and approach to this subject; the dissension has largely remained unsettled up to the present time. The theoretical vacuum created by this disagreement and the pragmatical reason mentioned previously necessitate an empirical inquiry into the problem.
The Problem and Purpose

The basic purpose of this study is to examine and compare the level of educational and occupational aspirations of a sample of institutionalized delinquents and a second sample of matched "non-delinquent" boys, and by matching them as closely as possible, to determine whether they will significantly differ from each other, as well as to evaluate the manner in which they differ. This study will focus on and examine the controversial findings of more frequent and different theories, and will attempt to fill in certain gaps by advancing thus far untested hypotheses concerning the differential aspirations of institutionalized delinquents and of non-delinquent boys.

1Under "non-delinquent" it is not meant that these matched groups of adolescents never had committed any deviant act. First, it was considered that they were reported by the cooperating agencies or youth organizations as "non-institutionalized" individuals or boys who were never known as having any serious "trouble." Secondly, of the 212 so-called "non-delinquents," the questionnaires of those individuals who reported "trouble with the police or law" or retention in institution, such cases were automatically removed from the rest of the matching process. (Cf., code number items 125-128 of the attached sample of questionnaire in Appendix IV). Professor Martin H. Neumeyer takes important notice of the difficulties involved in determining who actually is a delinquent in his Juvenile Delinquency in Modern Society (2nd ed.; New York: D. Van Nostrand Co., 1955), pp. 20-29. He maintains that, "There is no agreement as to the exact meaning and nature of juvenile delinquency....It is a matter of degree....The extreme cases merge into the borderline ones, and the borderline cases into the non-delinquent, with no sudden transition." Supra, chap. 1, pp. 26, 28.
Hypotheses

Five general hypotheses regarding variation in the level of educational and occupational aspirations of seventeen year old institutionalized delinquents and of another group of matched non-delinquent\(^1\) boys are central to this study. These, stated here in general form, are presented in a more specific form in the chapter devoted to the analysis of the findings.

The following five hypotheses proposed for testing are:

1. Both delinquents and non-delinquents aspire to and anticipate higher occupations than the one held by their fathers or breadwinners.

2. There is a more frequent and greater discrepancy among delinquents than among non-delinquents concerning their occupational aspirations and anticipations.\(^2\)

3. It is hypothesized that, in general, educational aspirations will be related more closely to occupational anticipations than to occupational aspirations and this will be especially true for the lower class respondents. This means, therefore, that comparisons between occupational anticipations and aspirations will form the following pattern: (a) where both occupational aspirations and anticipations are low, educational aspiration will be low, regardless of differences of class, race, or delinquency record; (b) where both occupational aspirations and anticipations are high, there will be high educational aspiration, but middle class white and non-delinquent respondents will be higher than others; and (c) there will be a moderate inverse relation between occupational discrepancy and educational aspiration, i.e., when occupational discrepancies increase, educational aspirations will decrease, or conversely, when educational aspirations increase, occupational discrepancies decrease.

\(^1\)Cf., footnote 1 on page 3 about the term "non-delinquent."

\(^2\)For the meaning of terms, see section entitled "Glossary of Terms" in Appendix I.
4. The educational aspiration of delinquents is lower than that of non-delinquents if their class level is held constant.

5. The occupational anticipation and aspiration level of boys of different races are not significantly different if the level of social class and delinquency is held constant.

In addition, due effort will be made in comparing the sets of data obtained from the questionnaires of the two samples wherever it seems appropriate to do so.

Limitation of Scope

The design of this study was to select and match an equal number of delinquents and matched non-delinquents for the investigation of their differential levels in educational and occupational aspirations and anticipations. Together with this preceeding statement, the limitation of scope of this research may be outlined as follows:

1. Originally, this study was limited to 72 legally adjudicated and institutionalized delinquents and to a matched group of 72 "non-delinquent" boys. This basic figure of 72 delinquents was derived from the totally available questionnaires submitted by 80 individuals and considered as valid or suitable.

1For a full discussion of design, see the chapter dealing with procedure and methodology.

2From time to time the term "non-delinquent" will be shown in quotation marks to re-emphasize this term is not used with the ethical connotation of "non-sinner." Of course, it would be extremely cumbersome to place this term always between quotation marks and to annex the adjective "matched" whenever it is mentioned. However, if the context of our presentation would require any clarification, the usage of quotation marks for this term appears to be warranted.
i.e., the entire 17-year old population of the "Illinois Training School for Boys," dating back to September, 1964. However, negative occupational discrepancy cases, i.e., individuals reporting lower occupational aspiration than anticipation, were omitted from the subsequent detailed analysis, first because of their low number, and secondly, because of a serious concern about the additional extension of this complex research. Thus, the findings are limited to 61 delinquents and 70 matched "non-delinquents."

2. There were four social factors on which the two types of respondents were matched: (a) age, i.e., investigation was limited to 17-year old individuals; (b) sex, i.e., only boys were studied; (c) race, i.e., an effort was made to provide an equal representation of each race by selecting as many white and Negro controls as the corresponding number of white and Negro delinquents; and (d) social class, i.e., within each race and geographical area in terms of central city of Chicago and communities outside of Chicago.¹

¹It is worthwhile to note that some additional efforts were exerted to enhance the homogeneity of the two different groups compared by holding also the religious factor constant for both the delinquents and their matched non-delinquents within each race and social class separately for both the respondents from the central city of Chicago and from the outside communities. Since the religious factor does not bear either upon our hypotheses or findings it was omitted from analysis. To this it may be added that the geographical matching of delinquents and non-delinquents according to the nearest street was possible only for respondents from the central city of Chicago; although further attempt was made to select adolescents used as controls from socio-economically as congruent communities as
3. The cross-racial situation arising from the fact that the writer is a Caucasian\(^1\) and approximately one-third of respondents were Negroes is not considered to be a serious limitation of this study. The researcher is satisfied that adequate rapport was achieved with both the white and Negro respondents; furthermore, dubious questionnaires have been removed from the final sample as invalid.\(^2\) On the whole, it was felt that the data secured constitute a satisfactory reflection of the aspirations and anticipations of all respondents considered in this research.

4. Not all items on the questionnaire were directly utilized in this study. Certain items served only to gain some additional insights.

Survey of Literature and Research

The organization of this section is divided into three general areas: (1) Review of Literature on Level of Aspirations—psychological, social psychological, and sociological; possible to match those of delinquents', the completely close geographical matching of these outside communities was not possible to this researcher.

\(^1\) The writer is an immigrant of Middle-European origin and a naturalized U. S. citizen with a trace of foreign accent in his speech.

\(^2\) For a more detailed report on this aspect, see Chapter III dealing with procedures.
(2) Juvenile Delinquency and Aspirations; (3) Other correlated Studies of Aspirations. The first one, especially the psychological aspects, will be given schematically in the next two subsections by a few representative samples—as far as possible in chronological order.¹

Aspirational Studies Based on Psychological and Social Psychological Approaches

Psychological Studies

Beginning with Hoppe's initial works, a series of fruitful empirical studies have been devoted to the area of aspirations. Hoppe found that individuals tend to raise or lower future goals depending on their success or failure experiences on previous goals.² Frank³ was the first researcher who focused on the concept of goal-discrepancy which he based on the difference between the median performance score and the subject's average estimate of his next goals, rather than the difference between


²In this research, those works which apply laboratory methods and which involve groups and were not published in psychological journals but rather in either social psychological or sociological sources were considered as "social psychological studies."

each goal and each preceding performance score; he also presented a detailed survey of this literature.

Somewhat contrary to Hoppe's findings, Wright\(^1\) indicated that barriers tend to enhance personal positive valences (i.e., attractions) even when equivalent goals with less barriers are available. If Hoppe's and Wright's findings are applied to the field of educational or occupational aspirations, then one may hypothesize that persons exposed to frustrations either because of their racial or deprived social class background will lower their aspirations or anticipations to avoid any future frustration (according to Hoppe), and raise them in the face of mounting barriers (according to Wright). Because of the mutual relatedness of barriers and of success or failure, Hoppe's and Wright's studies appear contradictory.

Klugman\(^2\) produced evidence which indicates that the person who fails habitually has a lower discrepancy score, i.e., a smaller difference between aspiration and anticipation, than the one who usually succeeds.

Briefly, the relation of frustration, success, and barriers to the level of aspiration and expectation in general, and


to the level of educational and occupational aspiration in special seems to be somewhat unsettled or even contradictory in the psychological literature. The contribution made by social psychological and sociological scientists can only add to its clarification.

Social Psychological Studies

Sears\(^1\) examined previous failure and success affected subjects in regard to academic achievement. He found that the failure sample showed larger discrepancy and wider variability of the discrepancy scores than the success group. Gruen\(^2\) investigated the relationship between the discrepancy score and personality adjustment and found that the well adjusted group achieved significantly higher discrepancy scores than the maladjusted on an aspiration task. Only in the maladjusted sample did any negative discrepancy score occur signifying a fear of failure and self-deprecation, as well as insecurity.

Levin\(^3\) suggests that both the lower and upper class individuals tend to preserve their possessed status-quo. Persons at


\(^2\)Elizabeth W. Gruen, "Level of Aspiration in Relation to Personality Factors in Adolescence," Child Developm., XVI (1945), 181-188.

upper class levels may not feel a need for higher aspirations because of lack of anxiety concerning their status position, whereas lower class individuals may indicate low aspiration because of lack of opportunity. Lewin et al. report closely related findings and suggest that past experiences of success result in raised aspirations, while past failure tends to lower it. They also found that when a fictitious standard of achievement is related to a group of superior standing as compared to the position of an "out-group" individual, the latter reduces his estimate of his own future performance.

Rosen cites data which tend to indicate that the results of psychological studies may be helpful in formulating hypotheses to be tested on sociological frames of reference. He hypothesized that social classes possess two achievement oriented components: (1) achievement motivation which provides an internal drive to excel and it is considered as a personality related psychological factor; (2) value orientations which implement and define achievement motivated behavior and should be considered as a cultural factor. He reports that middle-class persons tend to have higher achievement motivation, achievement oriented values,

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and higher levels of educational aspiration than lower class individuals. The achievement motivation score seemed to be related to scholastic achievement.

On the other hand, there were a great number of social psychological works which indicate that lower status individuals have relatively high goal strivings in experimental situations, but they reduce their goals when faced with the perspective of failure. However, paradoxically deviant cases occur too: Moulton\(^1\) reports that in his experiment, individuals high in fear of failure and low in need for achievement reacted in an atypical way to failure and success experiences, i.e., they raised their level of aspiration following failure and lowered it after success.

Child and Whitting\(^2\) report that failure experience leads to low aspiration and that shift in the aspiration is a function of changes in the individual's confidence in his ability to attain his goals. Similar to this, Yacorzinski found that the individual with higher confidence in himself sets a higher level-of-aspiration (goal) than one with less confidence. They indicated that lower self-confidence (or self-esteem) tended to be

\(^1\)Robert W. Moulton, "Effects of Success and Failure on Level of Aspiration as Related to Achievement Motives," J. of Personality and Social Psychology, I, No. 5 (1965), 399-406.

associated with lower goals and smaller goal discrepancy scores. From the point of view of this research, the importance of the relation of either self-confidence or self-esteem to the level of occupational and educational aspiration is that the refined sociological studies of occupational aspiration apply these concepts to explain both the level of discrepancy and its related concept of "downward scaling" (or downward revision) of one's desired occupational aspiration.¹

Aspirational Studies Based on Sociological Approach

Class-Determined Views

Empirical data reported by Hollingshead,² Hyman,³ Kahl,⁴ Knupfer,⁵ and Sewell, Haller, and Strauss⁶ cite evidence to


indicate that aspiration levels are not as high among lower classes as among middle or upper classes. Hollingshead, Hyman, and Knupfer also indicate that lower class youngsters tend to scale down their aspirations to a significantly greater degree than middle or upper class boys. Hollingshead concludes that they adjust their occupational desires to their level of achievement, perhaps because they have not internalized the goal of educational and occupational success and, as all the mentioned authors tend to explain, because in response to economic, security, and especially to reality considerations. Among the factors accounting for lower class boys, Hyman suggests that it is a "system of beliefs and values within the lower class which ... reduces the very voluntary actions which would ameliorate their low position." He also indicates that contact of lower and upper classes may result in deviations: (1) there will be "individuals in the upper classes who do not show the modal tendency of their


1Hollingshead, op. cit., p. 285.

2Hyman, op. cit., pp. 441-42.
group;' and (2) some lower class persons will adopt upper class values because the "reference group of the individual affects his value system."

Recent Ph. D. dissertations found similar results. Lowe\(^1\) reports that:

The proportion of high school seniors aspiring to attend college increases as the socio-economic status of their parents goes up ... Students at the lowest occupational level did not school very much and did not desire and expect to attend college in large numbers.

Waldo\(^2\) cites evidence that the social class position of boys is positively associated with boys' "educational goals, motivation to go to college, level of aspiration for higher education." He also found that the education and occupational rank of the family head was positively associated with boys' level of aspiration "independently of the social class composition of schools" they have attended.

A common element of these traditional interpretations of occupational ambitions is the class-determined conception of the role of social class level of an individual which, in terms of

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their emphasis, almost invariably structures and directs the orientation level of occupational or educational aspirations of a social class member.

Egalitarian and Contrary Views

Gould hypothesizes that one's future oriented concept is an expression of one's status in the present. "The more unsatisfactory the present is conceived to be, the more urgent the desire (need) to depart from it in the future;" therefore, she concludes that the lower class person is filled with a "deep all-pervading" need to leave the present which the upper or middle class does not have or have only to a lesser degree. Her discussion, however, is somewhat inconclusive because she hints that under reality considerations the very lower class individual may have to reduce his aspirations. Although she found that among college students the lower economic group had higher task achievement scores in an experimental situation than did the higher class, she adds that the lower middle class tends to show the greatest tensions and goal strivings in both the test situations and the real life aspirations. Speaking of the relation of the level of aspiration to the size of discrepancy,

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Ibid., p. 469.
she contends that satisfaction with the present, (e.g., the case of higher class individuals) will lead to low discrepancy scores; and dissatisfaction will produce high discrepancy scores.

Merton theorizes that:

...contemporary American culture continues to be characterized by a heavy emphasis on wealth as a basic symbol of success ... the same body of success symbols is held to apply for all. Goals are held to transcend class lines, not to be bound by them, yet the actual social organization is such that there exist class differentials in accessibility of the goals.

From this assumption a logically inferred hypothesis is that high aspirations for achieving success-goals are held by all individuals in all social classes and races. His theories and the hypotheses based upon were challenged and tested by many as it was indicated previously. Additional reports in the next section will demonstrate the limitations of his theory.

Holloway investigated the plans and aspirations of 313 white and Negro pupils of Grades 6, 7, and 8. Contrary to anticipations, there was no consistent tendency for level of educational aspiration to be associated with social class, nor were the plans of the white middle class boys more nearly equal to

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their aspirations than the plans of other groups. Furthermore, the educational aspirations of both races were approximately equivalent when social class was held constant.

Refined Views

Centers and Cantril\(^1\) report that the "poor" do not aspire to achieve the same dollar income level as the wealthier; however, in a relative sense, the wealthier do not seek as great an increase over their present earnings as do the poor.

Empey\(^2\) makes a distinction between absolute and relative occupational aspirations. As applied in this study, absolute occupational aspiration corresponds to the distance (in scores) between the stated occupational aspiration of respondents of two different social classes; and relative occupational aspiration expresses the distance (in scores) between stated occupational aspiration of a respondent and the occupational status of the family head. In his article, Empey submits the following report concerning the relation between the absolute and relative occupational aspirations of high and lower class:

...the absolute occupational status aspirations of male ... middle and upper class are significantly higher than those of ... lower classes

...the relative occupational status aspirations of lower class indicate that they prefer and anticipate having significantly higher occupational statuses than their fathers.

\(^1\)Richard Centers and Hadley Cantril, "Income Satisfaction and Income Aspiration," J. of Abnormal and Soc. Psych., XLII (1946), 64-69.

\(^2\)Empey, op. cit., pp. 708-709.
His findings do not support Hollingshead's hypothesis that lower class boys have limited their aspirations to the class horizon.

Stephenson¹, contrary to Empey, reports that aspirations are similar for all classes and only anticipations differ according to social strata:

...youths hold a relatively common perception in the aspiration dimension of mobility orientation, but ... the expectation dimension is more sharply differentiated by their general position in the social system.

Caro² presented evidence that perception of limited access to high prestige adult occupations is responsible for the "artificial lowering of aspirations" by lower class youth in order to "balance realistic expectations." He argues that an individual who perceives barriers or limited access to prestige or high status occupations will scale down his occupational or educational ambition in order to reduce the discrepancy between his idealistic aspirations and his realistic chances for occupations which he can anticipate.

Studies on Juvenile Delinquency and Aspirations

Juvenile Delinquency

Most of the theoretical and research studies on juvenile delinquency have almost invariably reported that there is a


²Caro, "Aspirations and Expectations...," op. cit., p. 473.
strong relationship between deprived ecological, socio-economic, and racial background, on the one hand, and the level of delinquency on the other hand. Several independent treatises, however, caution against the pitfalls of preconceived interpretations, or indicate that delinquency is evenly spread throughout the social structure.

Shaw et al. contend that there are several ecological factors which "may serve as community indexes to be correlated with the rate of delinquency." Significant correlations were found between the ratio of delinquency and the rate of the following community related factors: the rate of school truancy; delinquents and criminals in some ecological areas; the inverse radial distance from the center of the city; the ratio of physical deterioration and declining population; the ratio of chronological persistency of delinquency in certain areas; and the ratio of recidivism in certain areas.

Kvaraceus, together with many others, found that delinquency was disproportionately high in the lower social strata.


A similar research by Nye et al. reports that a significantly higher percentage (50%) of the training school students came from the lowest stratum as compared to the lower percent (18%) of the most delinquent non-institutionalized high school students with low class backgrounds.\(^1\) His finding which contends that there is no significant relationship between social class and delinquency among the non-institutionalized high school students raises questions concerning the validity of Merton's theory\(^2\) which contends that delinquency is most prevalent in the lower socio-economic strata due to their marginal status imposed upon them by the social order:

> Of those located on the lower reaches of the social structure, the culture makes incompatible demands ... they are asked to orient ... toward the prospect of large wealth ... and on the other, they are largely denied effective opportunities to do so institutionally. The consequence of this structural inconsistency is a high rate of deviant behavior.

The ratio of delinquency among whites and non-whites is a subject of controversy. Many studies like those of Frazier,\(^3\)

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Lander,¹ and Segal² report that the delinquency rate of Negroes is higher than those for whites. Others like Neumeyer³ and Cohen⁴ seem to cast doubt on this. In general, it may be concluded from the literature on delinquency that findings for Negroes tend to corroborate Merton's hypotheses that disadvantaged groups are more subject to delinquent behavior than more privileged groups—with the exception of Orientals who show even lower delinquency than whites.

Aspiration of Delinquents

Epps,⁵ in his investigation of Merton's theory of delinquent behavior, found that (1) the majority of 351 junior high school students from all social class levels and racial groups reported high educational and occupational aspirations; (2) both aspirations of higher class students were higher than those of lower class; (3) both aspirations of Negroes were significantly


lower than those of whites; (4) students with high educational aspirations were significantly less involved in delinquent behavior than those with low educational aspirations; and that (5) "Negroes were more involved in delinquent behavior than whites..." but they were "not significantly more delinquent than whites." It should be noted that no attempt was made to distinguish between the occupational aspirations and anticipations of respondents. This raises certain questions about the unequivocal and uniform interpretation of the item concerning occupational ambitions by all respondents. In applying his results, this must be kept in mind.

Selden\(^1\) reported that in comparison with the non-delinquents, the delinquents tended to (1) set lower average goals, exhibit lower performance, maintain a smaller discrepancy score, have a greater need to avoid failure in a level of aspiration situation; (2) have a lower ideal-self and evaluate others as about equal to their self-evaluation; and (3) show less flexibility in shifting goals than non-delinquents. It should be noted, again, that these findings were based on Cassel's test, which is administered in a laboratory type task situation implying motor skill coordination. Selden himself mentions

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"the biting criticism" by which Cassel's test was reviewed, and with which he would concur. Most of these criticisms referred to its validity and poor organization. Furthermore, no formal measurement of social class background was involved.

Kahn reports that delinquents establish a higher initial aspiration than non-delinquents; furthermore, character disorder delinquents establish higher aspirations than neurotic delinquents, and they also tend to modify their aspirations significantly less than the neurotic delinquents and the non-delinquents.

Pine reports that there is no significant relationship between (1) an individual's "educational-vocational aspirations" and the distribution and form of delinquency behavior; and (2) the distribution and form of delinquency among various social classes. Respondents, i.e., pupils in Grades 9 through 12, characterized by upward mobility were less involved in the 15 delinquency variables listed in his work, than the students in

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1 Ibid., p. 101.


the downwardly mobile and stable categories. Those with stable mobility positions were more involved in family violations than the respondents in the other 2 groups. In this study, it should be noted that the subjects investigated came from a rather mixed age group of adolescents "selected without known delinquency histories."¹ Thus, no institutionalized delinquents are involved.

Rivera² finds that both delinquents and non-delinquents of the white and Negro sample demonstrate high mobility orientation among adolescents. He indicates that (1) occupational aspirations are relatively strongly influenced by social status; (2) absolute occupational expectations tend to conform to actual social class origins; (3) relative occupational expectations show that all adolescents aspire to and expect to attain occupations well above that of the family head; this is more frequent among Negroes than whites; and that (4) significant goal discrepancies "do exist, especially among lower-class..."³ The investigation was based on non-institutionalized adolescents of high-delinquency areas. Social stratification is reported only for non-delinquents and is compared against the unstratified white and Negro "gangs" of his research.

¹Ibid., p. 179.
³Ibid., p. 25.
Other Correlates of Aspiration

Many of the studies examined have shown that individuals with integrated personality, previous success, higher self-esteem and confidence, more security and feelings of adequacy, and alike tend to set higher goals and show more flexibility in shifting their ambitions than persons with the opposite background.¹

Anomie studies are based on Merton's theory of anomie which suggests that anomie is maximized in those groups where aspirations are high and life-chances for success are low.² To some extent, Rhodes' findings seem to corroborate this theory: "in both directions (i.e., anomia is also high where status ... is high and aspiration is low)."³ MacDougall suggests that delinquents are not anomic within themselves but only "in relationship to the larger society."⁴

Residentially or community related studies invariably show that significant rural-urban differences exist in both educational and occupational aspirations. White adolescents from

¹Cf., Selden, op. cit., pp. 89-90.
²Merton, op. cit., Chapter 4.
urban communities demonstrate higher aspirations than those from rural areas. Among Negro males or females, there were no significant urban-rural differences in the aspirations of either. Rivera finds that the influence of the neighborhood or local community on adolescents can be seriously undermined if the boy excels academically, if he shows mobility aspirations and, in general, if the lower class boy manifests incongruence between his personal values and those prevalent in his residential milieu. It is commonly agreed that such individuals reflect lower delinquency than the academically unsuccessful boys. Many studies such as that of Warwick argue that close group cohesiveness may hinder high academic pursuits and aspirations.

Normative-environmental factors are frequently studied. Parents especially are reported to make attempts for realizing

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2Rivera, op. cit., pp. 50-55.

3Charles E. Warwick, "Relationship of Scholastic Aspiration and Group Cohesiveness to the Academic Achievement of Male Freshmen at Cornell University," Human Relations, XVII (May, 1964), 155-67.
their aspirations through their children according to Chinoy and Krauss.\(^1\) Selection of role models from the pool of either locally available adults, or other successful adults, and from the college experienced parents, as well as siblings, were reported by Rivera,\(^2\) Turner,\(^3\) and Krauss\(^4\) respectively.

Race oriented studies overwhelmingly reject the contention that Negroes have lower aspirations than whites. Gist and Bennett found no difference between the educational and occupational aspirations and anticipations of Negroes and whites;\(^5\) Boyd,\(^6\) Antonovsky,\(^7\) and Zavalloni\(^8\) observed them to be higher than those

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\(^2\) Rivera, op. cit., p. 51.


\(^4\) Krauss, op. cit.


of whites. However, both Antonovsky and Zavalloni indicate that Negro adolescents manifest large components of unrealism and fantasy-goals regarding ambitions.

Value related studies center around the argument whether the society is based on a common or class-differentiated value system. Rodman suggests that it is entirely possible for a lower-class person to hold a range of different values—including middle class values—but he will have less commitment to each of them than a middle-class person; he refers to this phenomenon as the lower-class value stretch which is the major lower class response to its deprived situation. Clark and Wenninger find that the major goal orientations are roughly similar in nature for all classes and that differences will occur only if "the individual classes are present in large, concentrated areas (communities or 'status areas')." Landis and Scapitti report great variation in values according to age, sex, race, and social class groups.

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3Ibid., p. 58.

and indicate that rejection of middle-class values and feelings of limited opportunity are related to the higher level of delinquency proneness and behavior.

In summary, it may be concluded that all these additional correlates may contribute to a better understanding of the structural and dynamic factors which can play a role in the formation of educational and occupational aspirations of adolescents and, thus, also in their process of social mobility. These aspects were mentioned only for the sake of completeness and to illustrate the multiplexity of other social correlates which may function as component social forces in the orientation of the resultant educational and occupational ambition.
CHAPTER II

THEORETICAL PERSPECTIVES

The aim of this chapter is to provide a theoretical frame of reference to the problems, concepts, and variables presented in this work, as well as to the hypotheses outlined in this chapter. In each case, only those aspects relevant to this study will be examined.

The Subject Nature of Aspirational Studies

The problem of educational and occupational aspirations of adolescents has been investigated from a number of viewpoints in sociological literature. Some of the most important subjects bearing on the discipline of aspirations were those concerned with the factors or ingredients of vertical social mobility, with the educational and occupational aspirations and motivations of students from different social classes (especially, the problems posed by low-aspiring lower-class pupils), with the socio-economical impact of variant ambitions in regard to scientific and college-trained manpower, as well as "talent-search," and those concerned with and related to social problems, such as deviant behavior, delinquency, crime, etc.
Of the various aspects of aspiration or ambition, the level of educational and occupational aspirations are the most prominent in sociology. In turn, these two variables seem to be correlated to or determined by such other factors as: (1) personality traits and trait disparities; (2) social class origin and their correlates, e.g., limitations perceived in the accessibility to desired goals, financial ability, deferred gratification, etc.; (3) level of educational motivation; (4) different normative environments, e.g., reference group or delinquent environment, family environment, parental stress on education; (5) sex and religious affiliation; (6) value system, e.g., differential priority of success-goals; (7) the perceived desirability and difficulty of a goal-object—arranged on a continuum of desirability and difficulty; (8) the size of community of orientation; (9) academic achievement; as well as many other and similar individual and social characteristics and certain idiosyncrasies.

Since most of these personal and social ingredients and mobility-relevant value patterns are linked to socio-economic status, the variable of social class and its two basic components, occupation and education, are of major significance. Recent literature, however, takes the class variable merely as a point of departure. It extends its scrutiny to the function and behavioral significance of motivation, value system, the material-educational polarization of ambition, socialization within a given normative environment. These are factors contributing to
social class. It examines also the relation between aspiration and religious affiliation and sex differences, anomie and delinquency, vocational counseling, and in general, all the sociopsychological correlates of aspiration mentioned before in the preceding paragraph. Consequently, the concept of educational and occupational aspiration is related to a number of key disciplines in sociology and social psychology; it is a focal point for an extensive research and is of considerable promise for both theory and practice.

In the succeeding section, a brief analysis of the following concepts and variables will be presented: social class; race; aspiration, including a sketch of its psychological origin. It will be followed by the sociological aspects of ambitions such as the variable of occupational aspiration and anticipation, including their resultant variable of discrepancy, and then by the variable of educational aspiration and interest; delinquency; and finally, the relation of aspiration to delinquency. Since aspiration is the major concern of this work, it will be the most extensively discussed.

Both the concept of aspiration and delinquency have an extensive and controversial literature. However, their related aspects are scarce and rather unexplored. This gap, coupled with the uncertainties originating from their controversies, requires the analysis of crucial variables involved and of their relations.
Social Class

It is almost a sociological commonplace that people who live differently also tend to think and act differently. Most social scientists will agree that in an individual, education and occupation permeate and mold his life, go far to shape his self-image, and even control his personality, as well as determining his success or failure. Both occupation and education, therefore, have become widely accepted criteria of social status and stratification. Since there is a growing body of empirically verified studies concerning attitude and value system related to different social classes, one may easily assume that the socio-economic origin of adolescents affects their ambitions.¹

Social Class and Mobility

In a simple or caste social system, and to a certain degree, even in a modern but authoritarian and closed society, individual and social relations are conducted according to

ascribed criteria, i.e., characteristics, traditions, and conditions with which the individual has no control. The member of the system accepts these as a matter of fact, e.g., sex, family lineage, skin color, position, etc., well aware that major changes cannot be achieved. ¹

In an open, industrialized society, which is characterized by an expanding and dynamic economy in general, the society is stratified according to achieved criteria, i.e., characteristics and conditions which the individual is able to change and control, e.g., education, occupation, income, residence, religious and political affiliation, etc. ² This modern class system is "open" in terms of the law which does not present any formal barriers or prohibitions against the social mobility of individuals in the hierarchy of class, status, and power.

Although the average American does not challenge the premise that he lives in a classless society, our society has never been as "open" as these beliefs proclaim. There are marked inequalities in our class system which substantially reduce the upward mobility opportunities of many individuals. ³ The sources


of inequal or differential mobility are related to those factors which create the process of mobility, including aspirations for mobility.

The Sources and Determinants of Mobility

Studies of social mobility indicate that there are several analytically and empirically discernible variants or factors which help to explain the nature of mobility resources and patterns of an open and industrialized society. These are: (1) inherent or ascribed qualities and conditions such as basic capacities and abilities of an individual; position of a person in the social structure according to his or her race, sex, and class or economic resources; 1 religious affiliation; 2 (2) different normative environments such as reference group 3 and peer associations; 4


family or orientation\textsuperscript{1} and family conditions;\textsuperscript{2} school environment;\textsuperscript{3} and in general, the contact with individuals coming from mobility oriented social classes;\textsuperscript{4} (3) learned patterns of behavior or achieved criteria such as the level of achieved education and skills, and "acquired attitudes and values that are instrumental to mobility, such as the deferred gratification pattern, manners and mode of communication;"\textsuperscript{5} (4) changes in the economic and in its related occupational structure of a complex, industrialized, and competition oriented society;\textsuperscript{6} according to Lipset and Bendix, this process may also end in the opening of new positions and the disappearance of old ones; (5) changes in the reproduction rates of supplies of talent, which means that no elite or ruling class is able to control the natural distribution and need of talent supply and therefore, it must recruit from other population levels;\textsuperscript{7} (6) concentration of immigrants at certain occupational levels; this, from the point of view of upward

\textsuperscript{1} Cf., Rushing, \textit{op. cit.}, pp. 158-159.
\textsuperscript{2} Krauss, \textit{loc. cit.}
\textsuperscript{3} \textit{Ibid.} Also: Pine, \textit{op. cit.}, p. 41, and Waldo, \textit{op. cit.}
\textsuperscript{4} Hyman, \textit{op. cit.}, pp. 441-442.
\textsuperscript{5} Stephenson, \textit{loc. cit.}, p. 204.
\textsuperscript{6} Lipset and Bendix, \textit{op. cit.}, pp. 2-3.
mobility, meant that the later arrived "freshman" immigrant always occupied the lowest levels of the existing occupations, and, thus the "senior" minority group has automatically been "promoted" to somewhat higher working standards:

Upward mobility has also been bolstered by the effects of large-scale immigration ... millions of immigrants who came to this country ... spoke no English and entered the American labor market at the bottom level. Thus, many native-born workers were "pushed up" one or two steps on the occupational ladder;

(7) the level of mobility aspirations; this is concerned with the intensity of motivation for social mobility; it is in reciprocal relationship with practically all the previously mentioned sources of mobility. This concept is central to the present work; it will be analyzed under the section dealing with the theoretical background of aspirations.

Upward Mobility and Marginality

The concept of marginality was first introduced by Park in the late twenty's and then elaborated by E. Stonequist one decade later. Today, it is still a common urban phenomenon and it describes the type of individual who lives on the border of

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two societies, therefore, is in contact with two cultures which make incompatible demands upon him; he participates in a limited degree in each of them but belongs fully to neither.

With the process of social differentiation, a simplistic moral code is no longer satisfactory to control and shape the behavior of increasingly structured and uncohesive sub-groups often characterized by different value systems, and complex cultures. Therefore, improved control mechanisms must be established for the achievement of a functional organic solidarity—in spite of the differential value systems of the sub-groups. Thus, adolescents with mobility aspirations—as emerging groups—must experience "the conflicting demands which converge upon those in his marginal position."¹ That the mobility aspirant adolescent occupies a marginal position in the mosaic culture of a pluralistic society characterized by sub-cultural value systems "in the freedom of the city" is almost taken for granted by many social scientists.²

The marginal situation of a mobility oriented boy within the frame of culturally differentiated subsocieties becomes even more apparent from the hypothesis of marginality which assumes a causal linkage between situation, experience, and personality.

¹Turner, op. cit., p. 5.

²Robert E. Park, Human Communities (Glencoe, Illinois: The Free Press, 1952), p. 86. Park has considerably influenced sociologists with his generalizations in urban sociology.
By his situation he is extensively involved in two or more sub-societies characterized by incompatible subcultural values. By his situational experience he will be exposed to two or more contrasting relationships, value discrepancy, and prestige identification which may end in a dilemma or inability to choose between and to dedicate his loyalty to two differential subcultures and their realm of values. The personality consequences as related to his cleavage in cultural values, in interpersonal loyalty and friendship are less clear. However, Turner's recent study concerning ambition provides us with some clues. These are:

1. rootlessness due to the absence of clear standards to guide his behavior;
2. personal conflict accompanied by lack of self-confidence, heightened objectivity, relativity, and resentment which may "lead to the attitude of the critic and the cynic;" and
3. often creativity qualities.

A word of caution is due here nevertheless. The marginal-man hypothesis must not be taken rigidly nor in a deterministic sense. There are many social forces which will mitigate the process of marginality generated by value differences and class consciousness. Turner himself gives support to this view:


2. Ibid., p. 6.

The mobile person may be marginal, but the attitudes of his high school peers will neither insure nor prevent his marginality. On the whole, it appears that the high school peer situation is one in which the discontinuities which normally lead to marginality are moderated. ¹

Social Mobility and Subcultures

Complex and heterogeneous societies are composed of a multitude of subcultures with which their members are identified. In general, subculture is that part of the total culture of a society which is distinctive of a subgroup of the society, e.g., regional group, ethnic group, occupational or class group, youth group, crime and delinquency group.

The importance of these various subcultures is that they exert a profound influence over the life careers of their members and that they may even substantially contribute to the formation of personality and behavior patterns of individuals. ² Thus the mobility aspirations of the members is under the influence of such distinctive subcultural characteristics as the predominant values, beliefs, meanings, norms, modal personality or behavior patterns of a particular subgroup. Even such subcultural categories as distinctive language, clothing, gesture, and etiquette may play an important normative role. In this section, specific

¹Ibid., p. 208.

attention is given to the influence of social class, youth sub-culture, delinquency, and race subculture.

1. The distinctive role of the social class has already been discussed at some length in several places before; it will receive further attention in the rest of the study. Let us, however, emphasize here that both the traditional and "the culture-variation" approach of the class subculture is applicable to this study, i.e.: (1) traditional version assumes that "the subcultures of different classes are in important respects mutually contradictory;" (2) the culture-variation approach "begins by assuming a generally uniform system of values throughout a society and treats class differences as variations on a society-wide theme."

2. The idea and term of youth subculture was introduced by Parsons. It has been included in this study on the grounds indicated by Turner:

...because it seems impossible to examine ambition, mobility, or the systems of social stratification among adolescents without allowing for its impact.

Youth culture is generally characterized as emphasizing

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1Turner, op. cit., pp. 9-10.
2Ibid., pp. 11-12.
4Turner, op. cit., p. 222.
irresponsibility in rejection to the demands of an adult role, as abnormally exalting athletic prowess and non-utilitarian qualities, and as stressing mediocrity, consumption orientation, and the ability to express the proper tastes in all matters of interest to youth.

The existence of a special youth culture in its above depicted all-pervading and extreme form would affect the applicability of the hypotheses of this study which rely to a great extent on the existence of social class differentials with all their implications discussed above. The reason for this concern is because: (1) a rigidly endorsed youth culture with its own value system would efface the class-value differences and therefore, the differential aspirations and anticipations of individuals coming from variant subcultures would be obscured; (2) an intense and widely effective peer social system with its devaluation of aspiration and serious adult values would force its members to lower or even abandon their aspirations; consequently, it would constitute a general and serious obstacle to mobility aspirations, and, of course, to marginality.

1 Talcott Parsons, loc. cit.
From the empirical findings of Turner, however, we know that the peer culture does not penetrate deeply enough and does not generate the kind of solidarity which would rigidly or consistently override all mobility aspirations.¹

The over-all conclusion provided by a growing body of research works is that the traditional aspect of youth culture is mostly reflected by the undistinguished student and in some "middle-level schools, whose core populations are from lower-middle-class background."² This seems to give some support to assumptions advanced by our hypotheses.

3. Concerning race, this study is interested only in those subcultural differentials which are related to ambitions of individuals belonging either to the Caucasoid, i.e., white race, or to the Negroid, i.e., Negro race. Alleged racial differences in mobility aspirations turn out to be due to differential exposure of cultural social class experiences.³ Being a member of a minority alters one's life chances in general; secondly, being a member of a racially based caste and of a low socio-economic environment creates a vicious circle for Negroes especially.⁴

¹Cf., Ibid., pp. 222-223. ²Ibid., pp. 168-169.
Perhaps more than any ethnic minority, Negroes are acculturated to the normative white American culture and their majority is assimilationist. Considering this background, the result of their mobility aspirations will be a subject of parallel analysis with the white respondents.

4. The subcultural aspects of delinquency will be discussed under the section concerned with delinquency in outline form.

Aspiration

As for introduction, under the concept "aspiration" one should understand a strong desire for realization of certain goals—ambitions, ideals, or accomplishments. It is assumed that an individual is able to rate and rank alternative goals along a continuum of desirability and difficulty. Usually, a person's orientation is directed toward the highest possible objective, i.e., the object "which has the highest valence for him" along a continuum of desirability and difficulty. This constitutes the person's level of aspiration, a term introduced by Dembo first in German as anspruchsniveau (meaning "claim-level") and then translated into English by Lewin as "level of aspiration."

3 Tamara Dembo, "Der Ärger als Dynamisches Problem," Psychologische Forschungen, XV (1931), pp. 1-144.
4 Kurt Lewin et al., loc. cit.
If the goal orientation of a person, however, is influenced and molded not only by the desirability dimension of a goal, but also by such factors as previous experience, success and failure, relative accessibility and attainability, and similar other reality considerations, the goal orientation of a person may be interpreted as his level of anticipation rather than aspiration.

In the succeeding two sections, a brief analysis of the psychological and sociological theories of aspiration will be presented.

Psychological Theory of Aspiration

Since sociological research concerning aspiration takes as a point of departure the previous studies of experimental and dynamic psychologists, it is inevitable to take a glimpse at the nature of those works and some of the essential concepts derived from them. As noted before, research in this subject had first taken place in Germany as early as 1930, and they have been conducted mainly for the study of the artificially created quasi needs based on experimentally induced task situations. A majority of these experimental works focused on the study of the effects of frustrations and barriers and the correlates of

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1Caro, op. cit., pp. 466-467.
aspiration level. Subsequent studies have made additional efforts to improve their measurement techniques.

The Variable of Goal Discrepancy

The most commonly used meaning of the variable of goal-discrepancy or goal-disparity based on laboratory testing situation is either the difference between the median or mean of average estimate of goal and performance score, or preceding performance score. This variable served to study the correlates of personality traits. Among these, the following correlations deserve mention for a more complete understanding of the occupational goal discrepancy concept applied in the field of sociology: (1) character-disorder group was found having the discrepancy score closest to zero; Miller's findings for this group were felt to have relevance for a delinquent sample; (2) maladjusted and failing individuals produced lower discrepancy scores than well adjusted or successful; (3) optimistic self-ratings, high self-esteem, or self-confidence were found to be associated with high discrepancy scores; (4) negative discrepancy

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2 Selden, op. cit., pp. 3-4, 26-86.

scores were found more frequently in the "expectation group" than in the "hope" group, and among the maladjusted and defeated individuals.

However, certain disagreements with the above findings may also be detected. Thus, Bills and his associates, in their study of self-rating and self-ideal, reported that high discrepancy scores were indicative of maladjustment. Such contradiction only underlines the necessity of further investigations with different approaches.

The Relative Value of Psychological Findings

In regard to the value and weakness of psychological investigations in the area of aspirations, the following critique is submitted: (1) since the psychological investigations of aspiration have been based on artificially created quasi-needs, it must be empirically verified that these needs follow the same laws as the natural ones; in absence of such verification, their findings must be accepted with reservations and their utility has yet to be demonstrated; (2) psychological studies may provide a useful service concerning aspirations on hypothetical or tentative levels; the obvious advantage of sociological studies of

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aspiration is related to its ability to investigate socio-psychological phenomena in a natural instead of a laboratory setting.

Sociological Theory of Aspirations

The majority of sociological studies of aspirations have been based on the analysis of either the educational or the occupational goals of respondents. Of the existing different dimensions, the level of educational and occupational goals seems to be considered as the most adequate sociological item for ordering aspirations in a hierarchy. These two variables appear to be highly correlated, but so far as this investigator knows, there are no published data for testing it. It is believed that the simultaneous study of both the educational and occupational aspirations will offer some further insight into ambitions than would a unilateral or one-item research. With the exception of some specific aspects, the basic principles of the educational and occupational aspirations are interwoven and common to such an extent that no consideration regarding their point of origin is made in sociological researches. This study will follow the same established practice—with the exceptions required by its specific nature.

The relationship between educational and occupational aspirations on one side, and social class, opportunity, and delinquency on the other side, has been a controversial topic in
American sociology. For the purpose of this study, four types of aspirational theories may be distinguished: (1) those holding deterministic views; (2) egalitarian and contrary views; (3) refined theories; and (4) interdisciplinary areas and correlates of educational and occupational aspirations.

Class-Determined Theories

These are traditional theories which follow rigid class lines. With some slight, non-essential variations, these theories provide a monolithic definition\(^1\) of aspirations; they argue that upper-class individuals aspire to higher levels of occupational and educational achievement than members of lower-classes. Some of the representatives of these views are Hollingshead, Hyman, Sewell, Haller, and Strauss.\(^2\) In their research, they tried to indicate that lower-class individuals have not internalized the goal of educational and occupational success; in general, they do not incorporate this value system for advancement based on lofty ambitions through education.

This theory also tends to demonstrate that vocational aspirations of upper and lower class youth corresponds roughly with the job patterns associated with each class in the adult

\(^1\)Cf., Empey, *op. cit.*, pp. 703-4.

work world. Especially, lower class boys—in contrast to the upper or middle class youth—tend to avoid risk and seek job security, express fewer desires for striving, and plan for lower education, occupation, income, and they have limited horizons of success.

Egalitarian and Contrary Theories

Contrary to the deterministic theories, these theories hold that material success goals are universal and internalized by individuals in all levels of the social class structure. Merton, who is the chief exponent of it, contends that the same lofty success-goals constitute deeply entrenched values of the contemporary American culture and are generally shared by all individuals.¹ Translating this theory into an hypothesis, it may be stated that educational and occupational "aspirations ... do not differ by race and class position."² Some theories stretch even beyond the concept of universal success goal values by postulating that lower class youth may have even higher intensity of ambition than upper class individuals or at least identical with the latter.


Refined or Complex Theories

These theories are of complex character and they may be in partial or total agreement or disagreement with some aspects of both the traditional and the contrary theories. Because of their redefinitions and refinements, they can be regarded as superior to all monolithic theories; however, none of them should be considered as either complete or final.

Conceptual relativity of goal orientations.—At the foundation of this concept is the principle which contends that while relative aspirations and anticipations both differ from their level of origin, i.e., from the occupational level of breadwinner, simultaneously, both the relative and the absolute aspirations and anticipations also differ from each other; generally, these differences reflect consistency and are relatively substantial, especially for deprived social groups.

While most of the related theories tend to agree concerning the existence of these differences, some of them note that class differences are universal mainly with regard to anticipations, but not for aspirations. Another body of theory argues that both aspirations and anticipations are influenced by social class and reflect relatively substantial mobility aspirations;

2 Stephenson, op. cit., pp. 211-212.
however, only the absolute occupational aspirations indicate sig-
nificant class differentiations, i.e., middle and upper classes
show significantly higher aspirations than lower classes; it is
further argued whether lower classes manifest a greater reduction
of their relative anticipations than middle or upper classes when
faced with hardships or frustration; some theories claim reduc-
tion, others refute it.

Thus, it is important to note that for the understanding
of the conceptual relativity of goal orientations, one must con-
sider two aspects: (1) the specific type of goals (i.e., whether
aspirations or anticipations) investigated; and (2) the specific
type of standard of measurement (i.e., whether absolute or rela-
tive standard of measures) applied. Of course, the level of goal
orientation may undergo some further diffraction or even dis-
placement if, in addition to the social class factors, the
variables of race and delinquency will be introduced. A short
consideration of these aspects will be given in later sections of
this chapter.

Goal discrepancy.---Depending on which of the controverted
theories are accepted, one would either not anticipate any
discrepancy, or just a low discrepancy, or high discrepancy, or

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2 Cf., Rivera and Empey, op. cit., (eg.)
3 Some additional insight into "relativity" will be fur-
nished by the section dealing with the rationale of differential
goal orientations.
even negative goal discrepancy. The overwhelming majority of the existing literature leads us to expect substantial and class-determined, as well as race and delinquency-influenced, occupational and educational ambitions among adolescents. Thus, Merton's hypothesis sensitizes us to the existence of equally "lofty" or high aspirations of all classes. Yet, considering other findings and theories, such as Stephenson's \(^1\) and Merrill's \(^2\) etc., one can definitely expect aspiration-anticipation discrepancies which may be "especially severe within the lower-class and delinquent sectors of the adolescent population." \(^3\) Similarly, high discrepancy was indicated for lower classes by Gould \(^4\) and Caro \(^5\) Sears found that failure groups showed larger discrepancies than success groups, \(^6\) etc. Of course, there are enough contrary cases too.

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\(^1\) Stephenson, op. cit.


\(^3\) Rivera, op. cit., p. 9.


\(^5\) Caro, op. cit., pp. 470-71.

Negative discrepancy or lower aspirations than anticipations were reported by several researchers. For the rationale of its occurrences, Empey notes that:

...the prestige hierarchy of occupations is not viewed with the same perspective by different social strata ... the feeling of success and failure does not depend upon an absolute level of achievement ... but upon a variety of factors.  

Although negative cases were reported by Stephenson and by Rivera, none of them seem to provide any direct explanation for their existence.

Rationale for and sources of variant ambitions.--Practically all of the ingredients listed under the section dealing with the sources and determinants of mobility bear more or less upon the development and formation of both the educational and occupational aspirations. In this section, only the specific aspects will be emphasized.

A review of the earlier literature suggests that the level of educational and occupational goals has two main sources: (1) structural components which refer to the nature, degree, or "the amount of ambition to achieve a specific culturally ranked goal" in the light of one's position in the social structure; and, (2) personality components which refer to the nature, degree, or

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1 Empey, op. cit., p. 704.
2 Rivera, op. cit., p. 24.
"amount of ambition" to achieve certain culturally stratified goals in the light of one's personal needs, capacities, and talents. Accordingly, the definition of the situation concerning the level of educational and occupational ambitions will substantially be determined by both the structural and personality components. Among these, especially such highly intercorrelated variables will gain prominence as the social class background, value system, age, sex, and religion of an individual, which in turn may influence or even determine the prestige value-hierarchy of education and occupation held by different classes, as well as the relative saliency of and limitations in perceived accessibility to desired goal objectives.

Further light is shed on the rationale of differential ambitions in education and aspiration by the balance theory as interpreted by Caro:

Serious commitment to an occupational goal which is perceived to be unattainable may be a source of considerable personal frustration. Balance theory suggests that an attempt would be made to reduce disquieting discrepancy. An adolescent considering his occupational future could reduce the imbalance between what he wants and what he thinks he can get by scaling down his aspirations. This process of balancing preferences and anticipations can be cultural as well as individual.

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1 Ibid.
2 Caro, op. cit., pp. 469-470.
Besides the social class background, individual ambitions will assume different levels under the influence of such environmental factors as the individual's family conditions, school-, peer-, and reference group environment and contact, and certain ecological areas—all of these whether high or lower class or delinquent. In general, previous literature suggests that both lower class and delinquency background will lower the educational aspirations and occupational anticipations of youngsters.

Race and Aspiration

Earlier findings and theories reflect contradictions with regard to the level of educational and occupational aspirations and anticipations of Negroes as compared to whites. Generalizing from Merton's theory, one would expect no difference. Epps\(^1\) and Rosen\(^2\) find them lower; Antonovsky and Lerner\(^3\) and Rivera report that they are higher or at least as high as whites;\(^4\) Stephenson,\(^5\) Holloway, and Berreman find no difference.\(^6\) In conclusion,

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\(^1\) Epps, op. cit., p. 77.
\(^4\) Rivera, op. cit., p. 24.
\(^6\) Holloway and Berreman, op. cit.
earlier literature leads us to anticipate that Negroes will have at least as high ambitions as whites if both the class and the level of delinquency are held constant.

Delinquency and Aspiration

Since aspiration and not delinquency is the central focus of this study, only some concepts held to be of strategical importance for this work will be briefly discussed.

Delinquency

There are at least four different types of theories which attempt to explain the causes of delinquency: biological, psychanalytic, psychodynamic, and sociological.

Socio-economical theories generated a vast literature of juvenile delinquency describing its etiology, character, incidence, and control. There is a common tendency to regard delinquency as a self-contained subculture with members characterized by marginality background which carries the potentiality and danger of widespread social disorganization.¹

Of the mass amount of literature, it may be concluded that the following conditions, processes, and variables are related to the causation of delinquency: (1) learning and motivation concerning delinquent behavior through contact or

association with delinquents and, thus, taking advantage of the availability of opportunities to perform delinquent roles;¹ (2) family disorganization or broken homes which are conducive to inadequate control, discipline, and poor training of the young; (3) social disorganization described conditions under which both external (i.e., law and social pressures) and internal (i.e., personality, etc.) controls are weakened to such a degree that the norms of society are met with widespread violations; chances for its evolution are potentially increased by the conflict of heterogeneous culture patterns and high social, as well as, physical mobility, by deficient functioning of the community institutions; and finally, by the presence of (4) poor economical and ecological conditions, especially that of slums, blighted areas, low socio-economic status paralleled by intensive blocking of the social mobility aspirations.²

From the foregoing, it is clear that juvenile delinquency is the product of complex personal and social conditions and variables; any theory of causation that singles out only a few elements is inadequate.³ Consequently, neither Merton's theory of discrepancy between success-goals and the means available for


³Ibid., p. 308.
their achievement, nor any theory which attributes delinquency only to lower class or race may claim exclusiveness.

Aspiration of Delinquents

The majority of studies indicate that delinquents set lower educational and occupational goals than non-delinquents. In addition, boys with high aspirations and anticipations were found to be significantly less involved in delinquent behavior than the low aspirants. Of course, there are contrary findings too. Some researchers found no significant relationship between delinquency and an individual's "educational-vocational aspirations."¹ Many psychological studies suggest low goal discrepancies, while many sociological findings lead us to anticipate high discrepancies—especially in lower social sectors.²

Ecology, Delinquency, and Aspiration

The interest of ecologists in "natural areas" earns its legitimacy in the fact that certain sub-communities—especially the slums—are susceptible to specific sub-cultural influences and value systems. They appear to select and socialize their residents—including youth. Thus, slums socialize their youngsters both to delinquency and goal-orientation patterns which

²Rivera, op. cit., p. 9.
are transmitted socially "just as any other cultural and social pattern is transmitted."¹ Slum areas are highest in various indexes of social and personal disorganization regardless of the race or ethnic composition. Although "cultural-pockets" may exist within slums, i.e., some families will not become integrated into the slum system, yet here the incongruence between school and neighborhood is an established fact of life and such environment has negative influence on aspirations.²

**Interdisciplinary Areas Related to this Research**

This section provides a sketch of correlated concepts and research areas of this work. It is important to note that the various branches of the modern behavioral sciences have a large number of concepts under different terms, but with either identical or similar contents.

Insofar as different occupations constitute specific objects of the level of occupational aspirations, this represents one aspect of social stratification and social mobility. It differs from the general concept of aspiration level in that it takes as its object the occupational hierarchy, and also that its continuum of difficulty consists of the various levels of occupations:


²Rivera, op. cit., pp. 50-55.
leading to social differentiation and stratifications. It is important to note that a high aspiration score achieved on a laboratory type task situation does not necessarily imply that the same individual will manifest high aspirations in everything, and specifically in terms of high occupational and educational aspirations. In a laboratory setting one may achieve high scores on an experimental task, e.g., on dart-throwing at a target, yet be a failure in terms of high educational aspirations. The sociological literature reviewed by this investigator seems to provide a firm support to this conclusion.

The level of educational and occupational aspirations and anticipations are deeply embedded concepts in educational psychology and social psychology. They are most closely related to the concepts of level of aspirations, goal, or goal and personal value orientations. They also have affinities to the concepts of social role and anticipatory socialization—including reference group, as well as, role models; self and self-esteem, as well as, self-structure.

They are central focus in attitude research, social stratification and mobility research, social structure and personality research. Since they constitute a personality orientation

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within the social structure, they appear to be a premise to and instrumental for social mobility.\(^1\) They represent a concept which may be applied operationally in both research and counseling. Consequently, for practice and theory, these are concepts of considerable potency and promise.

\(^1\) Haller and Miller, *The Occupational Aspiration Scale: Theory, Structure, and Correlates*, op. cit., pp. 11-17.
CHAPTER III
PROCEDURE AND METHODOLOGY

Procedure

Data Collection and Sample

The collection of the data to be analyzed were obtained by means of a questionnaire administered to 81 institutionalized delinquents at St. Charles Training School for Boys of the State of Illinois, and to 212 matched "non-delinquents" coming from as closely similar geographical and ecological areas of delinquents as possible. A pretest was conducted on 17-year old YMCA boys in Chicago, Illinois. Most of the items used here were similar to those on educational aspiration used by Waldo,¹ and on delinquency used by Epps² in their Ph. D. dissertations, and no essential revision or rejection of those items was deemed necessary.³

The questionnaire was administered by the investigator personally in the autumn of 1964 for the delinquent sample, and during the succeeding period of winter for the matched

¹ Cf., Waldo, op. cit., pp. 18-19.
² Cf., Epps, op. cit., pp. 45-46.
³ For some additional details, see section on "Measurement and Scales."

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non-delinquents. Respondents were told that they were participating in a research program concerned with the educational and occupational interests of 17-year old boys. They were also told that the bulk of the questions were related to matters of their own interest and that by the exposure to this kind of experience, as well as by careful cooperation, they were directly benefitting themselves and helping others. It was emphasized repeatedly that their responses would be anonymous, and they were instructed to place the completed questionnaires in a displayed sealed box so that anonymity would be assured. The researcher found no reason to doubt; in fact, rather friendly rapport was achieved and maintained.

Among the delinquents, two were excused at their own request on the basis of their slow reading; an additional three responses were judged incomplete or insincere. Finally, three Puerto Rican or Mexican delinquents had to be dropped because of their insignificant number. This screening process left the present research with 72 delinquent respondents, i.e., 49 white and 23 Negro individuals.

1Some of the cases were judged as "insincere" because of the extra remarks or drawings made on the questionnaire, or others because of their attempt to check nearly all existing categories within the same item.

2Since in the process of analysis some additional idiosyncrasies of responses were detected, the final figure which served as a basis of detailed study was reduced to 61 for the delinquent and to 70 for the matched non-delinquent group. These cases included either ambiguous or incomplete responses, as well
Geographical Distribution of Respondents

Of these 72, 44 came from the central city of the metropolitan area of Chicago, and 28 from outside of Chicago, i.e., suburbs, towns, and municipalities of the metropolitan area and from other communities or cities of the state of Illinois. As shown in Table 1, the majority, i.e., almost all of the Negro delinquents, originated from the central city of the metropolitan area of Chicago, whereas more than half came from the suburban areas of Chicago and from other cities and communities of the state of Illinois.

TABLE 1

RESIDENTIAL DISTRIBUTION OF DELINQUENTS

<table>
<thead>
<tr>
<th>Race</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>Chicago</td>
<td>Outside of Chicago, i.e., suburbs, towns, and other communities</td>
<td>Total</td>
<td>Related to N 72</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>22 45</td>
<td>27 55</td>
<td>49 100</td>
<td>68.1</td>
</tr>
<tr>
<td>Negro</td>
<td>22 96</td>
<td>1 4</td>
<td>23 100</td>
<td>31.9</td>
</tr>
<tr>
<td>Total</td>
<td>44 61</td>
<td>28 39</td>
<td>72 100</td>
<td>100.0</td>
</tr>
</tbody>
</table>

as attitudes of negative occupational discrepancy, i.e., responses stating higher occupational anticipation than aspiration. The reason for their omission was to avoid any further fragmentation of data, and also because of the small size within each category, as well as because the additional working-load did not appear to be justified by the expected result in this fairly time-consuming and complex research project.
According to the design of this study, non-delinquents were to be matched against delinquents in terms of age, sex, social class, and race. In order to enhance the similarity or homogeneity of the delinquent and the matched non-delinquent groups in terms of as many social factors as possible—except of those variables on which the two different groups had to be compared—non-delinquent adolescents coming from Chicago were matched only against delinquents from Chicago, and those from outside areas were matched only against delinquents coming from outside areas of Chicago, according to age, sex, social class, and race. This group of matched non-delinquents were carefully selected from a total of 214 "non-delinquent" respondents to whom the questionnaires were administered. The residential origin of both the delinquents and the matched non-delinquents is shown on two maps: one for the central city of the metropolitan area of Chicago (Map 1.--), and another one for the state of Illinois (Map 2.--).¹

There were ten interviews conducted with delinquents, and an additional ten with non-delinquents. However, only the data derived from the actual questionnaires furnish the substance of the present analysis and report. The interview material serves, nevertheless, to provide some additional insights and to aid analysis, as well as interpretation.

¹See Appendix V.
Age Distribution of Respondents

The data used in the following analysis were gathered from all 17-year old institutionalized delinquent boys of St. Charles Illinois State Training School for Boys and matched non-delinquents. 17-year olds were selected as subjects because of the need to study that age group whose future orientation in preparation for leaving high school (i.e., aspiration levels) are fairly well crystallized, but who have not yet entered college or the full-time labor market. The reason for choosing this age group for aspiration research is clearly supported by both Turner and Miller. Turner writes:

The decision to study ... seventeen to eighteen years of age, has further implications ... The students are just coming to a turning point which is crucial for mobility. They are confronted with the problem of making responsible decisions of far-reaching import.

The mean age of delinquents is 17 years and 2.5 months; that of non-delinquents is 17 years and 3.6 months. In other words, their age variable has been very closely matched. This contributes to the homogeneity of the investigated group. This homogeneity of age remains true even if the data are analyzed in terms of race for both the delinquents and non-delinquents. The

1 Turner, op. cit., p. 25.
greatest age difference is manifested by Negroes, but even here there is only two months difference between Negro delinquents and non-delinquents.

TABLE 2

DISTRIBUTION OF RESPONDENTS BY NUMBER, PERCENT, AND MEAN AGE OF SUB-GROUPS

<table>
<thead>
<tr>
<th>Sample</th>
<th>Number</th>
<th>Percent</th>
<th>Mean Age</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N 72</td>
<td>Year</td>
</tr>
<tr>
<td>ND</td>
<td>23</td>
<td>31.9</td>
<td>17</td>
</tr>
<tr>
<td>WD</td>
<td>49</td>
<td>68.1</td>
<td>17</td>
</tr>
<tr>
<td>NnonD</td>
<td>23</td>
<td>31.9</td>
<td>17</td>
</tr>
<tr>
<td>WnonD</td>
<td>49</td>
<td>68.1</td>
<td>17</td>
</tr>
</tbody>
</table>

Measurement and Scales

All data analyzed in this research consist of verbal responses to questionnaire item. This and the aim of the present study require the use of the following measurement techniques and instruments: (1) measurement of the socio-economic status; (2) scale for measuring occupational aspirations and anticipations— including measurement of the occupational discrepancies; (3) scale for measuring educational aspiration and interest; and (4) scale for measuring juvenile delinquency.
Level of Socio-Economic Status

In measuring the social class level of the respondents, the occupation and education of the family head (i.e., of the father or, in his absence, of the mother; if both were absent, of the breadwinner) were utilized as the index. Hollingshead's Two Factor Index of Social Position (ISP)\(^1\) has been used to assign subjects to social classes. The two factors employed in the ISP are "... (1) the precise occupational role the head of the household performs in the economy; and (2) the amount of formal schooling he has received."\(^2\) Both of these factors are assigned scale scores designed by Hollingshead; these scores are then weighted and added together to establish the ISP score. The score, in turn, is the basis for the assignment of social class to specific individuals.

Thus, Hollingshead's Two Factor Index of Social Position is composed of two corollary sub-scales: (1) the Occupational Scale, and (2) the Educational Scale. The occupational scale is based on the premise that occupations have hierarchical social values and that a person who possesses highly trained occupational skills "has control over several other people."\(^3\) The educational


\(^2\)Ibid., pp. 2-3.

\(^3\)Ibid., p. 8.
scale is based on the premise that individuals who possess similar educations will manifest similar tastes, attitudes, and behavior patterns. Consequently, measures of social class obtained by Hollingshead's Two Factor Index will produce more accurate results than other measures based only on a single item approach. The validity of Hollingshead's instrument has been demonstrated not only by the author himself, but also by the numerous studies relying upon it.

Since permission was granted to use the records of delinquents, it was possible to obtain data concerning the occupation and education of the family head reported by the delinquents. As a result it was possible to clarify some pertinent items. Some additional efforts were made to clarify insufficient information on the questionnaire by including respondents with unclear or ambiguous replies in the subsequent interview mentioned above.

1 Ibid., p. 9.

2 According to some social scientists, the more reliable way to determine one's social class status is by his value system. Representative of this view is Pine, op. cit., p. 185. On the other hand, whether the measurement is based on a value system or prestige scale, both of them will be subject to the error inherent in their limited polarity: "An individual at the bottom of the status ladder can go no lower in his aspirations, and a person at the top can go no higher." Cf., Empey, op. cit., p. 707.

this practice was followed for both the delinquents and non-delinquents. Beyond this, other occupational and educational data were available and examined in records kept by various schools and youth organizations.

In accord with the procedure established by Hollingshead, occupational scale scores from 1 through 7, ranging from high to low rank, were given to broad categories of particular job titles. This is presented in Appendix II.

For the purpose of this study, the class distribution obtained made it advisable to dichotomize the delinquent sample into two groups: (1) middle class (MC), and (2) lower class (LC) categories. Otherwise, only three individuals would fall in the categories I and II and excessive fragmentation of the statistical data would have occurred. (See Table 3).

**TABLE 3**

**SOCIAL CLASS DISTRIBUTION OF DELINQUENTS BASED ON HOLLINGSHEAD'S TWO FACTOR INDEX**

<table>
<thead>
<tr>
<th>Social Class</th>
<th>White Number</th>
<th>%</th>
<th>Negro Number</th>
<th>%</th>
<th>Total Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>1</td>
<td>1.4</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1.4</td>
</tr>
<tr>
<td>II</td>
<td>2</td>
<td>2.8</td>
<td>2</td>
<td>2.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>10</td>
<td>13.9</td>
<td>3</td>
<td>4.1</td>
<td>13</td>
<td>18.0</td>
</tr>
<tr>
<td>IV</td>
<td>26</td>
<td>36.1</td>
<td>7</td>
<td>9.7</td>
<td>33</td>
<td>45.8</td>
</tr>
<tr>
<td>V</td>
<td>10</td>
<td>13.9</td>
<td>13</td>
<td>18.1</td>
<td>23</td>
<td>32.0</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>68.1</td>
<td>23</td>
<td>31.9</td>
<td>72</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Therefore, for the purposes of this study:

(1) individuals with indexes I, II, and III will be analyzed under middle class;

(2) individuals with indexes IV and V will be analyzed under lower class categories, and designated as MC and LC, respectively. ¹

Level of Occupational Aspiration and Anticipation

Under the section of the questionnaire entitled "About Your Choice of a Life's Occupation," there were two questions related to the occupational aspiration and anticipation of respondents. ² The first item tries to elicit the realistic, and the second one the idealistic occupational ambitions of both delinquents and non-delinquents. ³

Occupations reported on these two items were coded by Hollingshead's seven-point Occupational Scale. ⁴ This scale

¹It is important to notice that there are other studies which applied the same breakdown of Hollingshead's classes as shown here in this study. Cf., Waldo, op. cit., p. 16. In determining the social class composition of each school, Waldo noted: "Hollingshead's Classes I, II, and III have been grouped as middle class, and Classes IV and V have been grouped as working class." Another example is Rivera, op. cit., pp. 10-26; he divided his sample into two: MC and LC groups.

²See code number items 34 and 35 of the attached questionnaire under Appendix IV.

³Cf., "Expression levels," in Appendix I.

⁴See its detailed description on page 75, and in Appendix I.
served as a measuring tool of both the level of absolute and relative occupational aspiration and anticipation, and the difference (i.e., occupational discrepancies) as well. Although in most instances the analysis of data was directly performed with this 7-point scale without establishing any subcategories for the scale, at some relatively few points it was desirable to collapse the seven levels into four in order to avoid fragmentation of data to statistically meaningless levels. These collapsed categories were used in order to facilitate meaningful comparison of various socio-economic, aspirational, occupational discrepancy, and delinquency groups. (See Table 4).

Occupational Discrepancy Scores

The possible range of the occupational goal discrepancy scores extends from 0 to 6. The individual discrepancy scores were obtained by subtracting the score of the occupational anticipation from the score assigned to aspiration. Again, to avoid fragmentation of data, it was deemed advisable to establish the following three discrepancy subcategories: "0" meaning no discrepancy; "1-2" meaning slight discrepancy; and "3-6" meaning high discrepancy subcategory. This arrangement of subcategories from very low to high and their corresponding cutting points for the purpose of this study have been based on the principle of "face validity" or logical validation.

1See "Goal discrepancy" on page 237.
TABLE 4
LEVELS OF OCCUPATIONAL HIERARCHY AND REPRESENTATIVE OCCUPATIONS AS INDICATED BY HOLLINGSHEAD'S OCCUPATIONAL SCALE

<table>
<thead>
<tr>
<th>Hollingshead Scale Levels (Scale Rank of Occupations)</th>
<th>Scale Levels of Occupations</th>
<th>Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>High: 1</td>
<td>Supreme Court Judge, President or Director of Large Concerns, Military Officers: Major and above, Physicians, Engineer (Graduate Degree), University Teacher.</td>
</tr>
<tr>
<td>2-3</td>
<td>2</td>
<td>Clothing Store Owner (medium sized), Jeweler (medium sized), Electrical Contractor (small independent business), School Teacher, Musician, Nurse, Section Heads of Federal, State, and Local Government Offices, Chain and Department Store Manager.</td>
</tr>
<tr>
<td>4-5</td>
<td>3</td>
<td>Bank Teller, Post Office or Sales Clerk, Draftsman, Lab Technicians, Policeman, Electrician, House Painter, Mechanic (trained).</td>
</tr>
<tr>
<td>6-7</td>
<td>Low: 4</td>
<td>Truck Driver, Machine Operator (semi-skilled), Farm Hand, Unskilled Factory Worker.</td>
</tr>
</tbody>
</table>

The three occupational goal discrepancy categories demonstrated in the present section refer only to positive and zero discrepancy scores. Negative discrepancy cases (i.e., those in
which anticipation exceeded aspiration) will not be analyzed separately or in any detail. ¹

Level of Educational Aspiration and Interest

Level of Educational Aspiration

Educational aspiration was measured by the reported level of education the respondents would like to attain.² Arbitrary weights corresponding to the number of years to be spent in school, as close as possible, were assigned to form a "level of

¹Cf., footnote 2 on page 65.

²The students were asked the following question:

HOW FAR DO YOU WANT TO GO IN SCHOOL?
(Check the one which most corresponds with your choice.)

a. ( ) I want: to quit as soon as I can: before the end of this year;
b. ( ) to finish 9th grade (i.e., only the freshman year in high school);
c. ( ) to finish 10th grade (i.e., only the sophomore year in high school);
d. ( ) to finish 11th grade (i.e., only the Junior year in high school);
e. ( ) to finish 12th grade (i.e., only the senior year in high school);
f. ( ) to go to college or university for a few years;
g. ( ) to finish 4 years in college or university and to get a bachelor's degree;
h. ( ) to finish more than 4 years of college or university, namely:
   h1. ( ) I want to obtain Master's degree;
   h2. ( ) to obtain Ph. D. or some other doctorate degree;
i. ( ) to get other degree;
IF OTHER DEGREE
THE OTHER DEGREE I HOPE TO GET IS:
educational aspiration" scale (LEA) as follows:

a. "to quit:" 8 (because this was the lowest reported grade);
b. "to finish 9th grade:" 9;
c. "to finish 10th grade:" 10;
d. "to finish 11th grade:" 11;
e. "to finish 12th grade:" 12;
f. "to go to college for a few years:" 14;
g. "to finish 4 years of college:" 16;
h1. "to obtain a Master's degree:" 18;
h2. "to obtain a Ph. D. degree:" 20.

Level of Interest in Higher Education

Data relating to respondents' educational interest in going to college or university were obtained by a series of three items. They were used only as supplemental checks to determine whether the level of educational aspiration for those who reported to go to college is actualized by the degree of educational

---

1Questionnaire items relating to respondent's educational interest in going to college:

AS TO YOUR INTENTIONS TO GO TO COLLEGE OR UNIVERSITY:

(1) How much do you want to go to college?

I want: a. { } very much; b. { } pretty much;
c. { } a little; d. { } not at all.

(2) Do you think you would be unhappy if you didn't go to college?

I would be: a. { } very unhappy;
b. { } pretty unhappy;
c. { } a little unhappy;
d. { } wouldn't be unhappy at all.

(3) How sure are you now that you really want to go to college?

I am: a. { } very sure; b. { } pretty sure;
c. { } not very sure; d. { } not at all sure;
e. { } sure I don't want to.
interest to pursue college education.\(^1\)

**Level of Delinquency**

Levels of delinquency were established according to a 10-item scale.\(^2\) It is a modification of the delinquency scale

\(^1\) On the pretest, this 3-item scale was subjected to item analysis to investigate the discriminative power of each item and their internal consistency. This analysis yielded the following series of discriminative power for item 1, 2, and 3: 1.4, 1.84, and 1.5 respectively. All these are above the recommended minimum of 1.00 DP. Cf., Goode and Hatt, Methods in Social Research, op. cit., pp. 275-276. These three items were arbitrarily chosen from Waldo's 6-item scale used in his Ph. D. dissertation; see: op. cit., pp. 18-20. He found them to constitute a Guttman quasi-scale with a Coefficient of Reproducibility of 95.9. Reduction of the original 6 items to 3 suggested the need for checking the reproducibility of the presently applied 3 items as a criterion of their scalability. In order to test the scalability and reproducibility of these 3 items, they were subjected to scalogram analysis by Guttman's Cornell technique (See: Louis Guttman, "A Basis for Scaling Qualitative Data," Am. Soc. Rev., IX (1944), pp. 139-150. It was found to constitute a Guttman quasi-scale with a coefficient of reproducibility of 93.8. For the various categories of the 3-item scale illustrated before, the following arbitrary scores were assigned: a:3; b:2; c:1; d:0; e:0. In those very few instances where the avoidance of data fragmentation and the clarity of presentation is required, the following subcategories of the possible range of 0-9 were established: "0-3" meaning the lowest; "4-7" meaning the middle; and "8-9" meaning the highest subcategory. These subcategories and their corresponding cutting points mark "that place in the rank order of subjects where the most common response shifts from one category to the other." (See: Allen L. Edwards, Techniques of Attitude Scale Construction (New York: Appleton-Century-Crofts, Inc.,), p. 181). It tries to follow the requirements of logical validation.

\(^2\) Under this number, there are ten questions of basic importance for this study. Since you are not required to give your name, please answer exactly and seriously: only the facts; the real picture.

**PLEASE INDICATE HOW MANY TIMES HAVE YOU:**
applied by Epps; he, in turn, had adapted it from Nye and Short, the original authors. Measurement of the level of delinquency (LD) within each item was performed with the aid of the following

<table>
<thead>
<tr>
<th>Item</th>
<th>Response Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. TAKEN THINGS OF LITTLE VALUE (under $2) THAT DID NOT BELONG TO YOU?</td>
<td>(1) Never</td>
</tr>
<tr>
<td>b. DRIVEN A CAR WITHOUT A DRIVER'S LICENSE OR PERMIT? (Do not include driver training course).</td>
<td>(1) Never</td>
</tr>
<tr>
<td>c. SKIPPED SCHOOL WITHOUT A LEGITIMATE EXCUSE?</td>
<td>(1) Never</td>
</tr>
<tr>
<td>d. BOUGHT OR DRANK BEER, WINE, OR LIQUOR FOR CONSUMPTION WITH PALS OR IN SECRECY?</td>
<td>(1) Never</td>
</tr>
<tr>
<td>e. BEEN PLACED ON SCHOOL PROBATION OR EXPelled FROM SCHOOL?</td>
<td>(1) Never</td>
</tr>
<tr>
<td>f. HAD SEX RELATIONS, e.g., sexual intercourse, WITH THE OPPOSITE SEX?</td>
<td>(1) Never</td>
</tr>
<tr>
<td>g. TAKEN THINGS OF MEDIUM VALUE (between $2 and $50)?</td>
<td>(1) Never</td>
</tr>
<tr>
<td>h. STOLEN A CAR?</td>
<td>(1) Never</td>
</tr>
<tr>
<td>i. &quot;RUN AWAY&quot; FROM HOME?</td>
<td>(1) Never</td>
</tr>
<tr>
<td>j. TAKEN THINGS OF LARGE VALUE (over $50)?</td>
<td>(1) Never</td>
</tr>
</tbody>
</table>

1Epps, op. cit., p. 45.
two kinds of scores: (1) arbitrary scores assigned to item categories; (2) ranking weights given to each individual item itself.

Arbitrary Scores of the LD Scale

Arbitrary scores assigned to various item categories ranged from "0" to "3". Uniform application of weights is required to achieve consistency in measurement. In more detail, the following scores were given to various frequency levels: "Never" = 0; "Once or twice" = 1; "Several times" (including three or four times) = 2; "Very often" (including five times and everything above that) = 3.

Ranking Weights of the LD Scale Items

The general purpose of introducing the weighting of delinquency scale items of this study has been to increase its validity. The specific reason of weighting was to increase its efficiency in measuring "the continuum it purports to measure." Thus, it was quite evident that each scale item represented a different degree of seriousness of delinquency; e.g., stealing of an object of little value, such as an apple, a pencil, a

1 The wording and number of item categories of all items are the same with two exceptions: (1) item "i" with six categories where categories (4), (5), and (6) will be considered as "Very often" and assigned with a weight number of "3"; (2) item "i" has the regular four categories and the differing "Five times or more" will be considered as "Very often" and weighting "3".

2 Goode and Hatt, op. cit., pp. 239-240.
handkerchief, etc., involves a considerable lower degree of norm violation than stealing of an object of large value, such as an automobile.

Since laws governing human relationships are for the most part established by middle class individuals or at least related to middle class values, it was felt that the ranking or rating of their violations should be made by persons of the same social class origin. This is in accord with a view expressed by Sellin and Wolfgang.\(^1\) Accordingly, the pooled judgment of four different groups comprising 32 individuals was solicited for ranking of the delinquency scale items. The first group consisted of law school students attending evening courses and coming from such occupational backgrounds as law firm employees, teachers, salesmen, management consultants, etc. The second group was composed of second year graduate students of the School of Social Work. The third and fourth groups were composed of employees and officers of the Chicago Police Department.

Acting as judges, members of the four groups were given ten separately printed slips. Each of these slips presented one of the ten delinquency items. Judges were asked to rank these items in increasing order of seriousness. By placing the least serious on the top, and the most serious on the bottom of the

pile, the rank-ordered slips, secured with a rubber-band were
placed in separate envelopes and dropped into the sealed ballot
box in a manner similar to that employed by Thurstone and Chave.¹

After the judges’ ballots were collected, they were tabu-
lated in rank-order ranging from 1 (for low) to 10 (for high)
delinquency scale types, i.e., in increasing order of seriousness.
Since the range or degree of seriousness of offenses given by the
delinquency scale types was relatively limited, the application of
such a broad range as 1-10 did not appear to be justified.
Accordingly, the scores of this broad range were arbitrarily
collapsed to the following:

Replaced scores: 1 2 3 4 5 6 7 8 9 10
Reduced scores: 0.3 0.6 0.9 1.2 1.5 1.8 2.1 2.4 2.7 3.0

It was now possible to calculate the mean weight for each scale
item in terms of majority votes. The result is shown in Table 5.²

¹L. Thurstone and E. J. Chave, The Measurement of Attitude
and Hatt, op. cit., p. 265.

²It is interesting to note that Sellin and Wolfgang pre-
sented at least 3 delinquency items with almost similar weight or
"Seriousness Score" for the following: "Larceny (under $50) ... 2.1;" ... "Larceny ($50+ ...) ... 2.2;" ... "Auto theft ... 2.9." In the same Table 77, 26.0 is the highest reported "Seriousness Score" for criminal homicide, and 2.0 is the lowest score given for disorderly conduct, traffic violations, trespassing, and malicious mischief. The basis of their weights were the "Delin-
quency Index Events and Uniform Crime Reports Classification." See: Wolfgang and Sellin, op. cit., Table 77, p. 317.
TABLE 5
WEIGHTS OF DELINQUENCY ITEM, IN RANK ORDER

<table>
<thead>
<tr>
<th>Rank*</th>
<th>Item</th>
<th>Weight</th>
<th>Code No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Skipped school without legitimate excuse</td>
<td>0.610</td>
<td>c</td>
</tr>
<tr>
<td>2</td>
<td>Driven a car without ... license</td>
<td>0.328</td>
<td>b</td>
</tr>
<tr>
<td>3</td>
<td>Taken things of little value (under $2)</td>
<td>0.834</td>
<td>a</td>
</tr>
<tr>
<td>4</td>
<td>Bought or drank beer ... for consumption</td>
<td>0.940</td>
<td>d</td>
</tr>
<tr>
<td>5</td>
<td>&quot;Run away&quot; from home</td>
<td>1.040</td>
<td>i</td>
</tr>
<tr>
<td>6</td>
<td>Taken things of medium value (between $2 and $50)</td>
<td>2.124</td>
<td>g</td>
</tr>
<tr>
<td>7</td>
<td>Been placed on school probation or expelled</td>
<td>2.150</td>
<td>e</td>
</tr>
<tr>
<td>8</td>
<td>Had sex relations</td>
<td>2.370</td>
<td>f</td>
</tr>
<tr>
<td>9</td>
<td>Taken things of large value (over $50)</td>
<td>2.580</td>
<td>j</td>
</tr>
<tr>
<td>10</td>
<td>Stolen a car</td>
<td>2.860</td>
<td>h</td>
</tr>
</tbody>
</table>

* 1 Lowest  
*10 Highest

Calculation of the Level of Delinquency (LD)

The delinquency score of each individual was obtained by multiplying the delinquency weight of the separate scale items with the arbitrary score assigned to the frequency category of the same item and then totalling these products. The lowest possible score that can be obtained on the delinquency score is 0.00; the highest possible is 49.30. In order to avoid fragmentation of this data into statistically meaningless figures, the delinquency range of 0.00-49.30 was also divided into the following three subcategories: "0-15.0" meaning the lowest; "15.1-35.0" meaning
the middle; and "35.1-50.0" meaning the highest delinquency scale type. As in all previous and similar cases, these subcategories were established in accord with the requirements of logical validation.¹

¹For testing the reliability and validity of the delinquency scale, see description given in Appendix III.
CHAPTER IV

FINDINGS AND ANALYSIS OF DATA

This chapter will be structured in terms of the five hypotheses presented at the beginning of this work.\(^1\) Special attention will be given to interpret findings within the range of the available data primarily. As far as possible, due effort will be made to show its relation to other researches or theories, and if warranted, to provide some grounds for further hypotheses or studies.

**First Hypothesis:**

**Relative Anticipations and Aspirations of Respondents**

The first hypothesis states that both the delinquents and the matched non-delinquents aspire to and anticipate higher occupations than the one held by their fathers or breadwinners. The testing of this hypothesis will require examination of the relationship between the following relevant variables: (1) occupation of father or breadwinner; (2) occupational anticipation and (3) aspiration of sons for (4) both the delinquents and non-delinquents. The bi-racial and social class composition of the sample

\(^1\)See pages 4-5.
introduces two additional variables; consequently, a more perfect understanding of the present hypothesis suggests their adequate consideration.

Relative Occupational Anticipation

Anticipation of Delinquents and Non-Delinquents

The relative occupational anticipation expresses the distance (in scores) between stated occupational anticipation of a boy and the occupational status of the family head. Both the delinquents and non-delinquents seem to anticipate adult occupations that are, on the average, above the occupational level of their fathers or points of origin. However, examination of Table 6 indicates that within this general pattern the relative anticipation of delinquents will not reach the 5% level of significance, i.e., their anticipated occupation is not significantly different from that of their breadwinner or point of origin. In contrast to this, non-delinquents anticipate attaining significantly higher occupations than the one held by their father. In terms of frequency distribution, these relations seem to be corroborated. Table 7 reveals that while almost three of every four non-delinquents anticipate higher occupations than those of their fathers, slightly more than one of every four delinquents have

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In this research, the .05 level of confidence or smaller than this has been considered as significant (i.e., if \( p \leq .05 \) or if \( p \leq .05 \)).
TABLE 6
MEAN SCORES OF THE OCCUPATION OF FAMILY HEAD AND THE OCCUPATIONAL ANTICIPATIONS OF DELINQUENTS AND NON-DELINQUENTS (TOTAL)

<table>
<thead>
<tr>
<th>Sample</th>
<th>Mean Scores (M) of the Occupation of the Respondent's Anticipations (Ant)</th>
<th>Differences between the Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N(^a)  M</td>
<td>N(^a)  M</td>
</tr>
<tr>
<td>Del.</td>
<td>61  4.93</td>
<td>61  4.84</td>
</tr>
<tr>
<td>Non-Del.</td>
<td>70  4.91</td>
<td>70  2.96</td>
</tr>
</tbody>
</table>

\(^a\)The detailed analysis of findings includes only cases with complete responses, i.e., 61 delinquents and 70 non-delinquents. Respondents with negative occupational discrepancy scores and with ambiguous responses have been excluded from a detailed analysis of findings. Cf., footnote 2 on page 65.

\(^b\) t = 0.457; d.f. = 60; p \(>\) .05.
\(^c\) t = 8.454; d.f. = 69; p \(<\) .05.

Legend
- Del. = Delinquents
- Non-Del. = Non-Delinquents
- NS = Not Significant
- S = Significant
- t = t score
- d.f. = Degree of freedom
- + = Above the occupational level of father
TABLE 7

RELATIVE ANTICIPATIONS: OCCUPATIONAL ANTICIPATIONS IN RELATION TO THE OCCUPATION OF THE FAMILY HEAD, BY PER CENT

<table>
<thead>
<tr>
<th>Sample</th>
<th>Per Cent of Respondents with R. Anticipations*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Higher than Family Head</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Del.</td>
<td>16</td>
</tr>
<tr>
<td>Non.-Del.</td>
<td>52</td>
</tr>
</tbody>
</table>

*The number and per cent of incomplete, negative, etc. responses within each sample is as follows: (a) Among the delinquents, 11, i.e., 15.3% of the total 72. Since there are only 2 "Higher" and 2 "Equal" cases, even if they would be added to the delinquent sample given in the table, the pattern of distribution will not substantially change. (b) Among the non-delinquents, 2, i.e., 2.8% of the total 72. Again, this will not change the already established pattern in any important way because there is only 1 "Higher" and 1 "Equal" case altogether.

Almost half of the delinquents expect to remain at the father's level and, surprisingly, almost 25 per cent of them expect to end up lower than the occupational level of their fathers. Beyond the two-dimensional measure of delinquents and non-delinquents, some additional insights may be gained by examining the same relations as distributed among the various races and social classes.
Anticipation of Respondents by Race

According to Table 8, Negro delinquents hope to obtain occupations above the level of their breadwinner, but not significantly higher. White delinquents do not expect to remain even at the level of their father. In contrast to delinquents, non-delinquents anticipate achieving occupations above the level of their family head. However, just as in the case of delinquents, Negro non-delinquents also manifest a greater departure from their level of origin than the white non-delinquent respondents.

In terms of frequency of distribution, Table 9 reflects nearly the same attitude of respondents from a different angle. Both the delinquent and non-delinquent Negroes anticipate entering higher occupations than the one held by their fathers in a much greater proportion than white respondents—whether delinquent or non-delinquent. More than half of the white delinquents expect to remain at the level of the fathers; this ratio is somewhat lower for Negro delinquents. Also, more than one quarter of white delinquents do not anticipate achieving the occupational level of their fathers.

Anticipations of Respondents by Race and Social Class

Table 10 indicates that approximately five out of eight follow the pattern set forth by the hypothesis. With the exception of the Negro middle class and white delinquent middle class respondents, all other boys expect to attain occupations above
### TABLE 8

**MEAN SCORE OF THE OCCUPATION OF FAMILY HEAD AND OF THE ANTICIPATIONS OF DELINQUENTS AND NON-DELINQUENTS BY RACE**

<table>
<thead>
<tr>
<th>Sample</th>
<th>Mean Scores (M) of the</th>
<th>Difference between the Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Occupation of the Head of Family (HF)</td>
<td>Respondent's Anticipations (Ant)</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>M</td>
</tr>
<tr>
<td>ND</td>
<td>19</td>
<td>5.37</td>
</tr>
<tr>
<td>WD</td>
<td>42</td>
<td>4.74</td>
</tr>
<tr>
<td>NnonD</td>
<td>23</td>
<td>5.65</td>
</tr>
<tr>
<td>WnonD</td>
<td>47</td>
<td>4.55</td>
</tr>
</tbody>
</table>

\[ a_t = 1.363; \text{ d.f.} = 18; p \geq .05. \]
\[ b_t = 0.171; \text{ d.f.} = 41; p \geq .05. \]
\[ c_t = 5.918; \text{ d.f.} = 22; p \leq .05. \]
\[ d_t = 6.231; \text{ d.f.} = 46; p \leq .05. \]

**Legend**

- **ND** = Negro Delinquent
- **WD** = White Delinquent
- **NnonD** = Negro non-Delinquent
- **WnonD** = White non-Delinquent
TABLE 9
RELATIVE ANTICIPATIONS: OCCUPATIONAL ANTICIPATIONS IN RELATION TO THE OCCUPATION OF THE FAMILY HEAD, BY RACE AND PER CENT

<table>
<thead>
<tr>
<th>Sample</th>
<th>Higher than Family Head</th>
<th>Equal to Family Head</th>
<th>Lower than Family Head</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>ND</td>
<td>7</td>
<td>36.8</td>
<td>8</td>
<td>42.1</td>
</tr>
<tr>
<td>WD</td>
<td>9</td>
<td>21.4</td>
<td>22</td>
<td>52.4</td>
</tr>
<tr>
<td>NnonD</td>
<td>19</td>
<td>82.6</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>WnonD</td>
<td>33</td>
<td>70.2</td>
<td>8</td>
<td>17.0</td>
</tr>
</tbody>
</table>

their family origins. These differences are significant in the case of non-delinquents.

A more pervasive reversal in the hypothesized relations is the status of Negro middle class and white delinquent middle class. Table 10 indicates that the Negro middle class samples do not expect occupations above those of their fathers. In fact, Table 11 indicates that their expectations are below this level. However, the small number of respondents in this group counsels extreme caution with respect to this conclusion. In cases of white middle class delinquents, the deviation from the predicted
TABLE 10

MEAN SCORE OF THE OCCUPATION OF FAMILY HEAD AND OF THE ANTICIPATIONS OF DELINQUENTS AND NON-DELINQUENTS BY RACE AND CLASS

<table>
<thead>
<tr>
<th>Sample</th>
<th>Mean Scores (M) of the Occupation of the Head of Family (HF)</th>
<th>Differences between the Means</th>
<th>Significance and p</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>M</td>
<td>N</td>
</tr>
<tr>
<td>NDLC</td>
<td>16</td>
<td>5.63</td>
<td>16</td>
</tr>
<tr>
<td>WDLG</td>
<td>30</td>
<td>5.31</td>
<td>30</td>
</tr>
<tr>
<td>NDMC</td>
<td>3</td>
<td>4.00</td>
<td>3</td>
</tr>
<tr>
<td>WDMC</td>
<td>12</td>
<td>3.17</td>
<td>12</td>
</tr>
<tr>
<td>NLC</td>
<td>20</td>
<td>6.05</td>
<td>20</td>
</tr>
<tr>
<td>WLC</td>
<td>35</td>
<td>5.20</td>
<td>35</td>
</tr>
<tr>
<td>NMC</td>
<td>3</td>
<td>3.00</td>
<td>3</td>
</tr>
<tr>
<td>WMC</td>
<td>12</td>
<td>2.67</td>
<td>12</td>
</tr>
</tbody>
</table>

\(a_t = 1.826;\) d.f. = 15; \(p > .05.\)
\(b_t = 1.544;\) d.f. = 29; \(p > .05.\)
\(c_t = 0.000;\) d.f. = 2; Equal Means.
\(d_t = 2.966;\) d.f. = 11; \(p < .05.\)
\(e_t = 7.094;\) d.f. = 19; \(p < .05.\)
\(f_t = 5.728;\) d.f. = 34; \(p < .05.\)
\(g_t = 0.000;\) d.f. = 2; Equal Means
\(h_t = 2.872;\) d.f. = 11; \(p < .05.\)
### TABLE 11

**RELATIVE ANTICIPATIONS: OCCUPATIONAL ANTICIPATIONS IN RELATION TO THE OCCUPATION OF FAMILY HEAD, BY RACE, CLASS, AND PERCENT**

<table>
<thead>
<tr>
<th>Sample</th>
<th>Percent of Respondents with R. Anticipations</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Higher Than Family Head</td>
<td>Equal to Family Head</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>NDLC</td>
<td>6</td>
<td>37.5</td>
</tr>
<tr>
<td>WDLC</td>
<td>9</td>
<td>30.0</td>
</tr>
<tr>
<td>NDMC</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>WDMC</td>
<td>5</td>
<td>41.7</td>
</tr>
<tr>
<td>NLC</td>
<td>18</td>
<td>90.0</td>
</tr>
<tr>
<td>WLC</td>
<td>24</td>
<td>68.6</td>
</tr>
<tr>
<td>NMC</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>WMC</td>
<td>9</td>
<td>75.0</td>
</tr>
</tbody>
</table>

*The number and per cent of incomplete, negative, etc. responses within each sample is as follows: **NDLC=4**, i.e., 20% of the total 20; if these incomplete cases would be added to the data of the table, the "Higher" category would increase to ca. 41%, and the "Equal" one decrease to ca. 47%; **WDLC=6**, i.e., 16.7% of the total 36; within these incomplete groups there is an identical distribution between the "Higher" and "Equal" categories, and so, if added to the above, it will not substantially change the already given percentage; **WDMC=1**, i.e., 7.7% of the total 13; if this "Equal" category would be added to the above, it would increase the "Equal" to ca. 46%, and decrease the "Lower" one to ca. 54%; **WLC=1**, i.e., 2.8% of the total 36; the only "Higher" category within the incomplete (negative discrepancy case) group will not change the above pattern; **WMC=1**, i.e., 7.7% of the total 13; it provides only one "Equal" case, if added to the above data, it will not substantially change the pattern of distribution.
higher anticipation is the most striking. None of them expresses upward occupational anticipations; according to Tables 10 and 11, their expectations fall below the father's level in most instances. In contrast, middle class non-delinquents voice significantly higher anticipations; the 75% who do so is significant above the 5% level of probability.

Relative Occupational Aspiration

Aspiration of Delinquents and Non-Delinquents

The relative occupational aspiration expresses the distance (in scores) between stated occupational aspiration of a boy and the occupational status of the family head. Table 12 clearly indicates that both the delinquents and non-delinquents aspire to attain occupations significantly above the level of their point of origin. For both samples, the difference is above the 5% level of significance. Some additional information presented in Table 13, however, shows that while almost all non-delinquents express upward aspirations, this is true of only about half of the delinquents. Among the latter, 36.1% do not aspire to occupations beyond their point of origin. Considering the level of significance reported in Table 12, this part of the hypothesis is accepted with the restrictions imposed upon by the deviations in frequency distribution reported in Table 13.
### TABLE 12

**MEAN SCORE OF THE OCCUPATION OF FAMILY HEAD AND THE OCCUPATIONAL ASPIRATIONS OF DELINQUENTS AND NON-DELINQUENTS (TOTAL)**

<table>
<thead>
<tr>
<th>Sample</th>
<th>Mean Score (M) of the Occupation of the Head of Family (HF)</th>
<th>Differences between the Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>M</td>
</tr>
<tr>
<td>Del.</td>
<td>61</td>
<td>4.93</td>
</tr>
<tr>
<td>Non-Del.</td>
<td>70</td>
<td>4.91</td>
</tr>
</tbody>
</table>

<sup>a</sup> t = 4.338; d.f. = 60; p < .05.

<sup>b</sup> t = 15.569; d.f. = 69; p < .05.

### TABLE 13

**RELATIVE ASPIRATIONS: OCCUPATIONAL ASPIRATIONS IN RELATION TO THE OCCUPATION OF FAMILY HEAD, BY PER CENT**

<table>
<thead>
<tr>
<th>Sample</th>
<th>Per Cent of Respondents with R. Aspirations</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Higher than Family Head</td>
<td>Equal to Family Head</td>
<td>Lower than Family Head</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Del.</td>
<td>31</td>
<td>50.2</td>
<td>22</td>
<td>36.1</td>
<td>8</td>
</tr>
<tr>
<td>Non-Del.</td>
<td>65</td>
<td>92.8</td>
<td>3</td>
<td>4.3</td>
<td>2</td>
</tr>
</tbody>
</table>
Aspiration Respondents by Race

Respondents of both races—delinquents and non-delinquents—appear to aspire to significantly higher occupations than those of their breadwinners. Table 14 reveals that Negro non-delinquents reflect the highest desire to rise above the occupational level of fathers. The next highest aspiration is shown by the white non-delinquents and the lowest by the white delinquent respondents.

### TABLE 14

**MEAN SCORE OF THE OCCUPATION OF THE FAMILY HEAD AND OF THE ASPIRATIONS OF DELINQUENTS AND NON-DELINQUENTS BY RACE**

<table>
<thead>
<tr>
<th>Sample</th>
<th>Mean Score (M) of the Occupation of the Head of Family (HF)</th>
<th>Mean Score (M) of the Respondent's Aspirations (Asp)</th>
<th>Differences between the Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N  M</td>
<td>N  M</td>
<td>HF-Asp</td>
</tr>
<tr>
<td>ND</td>
<td>19  5.37</td>
<td>19  3.58</td>
<td>+ 1.79</td>
</tr>
<tr>
<td>WD</td>
<td>42  4.74</td>
<td>42  3.83</td>
<td>+ 0.91</td>
</tr>
<tr>
<td>NnonD</td>
<td>23  5.65</td>
<td>23  1.65</td>
<td>+ 4.00</td>
</tr>
<tr>
<td>WnonD</td>
<td>47  4.55</td>
<td>47  1.68</td>
<td>+ 2.87</td>
</tr>
</tbody>
</table>

\[ a_t = 3.979; \ \text{d.f.} = 18; \ \ p \leq .05. \]
\[ b_t = 2.712; \ \text{d.f.} = 41; \ \ p \leq .05. \]
\[ c_t = 12.024; \ \text{d.f.} = 22; \ \ p \leq .05. \]
\[ d_t = 11.658; \ \text{d.f.} = 46; \ \ p \leq .05. \]
In terms of frequency distribution, again, the Negro non-delinquents show the highest percentage of aspirations, and the white non-delinquents, again, occupy the second high rank. White delinquents manifest the lowest frequency of higher aspiration; they fall below the Negro delinquents and as Table 15 reveals it, more than 40% aspire only to occupations equal to those of their fathers; a substantial portion aspire even below that level.

**TABLE 15**

RELATIVE ASPIRATIONS: OCCUPATIONAL ASPIRATIONS IN RELATION TO THE OCCUPATION OF FAMILY HEAD, BY RACE AND PER CENT

<table>
<thead>
<tr>
<th>Sample</th>
<th>Per Cent of Respondents with R. Aspirations</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Higher than Family Head</td>
<td>Equal to Family Head</td>
</tr>
<tr>
<td>ND</td>
<td>13</td>
<td>68.4</td>
</tr>
<tr>
<td>WD</td>
<td>18</td>
<td>42.9</td>
</tr>
<tr>
<td>NnonD</td>
<td>22</td>
<td>95.7</td>
</tr>
<tr>
<td>WnonD</td>
<td>43</td>
<td>91.5</td>
</tr>
</tbody>
</table>

Aspiration of Respondents by Race and Social Class

Analysis of aspiration level by socio-economic status and race are found in Table 16 and reveals that, with the exceptions of the Negro middle class and white delinquent middle class, the
### TABLE 16

**MEAN SCORE OF THE OCCUPATION OF FAMILY HEAD AND OF THE ASPIRATIONS OF DELINQUENTS AND NON-DELINQUENTS BY RACE AND CLASS**

<table>
<thead>
<tr>
<th>Sample</th>
<th>Mean Score (M) of the Occupation of the Head of Family (HF)</th>
<th>Mean Score (M) of the Respondent's Aspirations (Asp)</th>
<th>Difference between the Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>M</td>
<td>N</td>
</tr>
<tr>
<td>NDLC</td>
<td>16</td>
<td>5.63</td>
<td>16</td>
</tr>
<tr>
<td>WDLC</td>
<td>30</td>
<td>5.37</td>
<td>30</td>
</tr>
<tr>
<td>NDMC</td>
<td>3</td>
<td>4.00</td>
<td>2</td>
</tr>
<tr>
<td>WDMC</td>
<td>12</td>
<td>3.17</td>
<td>12</td>
</tr>
<tr>
<td>NLC</td>
<td>20</td>
<td>6.05</td>
<td>20</td>
</tr>
<tr>
<td>WLC</td>
<td>35</td>
<td>5.20</td>
<td>35</td>
</tr>
<tr>
<td>NMC</td>
<td>3</td>
<td>3.00</td>
<td>3</td>
</tr>
<tr>
<td>WMC</td>
<td>12</td>
<td>2.67</td>
<td>12</td>
</tr>
</tbody>
</table>

\[ a_t = 4.118; \text{ d.f.} = 15; \text{ p } \leq .05. \]
\[ b_t = 3.371; \text{ d.f.} = 29; \text{ p } \leq .05. \]
\[ c_t = 0.756; \text{ d.f.} = 2; \text{ p } \leq .05. \]
\[ d_t = 0.561; \text{ d.f.} = 11; \text{ p } \leq .05. \]
\[ e_t = 19.927; \text{ d.f.} = 19; \text{ p } \leq .05. \]
\[ f_t = 11.821; \text{ d.f.} = 34; \text{ p } \leq .05. \]
\[ g_t = 1.000; \text{ d.f.} = 2; \text{ p } \leq .05. \]
\[ h_t = 5.506; \text{ d.f.} = 11; \text{ p } \leq .05. \]
majority of the investigated samples aspire to significantly higher levels than the ones held by their family of origin. If the low figures for the Negro middle class boys are considered, one notes that in Table 17 that, in spite of the lack of significance in the distribution shown in Table 16, two-thirds of these individuals aspire beyond their level of origin. Similarly, as was the case with respect to relative anticipations, white delinquent middle class boys reflect the lowest aspirations, i.e., their mean score is -0.25 below the occupational score of their father. Table 17 reveals that in the "Higher" column, most of the non-delinquents reflect higher goals than do the delinquents. With the exception of the Negro middle class non-delinquents, Negroes are more frequent in high aims than whites. This is true when one relates this comparison to the family of origin of respondents.

Rank-Order Comparison of Relative Occupational Goals

The term relative occupational goals is a collective expression for both the relative occupational aspiration and anticipation. Table 18 highlights the extreme variance of the Negro boys in terms of relative occupational goals. They appear to be the most highly motivated to raise above the level of their family origin. The comparable attitude of the white lower class boys who rank as the second highest after Negroes is also a significant reflection of interest in upward social mobility.
### TABLE 17

**RELATIVE ASPIRATIONS: OCCUPATIONAL ASPIRATIONS IN RELATION TO THE OCCUPATION OF FAMILY HEAD, BY RACE, CLASS, AND PER CENT**

<table>
<thead>
<tr>
<th>Sample</th>
<th>Per Cent of Respondents with R. Aspirations</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Higher than Family Head</td>
<td>Equal to Family Head</td>
<td>Lower than Family Head</td>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>NDLC</td>
<td>11</td>
<td>68.8</td>
<td>5</td>
<td>31.2</td>
<td>16</td>
<td>100</td>
</tr>
<tr>
<td>WDLC</td>
<td>15</td>
<td>50.0</td>
<td>12</td>
<td>40.0</td>
<td>3</td>
<td>10.0</td>
</tr>
<tr>
<td>NDMC</td>
<td>2</td>
<td>66.7</td>
<td>1</td>
<td>33.3</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>WDMC</td>
<td>3</td>
<td>25.0</td>
<td>5</td>
<td>41.4</td>
<td>4</td>
<td>33.3</td>
</tr>
<tr>
<td>NLC</td>
<td>20</td>
<td>100.0</td>
<td>2</td>
<td>10.0</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>WLC</td>
<td>33</td>
<td>94.2</td>
<td>1</td>
<td>2.9</td>
<td>1</td>
<td>2.9</td>
</tr>
<tr>
<td>NMC</td>
<td>2</td>
<td>66.7</td>
<td>1</td>
<td>33.3</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>WMC</td>
<td>10</td>
<td>83.3</td>
<td>2</td>
<td>16.7</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

*The number and per cent of incomplete, negative, etc. responses within each sample is the same as shown in the footnote of Table 11. Inspection of the related distribution of scores within this category indicates that it would not substantially affect the frequency pattern illustrated in the table.*

The Negro middle class boys seem to occupy the lowest relative aspiration rank.\(^1\) Rivera reports the same finding.\(^2\)

\(^1\)In terms of upward mobility, this rank is only relative: it reflects only one's mobility aspiration with reference to his family or origin. In absolute aspirational terms, these ranks will differ— as it is apparent from the data of Table 16, where
TABLE 18

RANK ORDER OF SAMPLES BY MEAN RELATIVE DISCREPANCY SCORES:
RELATIVE ASPIRATIONS, RELATIVE ANTICIPATIONS
RELATIVE GOAL DISCREPANCY

<table>
<thead>
<tr>
<th>Rank Order (I = High</th>
<th>Relative Aspirations</th>
<th>Relative Anticipations</th>
<th>Relative Goal Discrepancy</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>NLC (4.45)</td>
<td>NLC (2.80)</td>
<td>NLC (1.65)</td>
</tr>
<tr>
<td>II</td>
<td>WLC (3.31)</td>
<td>WLC (1.97)</td>
<td>NDLC (1.38)</td>
</tr>
<tr>
<td>III</td>
<td>NDLC (1.88)</td>
<td>WMC (1.09)</td>
<td>WLC (1.34)</td>
</tr>
<tr>
<td>IV</td>
<td>WMC (1.59)</td>
<td>NDLC (0.50)</td>
<td>NDMC (1.33)</td>
</tr>
<tr>
<td>V</td>
<td>WDLC (1.37)</td>
<td>WDLC (0.47)</td>
<td>NMC (1.00)</td>
</tr>
<tr>
<td>VI</td>
<td>NDMC (1.33)</td>
<td>NDMC (0.00)</td>
<td>WDLC (0.97)</td>
</tr>
<tr>
<td>VII</td>
<td>NMC (1.00)</td>
<td>NMC (0.00)</td>
<td>WMC (0.59)</td>
</tr>
<tr>
<td>VIII</td>
<td>WDMC (-0.25)*</td>
<td>WDMC (-1.33)*</td>
<td>WDMC (-1.08)*</td>
</tr>
</tbody>
</table>

*WDMC is "Lowest" in negative sense.

The difference between relative aspirations and anticipations is termed as relative discrepancy. According to Rivera,\(^1\) the high or low level of this score may be taken as an index of the white middle class non-delinquents show the highest, and the Negro middle class non-delinquents the lowest among all non-delinquents.

\(^2\)Rivera, op. cit., p. 23.

\(^3\)Ibid., pp. 23, 26.
personal confidence in one's ability to achieve valued ends. If this interpretation is accepted, then the white middle class boys seem to reflect the highest, and the Negro lower class reflects the lowest level of confidence.

Concluding Remarks

Summing up the findings from this section in the light of some of the previous works and theories, the following items deserve mention:

1. Viewed in general and relative terms, our data reveal that both the delinquents and matched non-delinquents manifest anticipations and aspirations to occupations above their level of origin. In this sense, the first hypothesis may be accepted and it is supported by several other theories or findings.¹

2. Viewed in specific and relative terms, i.e., delinquents and matched non-delinquents specified according to race and social class, there are some deviations from the general prediction of the hypothesis.

a. The relative anticipation of delinquents is not significantly higher than their point of origin. With the exception of the Negro middle class, only the non-delinquents manifest significantly higher anticipation than their family origin.

¹Cf., Merton, op. cit., p. 171; Epps, op. cit., p. 64; Rivera, op. cit., p. 24; Empey, op. cit., p. 708.
b. White middle class delinquents reflect lower anticipation than the occupational level of their father. This remains the most striking departure from the hypothesis.

c. The relative aspiration of Negro middle class and white delinquent middle class boys does not reach the level of significance. All other subgroups do. However, Negro middle class respondents still show consistently higher aspiration than the occupational level of fathers. For the striking low ambition level of the white delinquent middle class boys, the explanation given under number 2/b is offered.

3. Viewed in absolute terms, i.e., by comparing the occupational aspiration and anticipation of each subgroup to each other (and not to the occupational level of their father), most of our findings are supported by previous theories or researches.

a. Compared to delinquents, the matched non-delinquents anticipate and aspire to attain significantly higher occupations than their point of origin. This seems to be in agreement with other studies that have touched upon this point.¹

b. Middle class individuals have higher occupational goals than lower class persons. This finding is overwhelmingly supported by others.

¹Cf., Selden, op. cit., pp. 224-25; Epps, op. cit., p. 65; Rivera, op. cit., p. 25.
c. Generally, Negro lower class respondents manifest higher aspirations than their white lower class peers. This seems to be true on both the delinquent and the matched non-delinquent level.¹

Second Hypothesis:

Absolute Occupational Discrepancy

The distance or difference (in scores) between absolute occupational aspirations and anticipations is termed as absolute occupational discrepancy. Absolute occupational aspiration is the distance (in scores) between the stated occupational aspiration of respondents of two different social classes; in the present study, the comparative distance between the aspiration of middle and lower class boys.² Absolute occupational anticipation is the distance (in scores) between the stated occupational anticipation of respondents of two different social classes; in the present study, the comparative distance between the anticipation of middle and lower class boys.³

The second hypothesis states that there is a greater and frequent discrepancy among delinquents than among the matched

¹Support to this finding is given by Rivera, op. cit., pp. 22-25; Gist and Bennett, op. cit., pp. 40, 48; etc. It is not supported by Epps, op. cit.


³Ibid.
non-delinquents concerning their occupational aspirations and anticipations. A complete and an objective analysis of this hypothesis and the social composition of the investigated samples will require examination of the relationship among the following relevant variables: (1) absolute occupational aspiration and (2) anticipation; (3) the resultant discrepancy; (4) delinquents and the matched non-delinquents; (5) race; and (6) class. A more perfect understanding of the present hypothesis suggests their adequate consideration for analysis.

Occupational Discrepancy of Delinquents and Non-Delinquents

Viewed in absolute terms, the data presented in Table 19 do not support the predictions advanced by the second hypothesis. Although, individually, each of these scores are significantly below the 5% level of probability, i.e., the absolute aspirations of both the delinquents and non-delinquents are significantly higher than their anticipations; nevertheless, the discrepancy score of delinquents is not higher, but lower than that of non-delinquents. If the same relation is examined according to frequency distribution, Table 20 reveals that, contrary to prediction, delinquents manifest a lower frequency of discrepancy.

1 The reason for analyzing the compared two groups is that they are composed of two different races, i.e., white and Negro, and social classes, i.e., middle and lower class.
TABLE 19

OCCUPATIONAL DISCREPANCY SCORES OF DELINQUENTS AND NON-DELINQUENTS: THE DIFFERENCE BETWEEN ABSOLUTE OCCUPATIONAL ASPIRATIONS AND ANTICIPATIONS

<table>
<thead>
<tr>
<th>Sample</th>
<th>Number of Cases</th>
<th>Mean Score (M) of Aspiration</th>
<th>Mean Score (M) of Anticipation</th>
<th>Discrepancy Score</th>
<th>Significance of Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Del.</td>
<td>61</td>
<td>3.75</td>
<td>4.84</td>
<td>1.09</td>
<td>s^a</td>
</tr>
<tr>
<td>Non-Del.</td>
<td>70</td>
<td>1.67</td>
<td>2.96</td>
<td>1.29</td>
<td>s^b</td>
</tr>
</tbody>
</table>

\[ a_t = 5.520; \text{ d.f. } = 60; p \leq 0.05. \]

\[ b_t = 6.847; \text{ d.f. } = 69; p \leq 0.05. \]

(i.e., 47.7% vs. 59.9%) and a higher frequency of occupational goal stability (i.e., 52.3 vs. 40.3) than non-delinquents. Consequently, if the hypothesis is applied to these two broad samples, i.e., delinquents and non-delinquents, it must be rejected.¹

For the sake of completeness, however, it must be noted that the lower and less frequent discrepancy of delinquents is related to lower aspirations and anticipations than those of non-delinquents. According to Table 19, a higher shift or downward

¹For the evaluation and interpretation of findings, see the forthcoming section: “Concluding Remarks.”
TABLE 20

FREQUENCY DISTRIBUTION OF OCCUPATIONAL GOAL DISCREPANCIES:
RELATION BETWEEN ASPIRATION AND ANTICIPATION,
BY NUMBER AND PERCENT OF CASES

<table>
<thead>
<tr>
<th>Sample</th>
<th>Number and Percent of Boys With Aspirations</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Higher than Anticipation</td>
<td>Equal to Anticipation</td>
<td>Lower than Anticipation</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Del.*</td>
<td>27</td>
<td>41.5</td>
<td>34</td>
<td>52.3</td>
<td>4</td>
</tr>
<tr>
<td>Non-Del.</td>
<td>41</td>
<td>56.9</td>
<td>29</td>
<td>40.3</td>
<td>2</td>
</tr>
</tbody>
</table>

*There were seven incomplete or "no information" cases in the delinquent sample. A careful inspection of their questionnaires reveals that most of these boys' fathers had a very low education, i.e., between 8th and 9th grade or below. Three of these were from NDLC and four from WDLC.

The revision of occupational goals manifested by non-delinquents is based on substantially higher aspirations and anticipations than those of delinquents. As Table 20 shows, 56.9% of non-delinquents vs. 41.5% of delinquents have aspirations above their anticipations.

Occupational Discrepancy of Delinquents and Non-Delinquents, by Race

Table 21 reveals that white non-delinquents have higher discrepancy scores than white delinquents, and that similarly,
TABLE 21

OCCUPATIONAL DISCREPANCY SCORES OF RESPONDENTS: THE DIFFERENCE BETWEEN ABSOLUTE OCCUPATIONAL ASPIRATIONS AND ANTICIPATIONS, BY RACE

<table>
<thead>
<tr>
<th>Sample</th>
<th>Number of Cases</th>
<th>Mean Scores (M)</th>
<th>Discrepancy Score</th>
<th>Significance of Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>ND</td>
<td>19</td>
<td>3.58</td>
<td>4.95</td>
<td>1.37</td>
</tr>
<tr>
<td>WD</td>
<td>42</td>
<td>3.83</td>
<td>4.79</td>
<td>0.96</td>
</tr>
<tr>
<td>NnonD</td>
<td>23</td>
<td>1.65</td>
<td>3.22</td>
<td>1.57</td>
</tr>
<tr>
<td>WnonD</td>
<td>47</td>
<td>1.68</td>
<td>2.83</td>
<td>1.15</td>
</tr>
</tbody>
</table>

\[ a_t = 3.885; \text{ d.f. } = 18; \text{ p } \leq 0.05. \]
\[ b_t = 4.036; \text{ d.f. } = 41; \text{ p } \leq 0.05. \]
\[ c_t = 4.219; \text{ d.f. } = 22; \text{ p } \leq 0.05. \]
\[ d_t = 5.398; \text{ d.f. } = 46; \text{ p } \leq 0.05. \]

Negro non-delinquents have higher occupational discrepancy scores than Negro delinquents; these discrepancy score differences within each race appear to be quite low, i.e., .19 if WnonD is compared against WD, and .20 if NnonD is compared against ND. In this aspect, the two races do not differ importantly. These discrepancies are significant below the .05 level of probability, i.e., both the non-delinquents and delinquents, whether white or Negro, manifest significantly higher occupational aspirations than
-109-

anticipations. If the same relations are examined in the light of frequency distribution, then in general, the above results will be corroborated according to Table 22. Both white and Negro non-delinquents will manifest more frequent incidence of occupational goal shifts—especially downward revisions—leading to more frequent occupational goal discrepancies in the present study among non-delinquents than delinquents. Conversely, both Negro and white non-delinquents manifest a lower percent of unchanged occupational goals than the delinquents of the corresponding races. These relations, however, are less pronounced in the case of Negroes than whites. Between the two races, for both delinquents and non-delinquents, Negroes show more frequent downward revisions than whites.

Occupational Discrepancy of Delinquents and Non-Delinquents, by Race and Class

If the occupational discrepancies are examined in more detail, i.e., according to social class divisions of the two races for both non-delinquents and delinquents, then some departures from the formerly consistent patterns will emerge.

The expressions of "downward revision" or "downward scaling" seem to be the most frequently used terms in sociological studies discussing the change of occupational goals, i.e., the downward change from aspiration to anticipation. See op. cit., by Hollingshead, Hyman, Knupfer, Rivera, Keller, Zavalloni, Empey, Caro, etc.
Table 22 indicates that if race and social class are held constant and delinquency is used for control, then the prediction of the hypothesis is confirmed for both the white and Negro middle class, and rejected for both the white and Negro lower class. If, however, the data presented in Table 24 are examined in terms of frequency distribution, then the hypothesis becomes confirmed only for the Negro middle class, and rejected for all other subgroups. This departure from the previously found consistencies of pattern relations, may be deemed less serious for Negro middle classes because of their low number and because their discrepancy score does not reach the required level of significance. For the white
TABLE 23

OCCUPATIONAL DISCREPANCY SCORES OF RESPONDENTS:
THE DIFFERENCE BETWEEN ABSOLUTE OCCUPATIONAL
ASPIRATIONS AND ANTICIPATIONS, BY RACE
AND CLASS

<table>
<thead>
<tr>
<th>Sample</th>
<th>Number of Cases</th>
<th>Mean Score (M) of Aspiration Anticipation</th>
<th>Discrepancy Score</th>
<th>Significance of Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>NDLC</td>
<td>16</td>
<td>3.75</td>
<td>5.13</td>
<td>1.38</td>
</tr>
<tr>
<td>WDLC</td>
<td>30</td>
<td>4.00</td>
<td>4.90</td>
<td>0.90</td>
</tr>
<tr>
<td>NDMC</td>
<td>3</td>
<td>2.57</td>
<td>4.00</td>
<td>1.33</td>
</tr>
<tr>
<td>WDMC</td>
<td>12</td>
<td>3.42</td>
<td>4.50</td>
<td>1.08</td>
</tr>
<tr>
<td>NLC</td>
<td>20</td>
<td>1.60</td>
<td>3.25</td>
<td>1.65</td>
</tr>
<tr>
<td>WLC</td>
<td>35</td>
<td>1.89</td>
<td>3.23</td>
<td>1.34</td>
</tr>
<tr>
<td>NMC</td>
<td>3</td>
<td>2.00</td>
<td>3.00</td>
<td>1.00</td>
</tr>
<tr>
<td>WMC</td>
<td>12</td>
<td>1.08</td>
<td>1.67</td>
<td>0.59</td>
</tr>
</tbody>
</table>

\[ a_t = 3.467; \quad d.f. = 15; \quad p < 0.05. \]
\[ b_t = 3.113; \quad d.f. = 29; \quad p < 0.05. \]
\[ c_t = 1.512; \quad d.f. = 2; \quad p < 0.05. \]
\[ d_t = 2.600; \quad d.f. = 11; \quad p < 0.05. \]
\[ e_t = 4.067; \quad d.f. = 19; \quad p < 0.05. \]
\[ f_t = 4.886; \quad d.f. = 34; \quad p < 0.05. \]
\[ g_t = 1.000; \quad d.f. = 2; \quad p < 0.05. \]
\[ h_t = 3.924; \quad d.f. = 11; \quad p < 0.05. \]
### TABLE 24

DISTRIBUTION OF OCCUPATIONAL GOAL DISCREPANCIES: RELATION BETWEEN ASPIRATION AND ANTICIPATION BY PERCENT, CLASS, AND RACE

<table>
<thead>
<tr>
<th>Sample</th>
<th>Per Cent of Boys with Aspiration</th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Higher than Anticipation</td>
<td>Equal to Anticipation</td>
<td>Lower than Anticipation</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>NDLC</td>
<td>9</td>
<td>52.9</td>
<td>7</td>
<td>41.2</td>
</tr>
<tr>
<td>WDL C</td>
<td>11</td>
<td>34.4</td>
<td>19</td>
<td>59.3</td>
</tr>
<tr>
<td>NDMC</td>
<td>2</td>
<td>66.7</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>WDMC</td>
<td>5</td>
<td>38.5</td>
<td>7</td>
<td>53.8</td>
</tr>
<tr>
<td>NL C</td>
<td>13</td>
<td>65.0</td>
<td>7</td>
<td>35.0</td>
</tr>
<tr>
<td>WLC</td>
<td>20</td>
<td>55.6</td>
<td>15</td>
<td>41.7</td>
</tr>
<tr>
<td>NMC</td>
<td>1</td>
<td>33.3</td>
<td>2</td>
<td>66.7</td>
</tr>
<tr>
<td>WMC</td>
<td>7</td>
<td>53.8</td>
<td>5</td>
<td>38.5</td>
</tr>
</tbody>
</table>

Middle class, the contradiction of the two tables cannot be satisfactorily settled, at least not on the basis of the two tables, and therefore, some further research would be needed with a greater number of respondents than the present one. It is important to note that according to Table 23, within each race, middle class respondents reported higher occupational goals than the lower class boys; but, with the exception of white delinquent middle class, all other middle class subgroups show smaller...
occupational downward revisions than the lower class. However, these revisions of lower class are related to lower occupational ambition levels than those of middle class. With the exception of the white non-delinquent middle class, Negroes show higher absolute occupational aspirations than whites; but, with the exception of the white delinquent middle class, Negroes have lower anticipations than whites.

Concluding Remarks

Summing up the findings from this section in the light of some of the previous works and theories, the following items deserve mention:

1. Most of the data reported in the various tables of this section do not lend support to the second hypothesis, and in general, it must be rejected.

   a. Contrary to the hypothesized prediction, data of the second hypothesis reveal that there is a greater and more frequent discrepancy among the matched non-delinquents than delinquents. Especially, non-delinquents were found to display more frequent downward revisions of their aspirations than delinquents. Because these occupational goal shifts or changes between the preferred and anticipated occupations result in measurable discrepancies, therefore, frequent changes of occupational
goal will obviously increase the frequency of discrepancies.\(^1\)

b. Conversely, delinquents revealed less frequent departure from their aspirations; therefore, also less frequent goal discrepancies, and lower discrepancy scores than non-delinquents in general.\(^2\)

2. In general, Negro respondents were found to have greater discrepancies than whites for both delinquents and non-delinquents. Compared to white respondents, a higher percentage of Negroes have reported aspirations above the level of anticipations.\(^3\)

3. If occupational discrepancies are analyzed according to social class of the two races for both non-delinquents and delinquents in terms of discrepancy scores, then the prediction of the hypothesis is confirmed for both the white and Negro middle

---

\(^1\)Among the extremely scantily available works concerned with the occupational aspirations of both the delinquents and non-delinquents, those which support this finding are: Maud M. Merril, Problems of Child Delinquency (New York: Houghton-Mifflin, 1947); Selden, op. cit.; Rivera, op. cit.

\(^2\)Studies under the above footnote support this finding also. In terms of maladjusted personality, which states that mal-adjusted persons show lower discrepancy than the well adjusted ones, some support is also given by Gruen. Cf., E. W. Gruen, "Level of Aspiration in Relation to Personality Factors in Adolescents," Child Development, XVI (1945), 181-83.

\(^3\)This finding is supported by Gist and Bennett, "Aspirations of Negro and White Students," op. cit., pp. 40-48; and Rivera, op. cit.
class, and rejected for both the white and Negro lower class. However, if the occupational goal shifts are analyzed in terms of frequency distribution under the same subdivisions, then—with the exception of the Negro middle class—the hypothesis will be rejected for all the remaining subgroups. This partial contradiction cannot be satisfactorily clarified from the available data, and therefore, some additional research concerning class and discrepancy is suggested. Since the scantily available literature on this matter (i.e., on the relation of occupational discrepancy to social class, race, and delinquency), and the present data about the frequency distribution of occupational downward scaling seem generally to confirm each other, it appears that there is some empirical ground to say that, contrary to the hypothesis, and with the exception of the Negro middle class, there is a higher frequency of downward scaling among the matched (comparable) classes of non-delinquents than delinquents for both white and Negro respondents. With the exception of white delinquent middle class, all other middle class subgroups reveal a smaller downward revision of occupational goals at a higher aspirational level than this is shown by lower class.

4. It should be noted that the discrepancy variable was an important part of the early experimental studies of aspiration.

1Closest to this aspect as supportive the following examples may be mentioned: Rivera, op. cit.; Stephenson, op. cit.; Caro, op. cit.
it has a crucial role in the more recent and refined sociological studies of occupational ambitions. However, in the evaluation and interpretation of the nature and role of occupational discrepancy, there is a serious controversy among scientists. The data of the present study appear to favor those sociological findings and theories which maintain that (a) there is a greater occupational goal shift—especially downward scaling—among non-delinquents than delinquents; among Negroes than white persons; and among lower class individuals rather than middle class individuals; (b) a high discrepancy score is likely to be related to substantial downward revision of aspirations; based on the findings and

1One school of theories contends that individuals tend to lower or raise future goals depending on their success or failure experiences with previous goals. Cf., Hoppe, op. cit. Based on this premise, Gould states: "It is whether the present is regarded as a success or as a failure ... that constitutes one's attitude toward future ... Satisfaction ... means difference score will be low ... Dissatisfaction ... the difference score will be high." See: Gould, op. cit., p. 468. Contrary to this, Moulton states that individuals high in fear of failure raise their aspiration after failure and lower it after success. See: Moulton, op. cit., pp. 399-406. Gould also states that lower class shows higher discrepancies than upper class. Caro's "balance theory" seems to reflect the most typical sociological interpretation of discrepancy: "Serious commitment to an occupational goal which is perceived as to be unattainable may be a source of considerable frustration ... to his aspirations." See: Caro, op. cit. Together with many others, Rivera considers the discrepancy score as a measure of "personal confidence." See Rivera, op. cit., p. 26.

2Cf., Stephenson, op. cit.; Gould, op. cit.; Rivera, op. cit., etc.
interpretation of behavioral scientists,\textsuperscript{1} it is reasonable, i.e., logical to assume and we would argue that a discrepancy score may be taken as an index of confidence in relation to occupational goal shifts or downward scalings.

Third Hypothesis:

Relation Between the Level of Educational Aspirations, Absolute Occupational Aspirations and Anticipations, and Discrepancy

The term "Level of Educational Aspirations"\textsuperscript{2} is self-explanatory, and it serves to measure the stated educational goals of respondents. All other variables related to this hypothesis have already been defined in earlier sections.\textsuperscript{3}

The third hypothesis is composed of two sub-hypotheses, which in turn are themselves subdivided into the following sub-ordinated hypotheses:

(1) It is hypothesized that, in general, (a) educational aspirations will be related more closely to occupational anticipations than occupational aspirations, and (b) this will be especially true for the lower class respondents, the Negro respondents, and the delinquent respondents.

\textsuperscript{1}Cf., Lewin, op. cit.; Gould, op. cit.; Rivera, op. cit., etc.

\textsuperscript{2}For the item measuring this variable, see the questionnaire item under code number 62, page 10, in Appendix IV.

\textsuperscript{3}See page 102.
(2) This means, therefore, that comparison between occupational anticipations and aspirations will form the following pattern: (a) where both occupational aspirations and anticipations are low, educational aspiration will be low regardless of differences of class, race, or delinquency record; (b) where both occupational aspirations and anticipations are high, there will be high educational aspiration but middle class white and non-delinquent respondents will be higher than others; and (c) there will be an inverse relation between occupational discrepancy and educational aspiration, i.e., when occupational discrepancies increase, educational aspirations will decrease, or conversely, when educational aspirations increase, occupational discrepancies decrease.

In this study, the term absolute occupational ambition is a common expression for the individual terms of absolute occupational aspiration and anticipations. It is used sparingly and then only for the sake of brevity.

Educational Aspiration of Delinquents and Non-Delinquents in Relation to Absolute Occupational Ambition and Discrepancy

First Part of the Hypothesis: General Relations between Educational Aspiration and Occupational Ambition of Delinquent and Non-Delinquent Groups

In general, the findings are consistent with the first part of the hypothesis (i.e., number 1,a) in showing that educational aspirations are more closely correlated with occupational anticipations than aspirations. Predictably, Tables 25 and 26 reveal that both the delinquents and non-delinquents of this study have an higher coefficient of correlation between their level of educational aspiration and occupational anticipation
### Table 25

The Coefficient of Correlation Between the Level of Educational Aspirations (LEA) and Occupational Anticipations

<table>
<thead>
<tr>
<th>Sample</th>
<th>N</th>
<th>Coefficient of Correlation</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delinquent</td>
<td>61</td>
<td>0.5065</td>
<td>Sa</td>
</tr>
<tr>
<td>Non-Delinquent</td>
<td>70</td>
<td>0.4183</td>
<td>Sb</td>
</tr>
</tbody>
</table>

\[
\begin{align*}
  a_t &= 4.551; \quad d.f. = 59; \quad p \leq .05. \\
  b_t &= 3.801; \quad d.f. = 68; \quad p \leq .05.
\end{align*}
\]

### Table 26

The Coefficient of Correlation Between the Level of Educational Aspirations (LEA) and Occupational Aspirations

<table>
<thead>
<tr>
<th>Sample</th>
<th>N</th>
<th>Coefficient of Correlation</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delinquent</td>
<td>61</td>
<td>0.4552</td>
<td>Sa</td>
</tr>
<tr>
<td>Non-Delinquent</td>
<td>70</td>
<td>0.3256</td>
<td>Sb</td>
</tr>
</tbody>
</table>

\[
\begin{align*}
  a_t &= 4.040; \quad d.f. = 59; \quad p \leq .05. \\
  b_t &= 2.590; \quad d.f. = 68; \quad p \leq .05.
\end{align*}
\]
than occupational aspiration. As hypothesized, delinquents show higher correlations between the variables of educational aspiration and occupational anticipation than non-delinquents. The coefficient of correlation between these variables are .465 and .326 for delinquents and non-delinquents respectively, and as the data indicate, these correlations are statistically significant. Accordingly, this first part of the hypothesis with respect to delinquents and non-delinquents in general is accepted.

Second Part of the Hypothesis: Specific Relations between Educational Aspiration and Occupational Ambition and Discrepancy of Delinquent and Non-Delinquent Groups

Positive Relations between Educational Aspiration and Occupational Ambition and Discrepancy of Delinquents and Non-Delinquents

In an attempt to determine whether the level of absolute occupational ambition and discrepancy are positively related to the level of educational aspirations, the mean scores of educational aspirations under "No," "Slight," and "High" discrepancy categories for both the delinquents and non-delinquents and the level of occupational aspirations are reported in Table 27. Data presented of the current inquiry in this table are consistent with the prediction of the second part (i.e., number 2, a, b) of the present hypothesis; separately, for both the delinquents and non-delinquents of this study, educational aspirations are lower
TABLE 27

RELATION BETWEEN THE LEVEL OF EDUCATIONAL ASPIRATIONS (LEA), ABSOLUTE OCCUPATIONAL ASPIRATIONS, AND DISCREPANCY OF DELINQUENTS AND NON-DELINQUENTS

BY MEAN SCORE

<table>
<thead>
<tr>
<th>Sample</th>
<th>Level of Occupational Aspirations</th>
<th>N</th>
<th>Mean</th>
<th>N</th>
<th>Mean</th>
<th>N</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Del.</td>
<td>&quot;High&quot; (1)</td>
<td>2</td>
<td>19.0</td>
<td>5</td>
<td>18.0</td>
<td>8</td>
<td>14.8</td>
</tr>
<tr>
<td>Non-Del.</td>
<td></td>
<td>16</td>
<td>18.2</td>
<td>14</td>
<td>16.9</td>
<td>10</td>
<td>15.6</td>
</tr>
<tr>
<td>Del.</td>
<td>&quot;Moderately High&quot; (2-3)</td>
<td>4</td>
<td>16.0</td>
<td>3</td>
<td>13.3</td>
<td>2</td>
<td>11.0</td>
</tr>
<tr>
<td>Non-Del.</td>
<td></td>
<td>9</td>
<td>16.4</td>
<td>11</td>
<td>15.1</td>
<td>5</td>
<td>14.0</td>
</tr>
<tr>
<td>Del.</td>
<td>&quot;Moderately Low&quot; (4-5)</td>
<td>21</td>
<td>12.8</td>
<td>7</td>
<td>12.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Del.</td>
<td></td>
<td>4</td>
<td>14.5</td>
<td>1</td>
<td>14.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Del.</td>
<td>&quot;Low&quot; (6-7)</td>
<td>7</td>
<td>11.4</td>
<td>2</td>
<td>12.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Del.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>63</td>
<td>43</td>
<td>25</td>
<td></td>
<td></td>
<td>131</td>
</tr>
</tbody>
</table>

* $x^2 = 31.45$; d.f. = 12; $p \leq .05$. (Significant)
where both occupational aspirations and anticipations are low, and higher where both occupational aspirations and anticipations are high. In general, within this pattern, non-delinquents show higher educational aspirations than delinquents.

However, there are some minor departures from this part of the hypothesis. Within the category of "High" occupational aspirations, delinquents show somewhat higher educational aspirations than non-delinquents under the "No" and "Slight" discrepancy categories. Nevertheless, Table 28 indicates that only a very low percentage of delinquents are included in these categories as compared with the considerably higher percentage of non-delinquents within the same categories. What is of particular interest here is the fact that the percentage of delinquents within the higher educational and occupational categories is lower than that of non-delinquents, and conversely, delinquents have a considerably higher representation within the lower educational and occupational categories than non-delinquents.

Negative Relation between Educational Aspiration and Occupational Discrepancy of Delinquents and Non-Delinquents

Regarding the last section of the present hypothesis (i.e., number 2, c), of immediate interest is the question whether

1These percentages are: 3.2% for delinquents vs. 22.9% of non-delinquents under the "No" discrepancy, and 8.2% for delinquents vs. 20% of non-delinquents under the "Slight" discrepancy category.
TABLE 28

RELATION BETWEEN THE LEVEL OF EDUCATIONAL ASPIRATIONS (LEA), ABSOLUTE OCCUPATIONAL ASPIRATIONS, AND DISCREPANCY OF DELINQUENTS AND NON-DELINQUENTS, * BY PER CENT

<table>
<thead>
<tr>
<th>Sample</th>
<th>Level of Occupational Aspirations</th>
<th>LEA Under &quot;No&quot; Discrep'y (0)</th>
<th>LEA Under &quot;Slight&quot; Discrep'y (1-2)</th>
<th>LEA Under &quot;High&quot; Discrep'y (3-5)</th>
<th>Del.</th>
<th>Non-Del.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Del.</td>
<td>&quot;High&quot;</td>
<td>2</td>
<td>3.2</td>
<td>5</td>
<td>8.2</td>
<td>8</td>
</tr>
<tr>
<td>Non-Del.</td>
<td>(1)</td>
<td>16</td>
<td>22.9</td>
<td>14</td>
<td>20.0</td>
<td>10</td>
</tr>
<tr>
<td>Del.</td>
<td>&quot;Moderately High&quot;</td>
<td>4</td>
<td>5.5</td>
<td>3</td>
<td>4.9</td>
<td>2</td>
</tr>
<tr>
<td>Non-Del.</td>
<td>(2-3)</td>
<td>9</td>
<td>12.9</td>
<td>11</td>
<td>15.7</td>
<td>5</td>
</tr>
<tr>
<td>Del.</td>
<td>&quot;Moderately Low&quot;</td>
<td>21</td>
<td>34.4</td>
<td>7</td>
<td>11.5</td>
<td></td>
</tr>
<tr>
<td>Non-Del.</td>
<td>(4-5)</td>
<td>4</td>
<td>5.7</td>
<td>1</td>
<td>1.4</td>
<td></td>
</tr>
<tr>
<td>Del.</td>
<td>&quot;Low&quot;</td>
<td>7</td>
<td>11.5</td>
<td>2</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>Non-Del.</td>
<td>(5-7)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>63</td>
<td>43.8</td>
<td>25</td>
<td>25.4</td>
<td>61</td>
</tr>
</tbody>
</table>

*\(X^2 = 31.45;\)  \(d.f. = 12;\)  \(p \leq .05\) (Significant)
the discrepancy between the aspired and anticipated occupation has any positive or negative effect on the level of educational aspiration. Examination of the mean scores of the level of educational aspirations in Table 27 reveals that, as the level of discrepancy increases from "No" to "Slight" and "High" categories, the mean scores of educational aspirations decrease. This is true for both the delinquents and non-delinquents, with the exception of the "Low" occupational aspiration category, where a certain degree of reversal of the hypothesized decrease of educational aspiration takes place. However, here again, only a very low (i.e., 3.3 per cent) of the total number of delinquents is represented under the "Slight" discrepancy category (See Table 28). Since this reversal is only an exception and not a rule and it is based on a very low per cent, the hypothesized inverse relation between the level of educational aspiration and occupational discrepancy is accepted as generally valid.

Educational Aspiration of Respondents in Relation to Absolute Occupational Ambition by Race

First Part of the Hypothesis: General Relations between Educational Aspirations and Occupational Ambition by Race

With the exception of Negro delinquents, the findings of all other groups, i.e., of the white delinquents, Negro and white

1For an additional discussion of this relation see analysis presented in the "Concluding Remarks" section of the present hypothesis.
non-delinquents seem to be consistent with the first part of the hypothesis in showing that educational aspirations are more closely correlated with occupational anticipations than aspirations. These correlations are relatively low; however, according to Tables 29 and 30, with the exception of Negro respondents, the coefficient of correlation between the measured variables of educational aspiration and occupational aspiration and anticipation are statistically significant and reveal positive relations. As hypothesized and again with the exception of Negro delinquents, the coefficient of correlation between educational aspiration and occupational anticipation is higher than the correlation coefficient between educational aspiration and occupational aspiration. These relationships, in general, are corroborated by the scatter or correlation diagrams presented in Figures 1-8. Again, with the exception of Negro delinquents, the correlation diagrams which illustrate the correlative relationship between the educational aspiration and occupational anticipation are more indicative of straight line (in case of Negro non-delinquent rather than of curvilinear) pattern relationships than the diagrams which show the correlations between the level of educational and occupational aspirations which provide evidence of a larger scatter.

In accord with the hypothesis, the higher correlations between educational aspirations and occupational anticipations described above will be more characteristic of delinquents than non-delinquents. As Tables 29 and 30 show and Figures 1-4
TABLE 29
THE COEFFICIENT OF CORRELATION BETWEEN OCCUPATIONAL ANTICIPATIONS AND THE LEVEL OF EDUCATIONAL ASPIRATIONS (LEA) BY RACE

<table>
<thead>
<tr>
<th>Sample</th>
<th>N</th>
<th>Coefficient of Correlation</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>ND</td>
<td>19</td>
<td>0.3943</td>
<td>NS&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td>WD</td>
<td>42</td>
<td>0.5444</td>
<td>S&lt;sup&gt;c&lt;/sup&gt;</td>
</tr>
<tr>
<td>NND</td>
<td>23</td>
<td>0.3083</td>
<td>NS&lt;sup&gt;d&lt;/sup&gt;</td>
</tr>
<tr>
<td>WND</td>
<td>47</td>
<td>0.4710</td>
<td>S&lt;sup&gt;e&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

<sup>a</sup>Beginning with the present table, the level of significance (p) of a correlation was directly established from a special table of correlation coefficient that presented also the degrees of freedom and the p-values. See: William H. Beyer (ed.), CRC Handbook of Tables for Probability and Statistics (Cleveland: The Chemical Rubber Co., 1965), pp. 298-99.

<sup>b</sup>d.f. = 17; p > .05.
<sup>c</sup>d.f. = 40; p < .05.
<sup>d</sup>d.f. = 21; p > .05.
<sup>e</sup>d.f. = 45; p < .05.

illustrate, white delinquents reflect higher correlations than non-delinquents. However, contrary to the hypothesis, data shown in Table 29 indicate that these correlations are lower for Negroes than for white respondents. As Table 30 reveals, Negro delinquents show higher correlation between educational
aspirations and occupational aspirations than anticipations. These relations are especially well-illustrated by Figures 7-8, where educational and occupational aspirations presented in Figure 8 demonstrate a better correlation pattern as compared to Figure 7 where this relation is less clear and it illustrates a higher degree of scatter than the former one.

TABLE 30

THE COEFFICIENT OF CORRELATION BETWEEN THE LEVEL OF EDUCATIONAL ASPIRATION (LEA) AND OCCUPATIONAL ASPIRATIONS

<table>
<thead>
<tr>
<th>Sample</th>
<th>N</th>
<th>Coefficient of Correlation</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>ND</td>
<td>19</td>
<td>+ 0.5249</td>
<td>S^a</td>
</tr>
<tr>
<td>WD</td>
<td>42</td>
<td>+ 0.4425</td>
<td>S^b</td>
</tr>
<tr>
<td>NND</td>
<td>23</td>
<td>+ 0.2246</td>
<td>NS^c</td>
</tr>
<tr>
<td>WND</td>
<td>47</td>
<td>+ 0.3784</td>
<td>S^d</td>
</tr>
</tbody>
</table>

^a^d.f. = 17; p ≤ .05.
^b^d.f. = 40; p ≤ .05.
^c^d.f. = 21; p ≤ .05.
^d^d.f. = 45; p ≤ .05.
Scores of Educational Aspiration

Scores of occupational anticipation

Fig. 1.--Correlation between the level of Educational Aspiration and Occupational Anticipation of white non-delinquent respondents.

$r = .471, \ p < .05$

Scores of Educational Aspiration

Scores of occupational aspiration

Fig. 2.--Correlation between the level of Educational Aspiration and Occupational Aspiration of white non-delinquent respondents.

$r = .378, \ p < .05$
Fig. 3.--Correlation between the level of Educational Aspiration and Occupational Anticipation of white delinquent respondents.

\[ r = .544, \quad p < .05 \]

Fig. 4.--Correlation between the level of Educational Aspiration and Occupational Aspiration of white delinquent respondents.

\[ r = .442, \quad p < .05 \]
Scores of Occupational Aspiration

Fig. 5.--Correlation between the level of Educational Aspiration and Occupational Aspiration of Negro non-delinquent respondents.

\[ r = .308, \ p < .05 \]

Scores of Educational Aspiration

Fig. 6.--Correlation between the level of Educational Aspiration and Occupational Aspiration of Negro non-delinquent respondents.

\[ r = .225, \ p < .05 \]
Fig. 7.--Correlation between the level of Educational Aspiration and Occupational Anticipation of Negro delinquent respondents.

\[ r = 0.394, \ p < 0.05 \]

Fig. 8.--Correlation between the level of Educational Aspiration and Occupational Aspiration of Negro delinquent respondents.

\[ r = 0.525, \ p < 0.05 \]
Second Part of the Hypothesis: Specific Relations between Educational Aspiration and Occupational Ambition and Discrepancy by Race

Positive Relations between Educational Aspiration and Occupational Ambition by Race

In order to determine whether the level of educational aspiration is positively related to the simultaneous increase or decrease of both the level of occupational aspirations and anticipations by race, the mean scores of educational aspirations under "No," "Slight," and "High" discrepancy categories are reported in terms of the two races and the level of occupational aspirations for both the delinquents and non-delinquents in Table 31. The frequency distribution of the same relations is presented in Table 32.

Data presented in Table 31, in general, are consistent with the prediction of the hypothesis (i.e., number 2,a,b). As the table reveals, for both the Negro and white respondents, educational aspirations are lower where both the occupational aspirations and anticipations are low, and are higher where both occupational variables are high. In most instances, white non-delinquent respondents show higher educational aspiration than others. However, there are some exceptions to this pattern. These departures occur primarily in cases where data are related to a very low number of respondents. Thus the higher mean score of white delinquents over the white non-delinquents in the first
Table 31

Relation between the level of educational aspirations (LEA), absolute occupational aspirations, and discrepancy of respondents by race and mean

<table>
<thead>
<tr>
<th>Sample</th>
<th>Level of Occupational Aspirations</th>
<th>LEA Under &quot;No&quot; Discrep'y (0)</th>
<th>LEA Under &quot;Slight&quot; Discrep'y (1-2)</th>
<th>LEA Under &quot;High&quot; Discrep'y (3-6)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>Mean</td>
<td>N</td>
<td>Mean</td>
</tr>
<tr>
<td>ND</td>
<td>&quot;High&quot; (1)</td>
<td>2</td>
<td>19.0</td>
<td>4</td>
<td>18.0</td>
</tr>
<tr>
<td>WD</td>
<td></td>
<td>4</td>
<td>18.5</td>
<td>5</td>
<td>16.0</td>
</tr>
<tr>
<td>NnonD</td>
<td></td>
<td>12</td>
<td>18.2</td>
<td>9</td>
<td>17.5</td>
</tr>
<tr>
<td>WnonD</td>
<td></td>
<td>12</td>
<td>18.2</td>
<td>9</td>
<td>17.5</td>
</tr>
<tr>
<td>ND</td>
<td>&quot;Moderately High&quot; (2-3)</td>
<td>2</td>
<td>20.0</td>
<td>2</td>
<td>14.0</td>
</tr>
<tr>
<td>WD</td>
<td></td>
<td>2</td>
<td>14.0</td>
<td>1</td>
<td>12.0</td>
</tr>
<tr>
<td>NnonD</td>
<td></td>
<td>3</td>
<td>16.0</td>
<td>2</td>
<td>15.0</td>
</tr>
<tr>
<td>WnonD</td>
<td></td>
<td>6</td>
<td>16.7</td>
<td>9</td>
<td>15.1</td>
</tr>
<tr>
<td>ND</td>
<td>&quot;Moderately Low&quot; (4-5)</td>
<td>3</td>
<td>12.3</td>
<td>3</td>
<td>12.8</td>
</tr>
<tr>
<td>WD</td>
<td></td>
<td>18</td>
<td>12.9</td>
<td>4</td>
<td>12.8</td>
</tr>
<tr>
<td>NnonD</td>
<td></td>
<td>2</td>
<td>14.0</td>
<td>1</td>
<td>14.0</td>
</tr>
<tr>
<td>WnonD</td>
<td></td>
<td>2</td>
<td>15.0</td>
<td>1</td>
<td>14.0</td>
</tr>
<tr>
<td>ND</td>
<td>&quot;Low&quot; (6-7)</td>
<td>3</td>
<td>12.0</td>
<td>1</td>
<td>12.0</td>
</tr>
<tr>
<td>WD</td>
<td></td>
<td>4</td>
<td>11.0</td>
<td>1</td>
<td>12.0</td>
</tr>
<tr>
<td>NnonD</td>
<td></td>
<td>2</td>
<td>14.0</td>
<td>1</td>
<td>14.0</td>
</tr>
<tr>
<td>WnonD</td>
<td></td>
<td>2</td>
<td>15.0</td>
<td>1</td>
<td>14.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>63</td>
<td>43</td>
<td>25</td>
<td>131</td>
</tr>
</tbody>
</table>

\[*x^2 = 41.38; \text{ d.f.} = 26; \text{ p} \leq 0.05. (Significant)\]
upper left cell is attributed to the fact that less than 5 per cent of delinquents are represented in this "High" aspirational category as compared to the more than 25 per cent of white non-delinquents. The same low representation appears in most of the cases where Negro respondents show higher educational aspiration than white.

It is of particular interest to note that in two-thirds of the cases when the level of occupational aspiration and discrepancy is held constant, the mean score of educational aspiration of the two races are equal or almost equal. Such cases are frequent in the "Slight" and "High" discrepancy columns of Table 31 and are conspicuously absent in the "No" discrepancy column.

In terms of frequency distribution, if for preliminary purposes only the "Total" column is examined in both Tables 31 and 32, data in these tables show that considerably more than half of both the white and Negro non-delinquent respondents report "High" occupational aspirations as compared to about one-fifth of white and one-quarter of Negro delinquents. As Table 31 shows, white non-delinquents have the highest educational aspirational score, and Negro non-delinquents the second highest--both in terms of total percentage and of total mean score.

In contrast to non-delinquent respondents, the greatest concentration of both the white and Negro delinquents occurs in the "Moderately Low" occupational aspiration category with a
TABLE 32

RELATION BETWEEN THE LEVEL OF EDUCATIONAL ASPIRATION (LEA) AND ABSOLUTE OCCUPATIONAL ASPIRATIONS AND DISCREPANCY, BY RACE AND PER CENT

<table>
<thead>
<tr>
<th>Sample</th>
<th>Level of Occupational Aspirations</th>
<th>LEA Under &quot;No&quot; Discrepancy (0)</th>
<th>LEA Under &quot;Slight&quot; Discrepancy (1-2)</th>
<th>LEA Under &quot;High&quot; Discrepancy (3-6)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
</tr>
<tr>
<td>ND</td>
<td>&quot;High&quot; (1)</td>
<td>1 5.2</td>
<td>3 15.8</td>
<td>4 21.0</td>
<td></td>
</tr>
<tr>
<td>WD</td>
<td></td>
<td>5 9.5</td>
<td>11 26.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NnonD</td>
<td></td>
<td>4 11.9</td>
<td>61.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WnonD</td>
<td></td>
<td>17.9</td>
<td>55.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ND</td>
<td>&quot;Moderately High&quot; (2-3)</td>
<td>2 10.5</td>
<td>1 5.2</td>
<td>5 26.2</td>
<td></td>
</tr>
<tr>
<td>WD</td>
<td></td>
<td>2 10.5</td>
<td>1 2.4</td>
<td>4 9.5</td>
<td></td>
</tr>
<tr>
<td>NnonD</td>
<td></td>
<td>2 8.7</td>
<td>30.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WnonD</td>
<td></td>
<td>3 6.4</td>
<td>38.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ND</td>
<td>&quot;Moderately Low&quot; (4-5)</td>
<td>3 15.8</td>
<td>6 31.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WD</td>
<td></td>
<td>18 43.0</td>
<td>22 52.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NnonD</td>
<td></td>
<td>2 8.7</td>
<td>2 8.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WnonD</td>
<td></td>
<td>2 4.2</td>
<td>3 6.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ND</td>
<td>&quot;Low&quot; (6-7)</td>
<td>3 15.8</td>
<td>4 21.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WD</td>
<td></td>
<td>4 9.5</td>
<td>5 11.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NnonD</td>
<td></td>
<td>1 2.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WnonD</td>
<td></td>
<td>5 11.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>63 48.0</td>
<td>43 32.9</td>
<td>25 19.1</td>
<td>131 100.0</td>
</tr>
</tbody>
</table>

\[ x^2 = 4.38; \text{ d.f.} = 26; \ p \leq .05. \text{ (Significant) } \]
relatively low educational aspiration level; more than half of white and more than one-third of Negro delinquents belong to these relatively low educational occupational categories, and only a fragment of both the white and Negro non-delinquent respondents are reported in these rather low categories. In the lowest educational and occupational categories only delinquents are found, where the lowest educational aspiration is reported by white delinquents but the proportion of Negroes in this low category is almost twice that of the white delinquents.

For a more detailed analysis, the "No" discrepancy column of Tables 31 and 32 must be collated and examined; here we find the most characteristic indications of the degree of positive correlation between the increase or decrease of the variables of occupational aspirations and anticipations and the corresponding change of the variable of educational aspirations. Table 31 shows that if the variables of race and delinquency are held constant, then the level of educational aspirations shows consistent increase with the level of occupational ambitions. Table 32 reveals that, in terms of percentages and relatively high educational aspirations, white non-delinquents represent the highest proportion within the "High" occupational aspiration category, and Negro non-delinquents the next highest; very few white delinquents and none of the Negro delinquents are found in this category. In the same column and under the "Moderately low" occupational aspiration category, white delinquents are most
heavily represented among all other groups and with a relatively low educational aspiration level; within the same relatively low category, Negro delinquents represent the second highest concentration with an even lower educational aspiration level than the white delinquents.

It may be concluded that the hypothesized positive pattern relation between the level of occupational ambitions and educational aspirations seems to be consistent with the findings of this study, again in general. Exceptions occur mainly in cells containing extreme low frequencies. In several instances the educational aspirations of Negro respondents are higher than those of white respondents; however, because of the low number of Negro respondents, the inter-racial pattern relationships are not clear and do not allow any final conclusion. Within the above described limitations, therefore, the hypothesized positive relations between the occupational and educational variables are accepted.

Negative Relation between the Educational Aspiration and Occupational Discrepancy of Delinquents and Non-Delinquents by Race

Regarding the last section of the present hypothesis (i.e., Number 2, c) which predicts a negative relation between the level of occupational discrepancy and educational aspiration, a comparative examination of the mean scores of Table 31 and of the percentage distributions of Table 32 in terms of the three
discrepancy categories and white and Negro delinquent and non-delinquent respondents reveal that, in general, as the level of occupational discrepancy increases from 0 to 6, i.e., from "No" to "Slight" and "High" discrepancy categories, the mean scores or level of educational aspirations proportionately decrease. However, there are also some departures from these patterns. Interestingly, most of these departures are related to white and Negro delinquents, and most of them occur in the lower occupational aspiration categories with either no change or even with increase instead of decrease in the level of educational aspiration; such reversals are based on low percentages.

Educational Aspiration of Respondents in Relation to Absolute Occupational Ambition by Race and Class

First Part of the Hypothesis: General Relations between Educational Aspiration and Occupational Ambition by Race and Social Class

Data presented in Tables 33 and 34 reveal that the correlated social class groups of the two races, taken separately for delinquents and non-delinquents, for the most part do not follow the higher correlations hypothesized to obtain between educational aspiration and occupational anticipation as distinguished from occupational aspiration. This relationship holds only for the white delinquent and matched non-delinquent lower class, and the Negro lower class non-delinquent respondents. If the variable of class and race are held constant, and if within this context
TABLE 33

THE COEFFICIENT OF CORRELATION BETWEEN THE LEVEL OF EDUCATIONAL ASPIRATIONS (LEA) AND OCCUPATIONAL ANTICIPATIONS BY RACE AND CLASS

<table>
<thead>
<tr>
<th>Sample</th>
<th>N</th>
<th>Coefficient of Correlation</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>NDLC</td>
<td>16</td>
<td>+0.2724</td>
<td>NS(^a)</td>
</tr>
<tr>
<td>WDLG</td>
<td>30</td>
<td>+0.5342</td>
<td>S(^b)</td>
</tr>
<tr>
<td>NDMC</td>
<td>3</td>
<td>+0.5000</td>
<td>NS(^c)</td>
</tr>
<tr>
<td>WDMC</td>
<td>12</td>
<td>+0.6255</td>
<td>S(^d)</td>
</tr>
<tr>
<td>NLC</td>
<td>20</td>
<td>+0.2516</td>
<td>NS(^e)</td>
</tr>
<tr>
<td>WLC</td>
<td>35</td>
<td>+0.3743</td>
<td>S(^f)</td>
</tr>
<tr>
<td>NMC</td>
<td>3</td>
<td>+0.7559</td>
<td>NS(^g)</td>
</tr>
<tr>
<td>WMC</td>
<td>12</td>
<td>+0.5345</td>
<td>NS(^h)</td>
</tr>
</tbody>
</table>

\(^a\) d.f. = 14; p > .05.
\(^b\) d.f. = 28; p < .05.
\(^c\) d.f. = 1; p > .05.
\(^d\) d.f. = 10; p < .05.
\(^e\) d.f. = 18; p > .05.
\(^f\) d.f. = 32; p < .05.
\(^g\) d.f. = 1; p > .05.
\(^h\) d.f. = 10; p < .05.
TABLE 34
THE COEFFICIENT OF CORRELATION BETWEEN THE LEVEL
OF EDUCATIONAL ASPIRATIONS (LEA) AND
OCCUPATIONAL ASPIRATIONS
BY RACE AND CLASS

<table>
<thead>
<tr>
<th>Sample</th>
<th>N</th>
<th>Coefficient of Correlation</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>NDLC</td>
<td>16</td>
<td>+0.3911</td>
<td>Sa</td>
</tr>
<tr>
<td>WDLC</td>
<td>30</td>
<td>+0.4027</td>
<td>Sb</td>
</tr>
<tr>
<td>NDMC</td>
<td>3</td>
<td>+0.9707</td>
<td>NSc</td>
</tr>
<tr>
<td>WDMC</td>
<td>12</td>
<td>+0.6323</td>
<td>Sd</td>
</tr>
<tr>
<td>NLC</td>
<td>20</td>
<td>+0.0754</td>
<td>NSc</td>
</tr>
<tr>
<td>WLC</td>
<td>35</td>
<td>+0.2769</td>
<td>NSc</td>
</tr>
<tr>
<td>NMC</td>
<td>3</td>
<td>+0.9449</td>
<td>Sh</td>
</tr>
<tr>
<td>WMC</td>
<td>12</td>
<td>+0.6030</td>
<td>Sh</td>
</tr>
</tbody>
</table>

\[ \text{d.f.} = \begin{array}{ll}
\text{a} & = 14; p \leq 0.05. \\
\text{b} & = 28; p \leq 0.05. \\
\text{c} & = 1; p \geq 0.05. \\
\text{d} & = 10; p \leq 0.05. \\
\text{e} & = 18; p \geq 0.05. \\
\text{f} & = 33; p \geq 0.05. \\
\text{g} & = 1; p \leq 0.05. \\
\text{h} & = 10; p \leq 0.05. 
\end{array} \]
delinquents and non-delinquents are compared, then the correlation coefficients of Table 33 reveal that with the exception of the Negro middle class, delinquents show higher correlation between educational aspiration and occupational anticipation than non-delinquents. This aspect of the hypothesis is supported in terms of both race and social class variables.

Second Part of the Hypothesis: Specific Relations between Educational Aspirations and Occupational Ambition and Discrepancy by Race and Class

Hypothesized Positive Relations between Educational Aspiration and Occupational Ambition by Race and Class

The first and second subordinated sections of the second part (i.e., number 2, a, b) of the present hypothesis predict the existence of a positive association between the level of occupational anticipation and aspiration, and the level of educational aspiration. Since this proportionate increase of the two occupational ambition variables from low to high level is the most characteristically reflected by the "No" discrepancy column of Tables 35 and 36, therefore the hypothesized positive correlation between the three variables can be most accurately analyzed from the data of this column. However, similar pattern relations may also be found in the other two columns.
<table>
<thead>
<tr>
<th>Sample</th>
<th>Level of Occupational Aspirations</th>
<th>LEA Under &quot;No&quot; Discrep'y (0)</th>
<th>LEA Under &quot;Slight&quot; Discrep'y (1-2)</th>
<th>LEA Under &quot;High&quot; Discrep'y (3-6)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>Mean</td>
<td>N</td>
<td>Mean</td>
</tr>
<tr>
<td>NDLC</td>
<td></td>
<td>1</td>
<td>20.0</td>
<td>3</td>
<td>19.3</td>
</tr>
<tr>
<td>WDLC</td>
<td>&quot;High&quot;</td>
<td>1</td>
<td>18.0</td>
<td>1</td>
<td>18.0</td>
</tr>
<tr>
<td>NDMC</td>
<td></td>
<td>3</td>
<td>18.0</td>
<td>5</td>
<td>16.0</td>
</tr>
<tr>
<td>WDMC</td>
<td></td>
<td>7</td>
<td>17.4</td>
<td>3</td>
<td>17.4</td>
</tr>
<tr>
<td>NLC</td>
<td></td>
<td>1</td>
<td>20.0</td>
<td>5</td>
<td>15.6</td>
</tr>
<tr>
<td>WLC</td>
<td></td>
<td>6</td>
<td>17.6</td>
<td>1</td>
<td>18.0</td>
</tr>
<tr>
<td>NMC</td>
<td>&quot;Moderately High&quot; (2-3)</td>
<td>2</td>
<td>14.0</td>
<td>1</td>
<td>14.0</td>
</tr>
<tr>
<td>WMC</td>
<td></td>
<td>1</td>
<td>12.0</td>
<td>1</td>
<td>12.0</td>
</tr>
<tr>
<td>NLC</td>
<td>&quot;Low&quot; (4-5)</td>
<td>2</td>
<td>13.0</td>
<td>3</td>
<td>12.8</td>
</tr>
<tr>
<td>WLC</td>
<td></td>
<td>12</td>
<td>13.2</td>
<td>3</td>
<td>13.0</td>
</tr>
<tr>
<td>NMC</td>
<td>&quot;Moderately Low&quot; (6-7)</td>
<td>1</td>
<td>14.0</td>
<td>6</td>
<td>14.0</td>
</tr>
<tr>
<td>WMC</td>
<td></td>
<td>1</td>
<td>14.0</td>
<td>1</td>
<td>14.0</td>
</tr>
<tr>
<td>NLC</td>
<td></td>
<td>3</td>
<td>12.0</td>
<td>4</td>
<td>11.0</td>
</tr>
<tr>
<td>WLC</td>
<td></td>
<td>4</td>
<td>11.0</td>
<td>1</td>
<td>12.0</td>
</tr>
<tr>
<td>NMC</td>
<td></td>
<td>1</td>
<td>14.0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>WMC</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
### Relation Between the Level of Educational Aspirations (LEA), Absolute Occupational Aspirations, and Discrepancy, by Race and Class, and Per Cent

<table>
<thead>
<tr>
<th>Sample</th>
<th>Level of Occupational Aspirations</th>
<th>LEA Under &quot;No&quot; Discrepancy (0)</th>
<th>LEA Under &quot;Slight&quot; Discrepancy (1-2)</th>
<th>LEA Under &quot;High&quot; Discrepancy (3-6)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>NDLC</td>
<td>&quot;High&quot; (1)</td>
<td>1</td>
<td>3.3</td>
<td>3</td>
<td>10.0</td>
</tr>
<tr>
<td>WDLC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NDMC</td>
<td>&quot;Moderately High&quot; (2-3)</td>
<td>3</td>
<td>15.0</td>
<td>5</td>
<td>25.0</td>
</tr>
<tr>
<td>WDMC</td>
<td></td>
<td>7</td>
<td>20.0</td>
<td>3</td>
<td>8.7</td>
</tr>
<tr>
<td>NLC</td>
<td>&quot;Low&quot; (4-5)</td>
<td>1</td>
<td>33.3</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>WLC</td>
<td></td>
<td>5</td>
<td>41.4</td>
<td>6</td>
<td>50.0</td>
</tr>
<tr>
<td>NMC</td>
<td>&quot;Moderately Low&quot; (6-7)</td>
<td>2</td>
<td>12.5</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>WMC</td>
<td></td>
<td>1</td>
<td>8.3</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>63</td>
<td>43</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>
As Table 35 reveals, the level of educational aspiration increases from low to high as the level of the occupational variables increases from low to high level. This positive pattern relation remains unchanged even if the delinquent and non-delinquent samples are subdivided in terms of the two races and social classes. By holding the variables of delinquency and non-delinquency, race and class constant, and by comparing the educational aspiration scores given under the various levels of occupational ambition from low to high or conversely, the predicted positive relations will emerge as tested facts of this study.

Relation between the distribution and mean of variables.

For a more complete analysis, data of Tables 35 and 36 should be collated and compared in terms of both educational aspiration level and frequency distribution. If for the purpose of discussion, the departures from the hypothesis are set aside, it may be observed that white non-delinquent middle class respondents show the highest aspiration; more than 40 per cent report high educational aspirations in the first cell of the tables reporting the highest occupational ambition levels. Within this highest category, less than half as many white and Negro lower class non-delinquents, and only a scattering of the white delinquents are included. In contrast to this, 50 per cent of the white delinquent middle class, and 40 per cent of the white delinquent lower class respondents show a relatively low educational aspiration level under the relatively low, i.e., "Moderately low"
occupational aspiration category. If for a more crude type of measurement the scores under the "No" and "Slight" discrepancy categories are combined, most of the white middle class non-delinquent, almost one-third, of the white lower class non-delinquent, and half of the Negro lower class non-delinquent respondents will come under the highest educational and occupational categories, and only a very low proportion of mostly white delinquents will fall into the same high categories. In the lowest category, only lower class delinquents are reported. Within this context, Negro delinquent lower class respondents constitute the majority.

Departures from the hypothesis occur mainly in instances where some groups are represented in a very low number. Thus, in face of the relatively low educational and occupational ambition pattern reflected by most of the delinquents, the 3.3 per cent case of the white delinquent lower class, and the 12.5 per cent case of the Negro delinquent lower class boys in reporting the highest educational aspiration among all others must be viewed not only as paradoxical, but also as a kind of fantasy. The total number of the Negro respondents is not only low, but it is rather scattered in the various categories of the present analysis. In terms of high aspirational category, almost half of them show high educational aspirations, but these are represented in the "Slight" and "High" discrepancy categories.
Negative Relations between the Educational Aspiration and Occupational Discrepancy of Respondents by Race

Data of Tables 33 and 34 reveal that, in general, there is an inverse relation between the level of occupational discrepancy and of educational aspirations. Essentially, these findings correspond to the prediction of the hypothesis. It appears that the proportionate decrease of educational aspiration levels as the occupational discrepancy levels increase from 0 to 6 persists even if the original sample is subdivided in terms of racial and social class categories. As compared to others, the negative association shown under the "High" occupational aspiration category seems to fit the hypothesized inverse relation most closely. Departures occur, again, when there is only a low percentage given under a specific category. Thus, less than 17 per cent of the white middle class delinquents in the "High" discrepancy and occupational aspiration category, and less than 10 combined per cent of the white and Negro lower class delinquents under the "Slight" discrepancy and "Low" occupational aspiration category manifest a reversal of the negative pattern relationship shown by most of the respondents of both races and social classes.

In general, in the higher occupational aspiration categories, the lower class delinquents of white and Negro respondents seem to reflect the greatest downward revision of occupational aspirations in terms of occupational discrepancy levels;
but in the lower occupational aspiration categories this downward revision by lower class delinquents is low. They seem to anticipate neither too much, nor to aspire too high.

If the present analysis is further advanced, and respondents are dichotomized into two categories in terms of their occupational aspirations, i.e., roughly into white collar, which in this study may correspond to occupational aspirations scoring between 1 and 3, and into manual or blue collar workers, which may correspond to occupational aspirations scoring between 4 and 7 on Tables 35 and 36, while over 92 per cent of all non-delinquents show educational goal shifts at a considerably higher level, in the same time over 60 per cent of delinquents manifest these educational goal shifts at a considerably lower level of occupational aspiration categories within the context of dichotomy. These crude measurements of aspirational differences only further emphasize the necessity of studying occupational and educational ambitions in terms of more and more refined social categories or meaningful levels.

Concluding Remarks

The third hypothesis examines the differentiations occurring in the level of educational aspirations in terms of their relatedness to the levels of occupational aspiration, anticipation, and of discrepancy. These relations are examined by establishing four hierarchical categories, i.e., "High" (1),
"Moderately High" (2-3), "Moderately Low" (4-5), and "Low" (6-7) categories for the level of occupational aspirations, as well as, three categories, i.e., "No" (0), "Slight" (1-2), and "High" (3-6) categories for the level of occupational discrepancies. The level of educational aspirations, then, are examined in the intersection of these categories. Summarizing the findings of the present hypothesis in the light of the few available or directly applicable works and theories that exist, the following items deserve mention:

1. In general, our data reveal that educational aspirations are more closely related to and show higher correlations with occupational anticipations than occupational aspirations. This is more true for delinquents than for non-delinquents if individuals are dichotomized only in terms of these two variables. However, if further subdivision of the same two groups is introduced in terms of race and social class, some departures from this general pattern relationship is apparent.

   a) In terms of racial breakdown, while Negro delinquents show higher correlation than Negro non-delinquents between occupational anticipation and educational aspiration, this correlation is lower than that between the level of occupational aspiration and educational aspiration of Negro delinquents. White delinquents follow the general pattern reported above; their educational aspirations are more closely related to occupational anticipations than occupational aspirations, and these
correlations are higher than those of white non-delinquents.

b) In terms of both racial and social class breakdown, both the white and Negro delinquent lower class and the white delinquent middle class individuals show the hypothesized higher correlation between their occupational anticipation and educational aspiration than that obtained for the non-delinquent respondents of the corresponding race and class. However, among the compared subgroups only the white delinquent lower class respondents follow the hypothesized general pattern in showing consistently higher correlation between their educational aspirations and occupational anticipations than between educational and occupational aspirations.

2. In general, the hypothesized positive association between the parallel increase of the level of occupational aspirations and anticipations, and between the level of educational aspirations seem to be supported by the data of our findings. This positive pattern relationship can conveniently be illustrated if the increase of the level of educational aspirations (LEA) is simultaneously examined under each occupational aspiration category from "Low" to "High," under each discrepancy category from "No" (0) to "High" (3-6). Whether this positive pattern relationship is examined only for delinquents and non-delinquents, or in terms of racial and social class breakdown for both the delinquents and the non-delinquents, our findings reveal that the level of educational aspirations is the lowest in the "Low"
occupational aspiration category, and increasingly higher in the subsequent higher categories, and the highest in the "High" occupational aspiration category for each discrepancy category. Within these positive associations between the level of occupational ambitions and of educational aspirations, non-delinquents in general, and middle class white and non-delinquent respondents in particular, show higher educational aspirations than others. However, as the analysis progresses from the dichotomy of delinquent and non-delinquent groups toward racial and social class subdivisions, and as the size of the scrutinized groups decrease, then relatively frequent departures from the general pattern relationships are apparent.

a) In terms of racial analysis, both Negro delinquents and non-delinquents show at least as high or higher educational aspirations than white respondents. This is particularly characteristic in the higher occupational categories, and are based on low percentages.

b) In terms of both racial and social class subdivisions, in the "High" occupational aspiration categories, a very low percentage of white lower class delinquents show higher educational aspirations than others; in the higher two occupational aspiration categories, both Negro delinquents and non-delinquents often reflect as high or higher aspirations than white respondents of identical social class position. In
general, white middle class delinquents show lower educational aspirations than others.

3. The data reveal that there is a negative relation between the level of occupational discrepancy and of educational aspirations. As the level of discrepancy increases from "No" (0) to "High" (3-6) category, the level of educational aspirations show a consistent decrease. This negative pattern relationship persists whether the analysis is made only for the dichotomized groups of delinquents and non-delinquents, or for their subdivisions in terms of race and social class. There are only a few departures from this pattern relationship between the level of aspirations and of occupational discrepancy.

a) In terms of racial subdivision of delinquents and non-delinquents, white and Negro delinquents in the lower occupational aspiration categories show either increase instead of decrease or no change in the level of educational aspiration at all as the level of discrepancy increases.

b) In terms of both racial and social class subdivisions, white middle class delinquents show increase of educational aspiration instead of decrease in the "High" occupational category, and white lower class delinquents in the "Low" occupational aspiration category.

The literature that has some limited application to the types of comparisons presented in this part of our research appears to support these findings. Among these,
Epps found that significantly more non-delinquents or low delinquency scale type individuals aspire to higher education than those of delinquency scale type persons. Rivera finds also that academic success is related to lesser delinquency. Caro reports that there is a significant relationship between the "size of disparity," i.e., occupational discrepancy and an individual's social class background. He states that the size of occupational discrepancy is a reflection of a person's perception of access limitations to desired or aspired high level occupations and of his reality-based anticipations. He also finds that the size of occupational discrepancy is significantly and negatively related to both the level of occupational and of educational aspirations. Individuals in the low discrepancy category show higher aspirations or academic aptitude than those in the high discrepancy category. Although his study involves only non-delinquents, his findings appear to be reasonably applicable to the present study. Very close to our findings is Holloway's evidence that:

1Epps, op. cit., pp. 70-71.
2Rivera, op. cit., pp. 50-51.
3Caro, op. cit., p. 468.
4Ibid., pp. 469-473.
5Holloway, op. cit.
... where the obstacles to achievement are greatest (i.e., Negroes generally and whites of the lower status rank) low occupational aspirations and the lowering of both educational and occupational aspirations in the form of plans occur, a pattern that suggests the scaling-down of achievement motivation in the face of perceived obstacles.¹

Although this study, too, is related only to non-delinquents, it is reasonable to assume that participation in a delinquent sub-culture presents further obstacles to both educational and occupational achievement; within the enhanced marginality status of delinquency, perception of obstacles to desired high occupations and to aspired education increases the distance between aspirations and anticipations which defines the size of discrepancy; thus, studies conducted on non-delinquents may have some bearing upon delinquents, too, if the differences are kept in mind.

¹Holloway, op. cit., pp. 63-64. Also: In this work Cf., Pages 7-19, 22-25, 45-63. Taking the concepts of this paragraph as premises for the last section of the present hypothesis, and considering the fact that occupational discrepancy is a resultant variable of two other component variables, i.e., of occupational aspiration and anticipation, it might be logically expected that those respondents who show high occupational aspirations and possess a reality-based perception of access limitations to the desired occupation or opportunity, first, these individuals will reflect a high occupational discrepancy, and second, they will manifest a reality-based compromise with their aspiration by anticipating lower occupation than the level of the aspired occupation. Conversely, those who do not perceive such barriers or access limitations to the aspired occupation, will not show any difference between level of occupational aspiration and anticipation, and therefore will produce a "No" discrepancy score.
It may be concluded that, in general, the third hypothesis is acceptable. Admitting that there are some limited departures from its predictions, the findings of both the previous studies and of the present research seem to concur in essential aspects. In general, high occupational ambitions are positively associated with high educational aspirations; membership in racial minority has a more negative effect on occupational anticipations than aspirations, therefore, a larger percent of Negroes appear in occupational discrepancy categories above zero than whites. Membership in delinquent subculture negatively affects both the occupational ambitions and educational aspirations. There is an inverse or negative relation between the size of occupational discrepancy and the level of educational aspirations.

**Fourth Hypothesis:**

Relations between the Level of Educational Aspirations, Delinquency, and Social Class

The present hypothesis attempts to investigate the problem whether the level of educational aspirations (LEA) of delinquents is lower than that of non-delinquents if their class level is held constant. For supplementary purposes, an additional check is made to determine whether the educational goals of college or university education are actualized by the degree of
intention or level of interest in higher education\(^1\) (LIHE), which is a variable relating to the respondent's degree of interest in going to a college or a university.\(^2\)

The fourth hypothesis states that the educational aspiration of delinquents is lower than that of non-delinquents if the class level of these two different groups is held constant and compared within each race. Parallel with this hypothesis and only for auxiliary reasons, it is also hypothesized that the educational interest (in going to college) expressed by delinquents will be lower than that of non-delinquents if their class level is held constant and compared within each race. Because of its auxiliary nature, the analysis of the level of educational interest in higher education will closely follow the findings related to the level of educational aspirations.

\(^1\)The term "Level of Interest in Higher Education" (LIHE) has been devised instead of "degree of intention" to go to college or university in order to follow the wording pattern established for the "Level of Educational Aspiration" (LEA) as closely as possible. This form corresponds better to the usage applied by Waldo (op. cit.), i.e., the original source of this term. When the use of the term "Level of Interest in Higher Education" in its complete form is unnecessary or redundant, only the word "interest" or "level of interest" will be applied.

\(^2\)For a detailed discussion of this variable (LIHE), see pages 77-78.
Educational Aspiration and Interest of Delinquent and Non-Delinquent Groups

Comparison of the Mean of Educational Aspirations of Respondents by Delinquency

The data of Table 37 indicate that non-delinquents have a higher level of educational aspirations than delinquents, and that this difference is statistically significant at the 1 percent level of confidence. The mean scores include aspirational levels both at and below the level of college or university education.

TABLE 37

MEAN SCORE OF LEVEL OF EDUCATIONAL ASPIRATIONS (LEA) OF DELINQUENTS AND NON-DELINQUENTS

<table>
<thead>
<tr>
<th>Sample</th>
<th>Number</th>
<th>Mean Score of LEA</th>
<th>Difference of Mean Scores</th>
<th>Significance of Mean Score Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Delinquents (NonD)</td>
<td>70</td>
<td>15.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delinquents (D)</td>
<td>61</td>
<td>13.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difference: (NonD-D)</td>
<td></td>
<td>2.3</td>
<td></td>
<td>( t = 5.529; ) ( \text{d.f.} = 129; ) ( p \leq .05. )</td>
</tr>
</tbody>
</table>

\( a \)
Relation between the Mean and Frequency Distribution of Educational Aspirations of Respondents by Delinquency

The data in Table 38 clearly indicate that if the respondents are again dichotomized into delinquents and non-delinquents, as in the case of the mean scores, there is a negative association between the level of educational aspirations and delinquency. While more than 68 per cent of non-delinquents aspire to completing a college education, only about 26 per cent of delinquents do so. Conversely, only 5.7 per cent of non-delinquents want to end their education at high school graduation or less, while more than 52 per cent of delinquents wish to do so. Thus, the significantly higher mean score level of aspirations shown by non-delinquents than delinquents is corroborated by the frequency distribution of aspirational levels presented in Table 38.

Comparison of the Mean of Higher Educational Interest of Respondents by Delinquency

The data of Table 39 show delinquency to be negatively associated with respondents' educational interest in going to college or university. Non-delinquents show significantly higher level of motivation in going to college or university than do delinquents. This seems to provide evidence to support the findings of Table 38 by showing that the higher educational
### TABLE 38

**FREQUENCY DISTRIBUTION OF THE LEVEL OF EDUCATIONAL ASPIRATIONS (LEA) AMONG NON-DELINQUENTS AND DELINQUENTS**

<table>
<thead>
<tr>
<th>Sample</th>
<th>High School Drop-out (8-11) Low LEA</th>
<th>High School Graduate (12) Above Low LEA</th>
<th>Few Years of College (14) Above Low LEA</th>
<th>College Graduate (16-20) High LEA</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Non-Del.'s</td>
<td>5</td>
<td>5.7</td>
<td>18</td>
<td>25.7</td>
<td>48</td>
</tr>
<tr>
<td>Del.'s</td>
<td>8</td>
<td>13.1</td>
<td>24</td>
<td>39.3</td>
<td>13</td>
</tr>
</tbody>
</table>

### TABLE 39

**MEAN SCORE OF THE LEVEL OF INTEREST IN HIGHER EDUCATION (LIHE) OF DELINQUENTS AND NON-DELINQUENTS**

<table>
<thead>
<tr>
<th>Sample</th>
<th>Number</th>
<th>Mean Score</th>
<th>Difference of Mean Scores</th>
<th>Significance of Mean Score Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Delinquents (NonD)</td>
<td>66</td>
<td>7.41</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delinquents (D)</td>
<td>29</td>
<td>5.03</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Difference: NonD-D

\[
\begin{align*}
\text{Difference: NonD-D} & = 2.38 \\
\text{Significance of Mean Score Differences} & = 0.05
\end{align*}
\]

\[ t = 4.103; \quad \text{d.f.} = 93; \quad p \leq 0.05. \]
aspiration level on the part of college oriented non-delinquents is paralleled by a higher degree of educational interest in going to college as well.

Relation between the Mean and Frequency Distribution of Higher Educational Interest of Respondents by Delinquency

Table 40 shows the variable of delinquency to be negatively associated with the respondents' level of educational interest in going to college or university.

**TABLE 40**

**FREQUENCY DISTRIBUTION OF THE LOW, MEDIUM, AND HIGH LEVEL OF INTEREST IN HIGHER EDUCATION (LIHE) AMONG RESPONDENTS WITH COLLEGE ASPIRATIONS BY DELINQUENCY**

<table>
<thead>
<tr>
<th>Sample</th>
<th>Number and Percent of</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low LIHE (0-3)</td>
<td>Medium LIHE (4-7)</td>
</tr>
<tr>
<td></td>
<td>N %</td>
<td>N %</td>
</tr>
<tr>
<td>Non-Del.</td>
<td>9 12.8</td>
<td>20 28.6</td>
</tr>
<tr>
<td>Del.</td>
<td>43 70.5</td>
<td>10 16.4</td>
</tr>
<tr>
<td>% Difference</td>
<td>-57.7</td>
<td>+12.2</td>
</tr>
</tbody>
</table>

**Legend**

- = Delinquents in majority by per cent
+ = Non-delinquents in majority by per cent
While more than 70 per cent of delinquents reflect low educational interest, only less than 13 per cent of non-delinquents do so; and conversely, while more than 58 per cent of non-delinquents express high educational interest, only about 13 per cent of delinquents do. Thus the frequency distribution data provide still further support to the above findings that the greater percentage of non-delinquents who show higher educational aspirations than delinquents also have higher educational interest in going to college than delinquents.

Educational Aspiration and Interest of Delinquents and Non-Delinquents by Holding Race Constant

Comparison of the Mean of Educational Aspirations of Respondents Holding the Variable of Race Constant

Table 41 reveals that within both races non-delinquents have significantly higher educational aspirations than is true for delinquents of the same race. If the variable of delinquency is held constant and the scores of the two races compared, Negro respondents score somewhat higher than white. These differences, however, are not statistically significant.

Relation between the Mean and Frequency Distribution of Educational Aspiration of Respondents Holding Race Constant

Table 42 shows that within both races delinquency is negatively, and non-delinquency is positively, associated with
TABLE 41
MEAN SCORE OF LEVEL OF EDUCATIONAL ASPIRATIONS (LEA) OF DELINQUENTS AND NON-DELINQUENTS BY RACE

<table>
<thead>
<tr>
<th>Sample</th>
<th>Number</th>
<th>Mean Score of LEA</th>
<th>Difference of Mean Scores</th>
<th>Significance of Mean Score Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negro Non-Delinquents (NnonD)</td>
<td>23</td>
<td>16.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negro Delinquents (ND)</td>
<td>19</td>
<td>13.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difference: NnonD-ND</td>
<td></td>
<td></td>
<td>2.2</td>
<td>Sa</td>
</tr>
<tr>
<td>White Non-Delinquents (WnonD)</td>
<td>47</td>
<td>16.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White Delinquents (WD)</td>
<td>42</td>
<td>13.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difference: WnonD-WD</td>
<td></td>
<td></td>
<td>2.9</td>
<td>Sb</td>
</tr>
</tbody>
</table>

\[ \text{at} = 2.665; \quad \text{d.f.} = 40; \quad p \leq .05. \]
\[ \text{bt} = 4.828; \quad \text{d.f.} = 87; \quad p \leq .05. \]

the level of educational aspirations. While more than 60 per cent of Negro and more than 72 per cent of white non-delinquents express high levels of aspirations, only about 26 per cent of Negro and white delinquents voice intentions of becoming college graduates; conversely, while more than 47 per cent of Negro, and
more than 54 per cent of white delinquents want to end their education at high school graduation or less, only about 8 per cent of Negro and 4 per cent of white non-delinquents do so.

**TABLE 42**

**FREQUENCY DISTRIBUTION OF THE LEVEL OF EDUCATIONAL ASPIRATIONS (LEA) AMONG NON-DELINQUENTS AND DELINQUENTS BY RACE**

<table>
<thead>
<tr>
<th>Sample</th>
<th>High School Drop out (8-11) Low LEA</th>
<th>High School Graduate (12) Above Low LEA</th>
<th>Few Years of College (14) Below High LEA</th>
<th>College Graduate (16-20) High LEA</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Negro Non-Del.</td>
<td>2</td>
<td>8.7</td>
<td>7</td>
<td>30.4</td>
<td>14</td>
</tr>
<tr>
<td>Negro Del.</td>
<td>2</td>
<td>10.5</td>
<td>7</td>
<td>36.9</td>
<td>5</td>
</tr>
<tr>
<td>White Non-Del.</td>
<td>2</td>
<td>4.3</td>
<td>11</td>
<td>23.4</td>
<td>34</td>
</tr>
<tr>
<td>White Del.</td>
<td>6</td>
<td>14.3</td>
<td>11</td>
<td>40.5</td>
<td>8</td>
</tr>
</tbody>
</table>

Comparison of the Mean of Higher Educational Interest of Respondents Holding the Variable of Race Constant

Data in Table 43 reveal that within both races delinquency is negatively and non-delinquency positively associated with the level of interest in higher education, i.e., in going to
TABLE 43

MEAN SCORE OF THE LEVEL OF INTEREST IN HIGHER EDUCATION (LIHE) OF DELINQUENTS AND NON-DELINQUENTS BY RACE

<table>
<thead>
<tr>
<th>Sample</th>
<th>Number</th>
<th>Mean Score of LIHE</th>
<th>Difference of Mean Scores</th>
<th>Significance of Mean Score Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negro Non-Delinquents (NnonD)</td>
<td>21</td>
<td>7.47</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negro Delinquents (ND)</td>
<td>11</td>
<td>4.54</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difference: NnonD-ND</td>
<td></td>
<td></td>
<td>2.93</td>
<td>Sa</td>
</tr>
<tr>
<td>White Non-Delinquents (WnonD)</td>
<td>45</td>
<td>7.38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White Delinquents (WD)</td>
<td>24</td>
<td>4.04</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difference: WnonD-WD</td>
<td></td>
<td></td>
<td>3.34</td>
<td>Sb</td>
</tr>
</tbody>
</table>

\[ a_t = 3.290; \ d.f. = 30; \ p \leq 0.05. \]
\[ b_b = 4.552; \ d.f. = 67; \ p \leq 0.05. \]

college or university. Non-delinquents of both races show significantly higher scores of interest in going to college than delinquents of the same race. Negro respondents have somewhat higher scores than white adolescents. However, there is a greater degree of score difference between the level of interest in higher
education of white than of Negro non-delinquents and delinquents. The greater scores of educational interest for non-delinquents of the two races seem to indicate that the higher educational aspiration percentage level of the college aspiring non-delinquents shown in Table 42 is substantiated by greater educational interest than the aspiration of delinquents of the two races.

Relation between the Mean and Frequency Distribution of Higher Educational Interest of Respondents Holding Race Constant

The distribution shown in Table 44 reveals that for both races, again, delinquency is unfavorably, and non-delinquency is favorably, associated with the level of educational interest in going to college. While over 41 per cent more Negro and over 47 per cent more white non-delinquent respondents than delinquents of the two races respectively express a high level of educational interest to go to college, at the same time, over 55 per cent more Negro and 58 per cent more of the white delinquents than non-delinquent respondents manifest a low educational interest in going to college. Thus the frequency distribution figures of Table 44 provide some additional evidence to the above findings in trying to demonstrate that the greater percentage of college aspiring non-delinquents of the two races given in Table 42 also have higher educational interest in going to college than the college aspiring delinquents of the same race.
TABLE 44

FREQUENCY DISTRIBUTION OF THE LOW, MEDIUM, AND HIGH LEVEL OF INTEREST IN HIGHER EDUCATION (LIHE) OF RESPONDENTS WITH COLLEGE ASPIRATIONS BY RACE

<table>
<thead>
<tr>
<th>Sample</th>
<th>Number and Percent of</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low LIHE (0-3)</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Negro Non-Delinquents</td>
<td>3</td>
</tr>
<tr>
<td>(NnonD)</td>
<td></td>
</tr>
<tr>
<td>Negro Delinquents (ND)</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>% Difference: NnonD-ND</td>
<td>-55.3</td>
</tr>
<tr>
<td>White Non-Delinquents</td>
<td>6</td>
</tr>
<tr>
<td>(WnonD)</td>
<td></td>
</tr>
<tr>
<td>White Delinquents (WD)</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>% Difference: WnonD-WD</td>
<td>-58.6</td>
</tr>
</tbody>
</table>

Educational Aspiration and Interest of Delinquents and Non-Delinquents Holding Race and Social Class Constant

After completion of the analysis of educational aspiration and interest of delinquents and non-delinquents, and then subdivision according to races, the fourth hypothesis - moving
from general aspects toward more specific ones - will now attempt to analyze respondents of the two races in terms of social class subdivisions.

Comparison of the Mean of Educational Aspirations of Respondents Holding the Race and Class Constant

Table 45 reveals the unfavorable association between delinquency and educational aspiration, and the favorable association between non-delinquency and educational aspiration, found in the twofold and then fourfold analyses already discussed, remain even if the same groups are further subdivided into and analyzed in terms of social classes. In accord with the hypothesis, the educational aspiration levels of non-delinquents of a specific social class and race are higher than the aspiration levels of delinquents of matched social class and racial background. With the exception of the Negro middle class, the mean aspirational scores of non-delinquent social groups are significantly higher than those of the matched delinquent groups.

White middle class non-delinquents and delinquents show the greatest, and Negro middle class non-delinquents and delinquents the smallest difference of aspirational mean scores. The mean score differences of the lower white and Negro respondents are relatively close to each other, but the white respondents, again, show somewhat higher difference than Negroes.
### TABLE 45

MEAN SCORE OF LEVEL OF EDUCATIONAL ASPIRATIONS (LEA) 
BY HOLDING SOCIAL CLASS OF THE RACES CONSTANT

<table>
<thead>
<tr>
<th>Sample</th>
<th>Mean Score</th>
<th>Difference of Mean Scores</th>
<th>Significance of Mean Score Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>NLC</td>
<td>15.900</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NDLC</td>
<td>13.563</td>
<td>2.337</td>
<td>$S^a$</td>
</tr>
<tr>
<td>WLC</td>
<td>16.000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WDLC</td>
<td>13.633</td>
<td>2.367</td>
<td>$S^b$</td>
</tr>
<tr>
<td>NMC</td>
<td>17.333</td>
<td>1.666</td>
<td>NS$^c$</td>
</tr>
<tr>
<td>NDMC</td>
<td>15.667</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WMC</td>
<td>18.000</td>
<td>4.500</td>
<td>$S^d$</td>
</tr>
<tr>
<td>WDMC</td>
<td>13.500</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$at = 2.779; \ d.f. = 34; \ p < .05.$

$bt = 3.253; \ d.f. = 63; \ p < .05.$

$ct = 0.570; \ d.f. = 4; \ p > .05.$

$dt = 4.552; \ d.f. = 22; \ p < .05.$
Relation between the Mean and Frequency Distribution of Educational Aspiration of Respondents Holding Race and Social Class Constant

The frequency distribution presented in Table 46 seems to corroborate the findings of Table 45 in showing that the unfavorable association between delinquency and educational aspiration, and the favorable association between non-delinquency and educational aspiration found in the previous twofold and then fourfold analyses of the present hypothesis remain true even if the same matched groups are further subdivided into and analyzed in terms of constant social classes. Again, in accord with the hypothesis, while over 75 per cent more white non-delinquent middle class individuals than white delinquent middle class, and over 35 per cent more white non-delinquent lower class individuals than white delinquent lower class, as well as, over 41 per cent more Negro non-delinquent lower class individuals than Negro delinquent lower class persons express high level of educational aspirations; at the same time, over 66 per cent more white delinquent middle class, and over 44 per cent more white delinquent lower class, as well as 40 per cent more Negro delinquent lower class individuals than the matched non-delinquent social class respondents express lower levels of educational aspiration in wanting to end their education at high school graduation or less.
<table>
<thead>
<tr>
<th>Sample</th>
<th>High School Drop-out (8-11)</th>
<th>High School Graduate (12)</th>
<th>Few Years of College (14)</th>
<th>College Graduate (16-20)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low LEA</td>
<td>Above Low LEA</td>
<td>Below High LEA</td>
<td>High LEA</td>
<td>N %</td>
</tr>
<tr>
<td></td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
</tr>
<tr>
<td>NLC</td>
<td>2 10.0</td>
<td>6 30.0</td>
<td>12 60.0</td>
<td>20 100.00</td>
<td></td>
</tr>
<tr>
<td>NDLC</td>
<td>1 6.2</td>
<td>7 43.8</td>
<td>5 31.2</td>
<td>16 100.00</td>
<td></td>
</tr>
<tr>
<td>% Difference:</td>
<td>-6.2</td>
<td>-33.8</td>
<td>-1.2</td>
<td>+41.2</td>
<td></td>
</tr>
<tr>
<td>WLC</td>
<td>2 5.7</td>
<td>10 28.6</td>
<td>23 65.7</td>
<td>35 100.00</td>
<td></td>
</tr>
<tr>
<td>WDLC</td>
<td>6 20.0</td>
<td>9 30.0</td>
<td>9 30.0</td>
<td>30 100.00</td>
<td></td>
</tr>
<tr>
<td>% Difference:</td>
<td>-20.0</td>
<td>-24.3</td>
<td>+8.6</td>
<td>+35.7</td>
<td></td>
</tr>
<tr>
<td>NMC</td>
<td>1 33.3</td>
<td>2 66.7</td>
<td>3 100.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NDMC</td>
<td>1 33.3</td>
<td>2 66.7</td>
<td>3 100.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Difference:</td>
<td>-33.3</td>
<td>+33.3</td>
<td>00.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WMC</td>
<td>1 8.3</td>
<td>11 91.7</td>
<td>12 100.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WDMC</td>
<td>8 66.7</td>
<td>2 16.7</td>
<td>2 16.6</td>
<td>12 100.00</td>
<td></td>
</tr>
<tr>
<td>% Difference:</td>
<td>-66.7</td>
<td>-8.4</td>
<td>+75.1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Legend

- = Delinquents in majority by per cent
+ = Non-delinquents in majority by per cent
Figure 9 (page 171) provides a summary of the percentage relations among the variables involved in the present hypothesis. This chart shows that while in the two lower educational aspiration categories non-delinquents of both races and classes are either completely absent or represented in a very low percentage, in the high aspirational category, non-delinquents of the matched groups (with the exception of the Negro middle class) are shown in a substantially higher per cent than the delinquents of the same race and social class. The behavior of the Negro middle class is not altogether clear, neither in Table 46 nor in Figure 9. However, the complete absence of the non-delinquent middle class Negroes in the lowest aspirational category tends to indicate that, in a larger sample than the present one, they too may follow the class pattern shown for the others.

Comparison of the Mean of Higher Educational Interest of Respondents Holding Race and Class Constant

The data in Table 47 show that the level of interest in higher education of non-delinquents of a specific social class and race is consistently higher than that of delinquents of matched racial and social class background. This is in accord with the previous findings of this hypothesis in terms of broader social groups. Just as in the case of educational aspirations, white middle class non-delinquents and delinquents show the greatest, and Negro middle class non-delinquents and delinquents
Fig. 9.--Percent of the Level of Educational Aspirations (LEA) categories among delinquents and non-delinquents by race and social class.

Legend
- WMC
- WDMC
- WLC
- WDLC
- NMC
- NDMC
- NLC
- NDLC
TABLE 47
MEAN SCORE OF THE LEVEL OF INTEREST IN HIGHER EDUCATION (LIHE) OF RESPONDENTS WITH "FEW YEARS OF COLLEGE" AND ABOVE LEA BY HOLDING SOCIAL CLASS OF THE RACES CONSTANT

<table>
<thead>
<tr>
<th>Sample</th>
<th>Number</th>
<th>Mean Score of the LIHE</th>
<th>Difference Between the Mean Scores</th>
<th>Significance of Mean Score Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>NLC</td>
<td>18</td>
<td>7.778</td>
<td>Sa</td>
<td></td>
</tr>
<tr>
<td>NDLC</td>
<td>9</td>
<td>4.667</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difference:</td>
<td></td>
<td>3.111</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WLC</td>
<td>33</td>
<td>7.091</td>
<td>Sb</td>
<td></td>
</tr>
<tr>
<td>WDLIC</td>
<td>20</td>
<td>4.200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difference:</td>
<td></td>
<td>2.891</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NMC</td>
<td>3</td>
<td>5.667</td>
<td>NSc</td>
<td></td>
</tr>
<tr>
<td>NDMC</td>
<td>2</td>
<td>4.000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difference:</td>
<td></td>
<td>1.667</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WMC</td>
<td>12</td>
<td>8.167</td>
<td>Sd</td>
<td></td>
</tr>
<tr>
<td>WDMC</td>
<td>4</td>
<td>3.250</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difference:</td>
<td></td>
<td>4.917</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

at = 2.9; d.f. = 25; p \(<.05.
bt = 3.3; d.f. = 51; p \(<.05.
ct = .62; d.f. = 3; p \(<.05.
dt = 3.9; d.f. = 14; p \(<.05.
the smallest difference of mean scores. The higher scores of non-delinquents of the matched social classes indicate that the higher educational aspiration of the college oriented non-delinquents of the corresponding social class levels shown in Table 46 are indeed substantiated by higher levels of educational interest in going to college than the aspiration of delinquents with identical racial and social class background.

Relation between the Mean and Frequency Distribution of Higher Educational Interest of Respondents Holding Race and Social Class Constant

Data of Table 48 and the diagram analysis provided in Figure 10 (page 174) support the findings of Table 47. They show that if the class levels are held constant for each race, non-delinquents will consistently reflect a higher level of educational interest in going to college than the correspondingly matched classes of delinquents. Both the table and the diagram show that a substantially higher percentage of non-delinquents than delinquents of the corresponding race and class express high educational interest in going to college; and, conversely, a substantially higher per cent of delinquents than non-delinquents express low educational interest for college within the same race and social class.

Consequently, the higher educational aspiration level of the college aspiring non-delinquents appears to be substantiated by a higher level of educational interest in going to college than
Fig. 10.---Percent of delinquents and non-delinquents reporting at least "Few Years of College" or "Above" Level of Educational Aspiration (LEA) according to Low, Medium, and High Level of Interest in Higher Education (LIHE).

Legend
- WMC
- WDMC
- WLC
- WDLC
- NMC
- NDMC
- NLCC
- NDLC
**TABLE 48**

FREQUENCY DISTRIBUTION OF THE LOW, MEDIUM, AND HIGH LEVEL OF INTEREST IN HIGHER EDUCATION (LIHE) AMONG THOSE RESPONDENTS WHO REPORTED AT LEAST "FEW YEARS OF COLLEGE" AND ABOVE LEVEL OF EDUCATIONAL ASPIRATIONS (LEA) BY RACE AND SOCIAL CLASS

<table>
<thead>
<tr>
<th>Sample</th>
<th>Low LIHE 0-3</th>
<th>Medium LIHE 4-7</th>
<th>High LIHE 8-9</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>NLC</td>
<td>2</td>
<td>10.0</td>
<td>7</td>
<td>35.0</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>55.0</td>
<td>20</td>
<td>100.0</td>
</tr>
<tr>
<td>NDLC</td>
<td>11</td>
<td>68.8</td>
<td>3</td>
<td>18.8</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>12.4</td>
<td>16</td>
<td>100.0</td>
</tr>
<tr>
<td>% Difference:</td>
<td>-58.8</td>
<td>+16.2</td>
<td>+42.6</td>
<td></td>
</tr>
<tr>
<td>WLC</td>
<td>6</td>
<td>17.1</td>
<td>9</td>
<td>25.7</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>57.2</td>
<td>35</td>
<td>100.0</td>
</tr>
<tr>
<td>WDLC</td>
<td>21</td>
<td>70.0</td>
<td>3</td>
<td>10.0</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>20.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Difference:</td>
<td>-52.9</td>
<td>+15.7</td>
<td>+37.2</td>
<td></td>
</tr>
<tr>
<td>NMC</td>
<td>1</td>
<td>33.3</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>33.3</td>
<td>3</td>
<td>99.9</td>
</tr>
<tr>
<td>NDMC</td>
<td>2</td>
<td>66.7</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Difference:</td>
<td>-33.4</td>
<td>0.0</td>
<td>+33.3</td>
<td></td>
</tr>
<tr>
<td>WMC</td>
<td>3</td>
<td>25.0</td>
<td>9</td>
<td>75.0</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WDMC</td>
<td>9</td>
<td>75.0</td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Difference:</td>
<td>-75.0</td>
<td>0.0</td>
<td>+75.0</td>
<td></td>
</tr>
</tbody>
</table>

**Legend**

- = Delinquents in majority by per cent
+ = Non-delinquents in majority by per cent
is that for delinquents matched according to race and socio-economic background.

Rank Order and the Level of Educational Aspiration and Interest in Higher Education of Respondents by Race and Class

Tables 49 and 50 reveal that the white non-delinquent middle class respondents show the highest level of educational aspiration and interest in going to college and that the white delinquent middle class individuals manifest the lowest aspirations and interest in going to college among all other respondents. A parallel analysis of the two ranking scores indicates that, with the exception of the Negro middle class, all other respondents within each group show at least as high, or higher a ranking score of educational interest in going to college as the corresponding ranking score of the educational aspiration level. It is worth noting that the Negro lower class respondents are the only ones to show higher ranking scores of educational interest for college than the rank of their educational aspiration. It appears that, in general, there is a positive association between the levels of educational aspiration and interest in higher education of respondents.

This positive pattern relationship between the variable of LEA and LIHE is clearly established if the percent distribution of the highest LEA and LIHE given in Tables 46 and 48 are analyzed in parallel fashion in a decreasing order of magnitude,
TABLE 49

RANK ORDER OF THE MEAN SCORE OF THE LEVEL OF EDUCATIONAL ASPIRATIONS (LEA)

1 = Lowest Rank  8 = Highest Rank

<table>
<thead>
<tr>
<th>Sample</th>
<th>Ranking Score of the LEA</th>
<th>Ranking Score of the LIHE</th>
<th>Mean Score of the LEA</th>
</tr>
</thead>
<tbody>
<tr>
<td>WMC</td>
<td>8</td>
<td>(8)</td>
<td>18.00</td>
</tr>
<tr>
<td>NMC</td>
<td>7</td>
<td>(5)</td>
<td>17.33</td>
</tr>
<tr>
<td>WLC</td>
<td>6</td>
<td>(6)</td>
<td>16.00</td>
</tr>
<tr>
<td>NLC</td>
<td>5</td>
<td>(7)</td>
<td>15.90</td>
</tr>
<tr>
<td>NDMC</td>
<td>4</td>
<td>(2)</td>
<td>15.66</td>
</tr>
<tr>
<td>WDLC</td>
<td>3</td>
<td>(3)</td>
<td>13.63</td>
</tr>
<tr>
<td>NDLC</td>
<td>2</td>
<td>(4)</td>
<td>13.56</td>
</tr>
<tr>
<td>WDMC</td>
<td>1</td>
<td>(1)</td>
<td>13.50</td>
</tr>
</tbody>
</table>

omitting the two Negro middle class groups, as follows:

High LEA: WMC → WLC → NLC → WDLC → NDLC → WDMC
  (91.7%) (65.7%) (60.8%) (30.0%) (18.8%) (16.6%)

High LIHE: WMC → WLC → NLC → WDLC → NDLC → WDMC
  (75.0%) (57.2%) (55.0%) (20.0%) (12.4%) (00.0%)

Thus, with the exception of the white delinquent middle class, the level of educational aspiration and of interest in higher education seems to be affected by class, race, and delinquency variables in a decreasing manner, where class has the greatest positive effect, and race, as well as delinquency, the greatest
TABLE 50
RANK ORDER OF THE MEAN SCORE OF THE LEVEL OF INTEREST
IN HIGHER EDUCATION (LIHE)

<table>
<thead>
<tr>
<th>Sample</th>
<th>Ranking Score of the LIHE</th>
<th>Mean Score of the LIHE</th>
</tr>
</thead>
<tbody>
<tr>
<td>WMC</td>
<td>8</td>
<td>8.17</td>
</tr>
<tr>
<td>NLC</td>
<td>7</td>
<td>7.78</td>
</tr>
<tr>
<td>WLC</td>
<td>6</td>
<td>7.09</td>
</tr>
<tr>
<td>WDLC</td>
<td>5</td>
<td>5.67</td>
</tr>
<tr>
<td>NMC</td>
<td>4</td>
<td>4.67</td>
</tr>
<tr>
<td>NDLC</td>
<td>3</td>
<td>4.20</td>
</tr>
<tr>
<td>NDMC</td>
<td>2</td>
<td>4.00</td>
</tr>
<tr>
<td>WDMC</td>
<td>1</td>
<td>3.25</td>
</tr>
</tbody>
</table>

A negative effect on the level of educational aspiration and on the level of interest in higher education. Just as in the case of occupational ambitions, here too, the white delinquent middle class reflects the greatest downward tendency among all others. Because of their low number, the pattern of Negro middle class is neither clear, nor, presumably, too reliable.

Concluding Remarks

In summarizing the findings from the section related to the fourth hypothesis, the following aspects are to be noted:
1. Analyses of the pertinent data of this section reveal that, in general, there is a negative association between the level of educational aspiration or interest in higher education and the variable of delinquency. This negative correlation between the two respective variables remains consistent also when, beyond the dichotomy of non-delinquents and delinquents, some additional specifications or refinements are introduced in terms of holding the variables of race and social class constant within both the non-delinquent and delinquent groups.

   a. Non-delinquents in general, and the non-delinquent respondents of the same race and social class in particular, reflect significantly higher scores of educational aspiration or interest than the delinquent individuals of the matched racial and social class groups; they also show a substantially greater percentage of high educational aspiration and interest than the matched delinquent groups, and conversely, delinquents show a substantially greater percentage of low educational aspiration and interest than the matched non-delinquent respondents.

   b. Negro respondents show somewhat higher educational aspiration and interest scores than the white respondents, but this difference is low and not statistically significant. Furthermore, in terms of percentage distribution, white respondents appear in greater proportions under high educational aspiration and interest categories than do Negroes.
2. There is a positive association between the level of educational aspiration or interest in higher education and non-delinquency in general. This correlation remains consistent even when the groups are matched in terms of race and class.

   a. Higher social class has a positive effect on both educational aspiration and interest in higher education in general. However, white delinquent middle class respondents show the lowest educational aspiration and interest, a fact which is consistent with their displaying the lowest occupational ambition levels as analyzed in the other hypotheses.

   b. This positive association between the examined variables is not too clear in the case of the Negro middle class, largely because of their low number; but the absence of such respondents from the lowest aspiration category suggests that, in a research based on a substantially greater number of participants, they too would follow the above described pattern relationships.

3. It may, therefore, be concluded that on the basis of the available data, the fourth hypothesis is accepted. The educational aspiration and interest levels of delinquents within each race and class is lower than those of the matched non-delinquents. Furthermore, the positive association between the variables of educational aspiration and interest in higher education shows satisfactorily that the educational aspiration levels of college oriented respondents are consistently actualized by a corresponding degree of interest in higher education.
Fifth Hypothesis

Relations between the Level of Occupational Ambitions, Delinquency, Race, and Social Class

The central problem of the last hypothesis is whether the occupation ambition levels of individuals of different races significantly differ if their level of delinquency and social class is similar or identical. The fifth hypothesis states that the occupational anticipation and aspiration levels of persons with different racial background will not significantly differ if the level of social class and delinquency of respondents is held constant.

Thus, the present hypothesis requires that its verification be supported by some increasingly refined method of measurement and categories. For this purpose, analysis of the data will proceed on from a more general background toward a more particular inquiry, i.e., separate short sections will deal only with the two broad categories of delinquents and non-delinquents\(^1\) in terms of high, medium, and low delinquency subcategories; and subsequent sections will provide some additional refinements in terms of introducing the variable of race and then of social class in the analysis of the sample. In addition, separate analysis will be presented to occupational anticipation and aspiration according to the design of the paragraph.

\(^1\) Again, it is important to recall that the "non-delinquent" term in this study has no connotation of absolutely perfect behavior. Cf., footnote 2 on page 5.
Comparison of the Anticipational Mean Differences by Delinquency

Table 51 reveals that the degree of delinquency involvement has an important influence on the level of occupational anticipation of respondents. First, in each delinquency category the matched "non-delinquents" show higher anticipation than delinquents—in general. However, the greatest observable difference is in the lowest delinquency category where the level of anticipation of non-delinquents as compared to delinquents is significantly higher within 1-2 per cent limit of confidence. As the level of delinquency increases, the anticipational differences between non-delinquents and delinquents seem to diminish or disappear. Thus, in the medium delinquency category there is no significant difference between the two groups. Of course, by the very nature of the three delinquency scale types, matched "non-delinquents" are not present in the high delinquency category.

Relation between the Mean and Frequency Distribution of Anticipation by Delinquency and Its Categories

Table 52 shows a negative relation between the mean and its related per cent distribution of anticipation and the level

1Cf., footnote 2 on page 5.
TABLE 51

MEAN SCORE DIFFERENCES IN OCCUPATIONAL ANTICIPATIONS ACCORDING TO DELINQUENCY SCALE TYPES: A COMPARISON OF DELINQUENTS AND NON-DELINQUENTS

<table>
<thead>
<tr>
<th>Paired Samples by Delinquency</th>
<th>Anticipational Differences of High Delinquency Scale Types (35.1-50.0)</th>
<th>Level of Significance</th>
<th>Anticipational Differences of Medium Delinquency Scale Types (15.1-35.0)</th>
<th>Level of Significance</th>
<th>Anticipational Differences of Low Delinquency Scale Types (0 - 15.1)</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Mean Dif.</td>
<td>Mean</td>
<td>Mean Dif.</td>
<td>Mean</td>
<td>Mean Dif.</td>
</tr>
<tr>
<td>Del.</td>
<td>5.42</td>
<td>None</td>
<td>4.74</td>
<td>0.04</td>
<td>4.44</td>
<td></td>
</tr>
<tr>
<td>Non-Del.</td>
<td>None</td>
<td>None</td>
<td>4.75</td>
<td>-0.01</td>
<td>NS a</td>
<td></td>
</tr>
</tbody>
</table>

a $t = 0.008; \ d.f. = 41; \ p \geq .05.$  
b $t = 2.649; \ d.f. = 73; \ p \geq .05.$

Legend
+= Non-delinquents higher than delinquents  
-= Non-delinquents lower than delinquents
# Table 52

**Frequency Distribution and Mean of Occupational Anticipations According to Delinquency Scale Types: A Comparison of Delinquents and Non-Delinquents**

<table>
<thead>
<tr>
<th>Paired Samples by Delinquency</th>
<th>Anticipational Differences of High Delinquency Scale Types (35.1-50.0)</th>
<th>Anticipational Differences of Medium Delinquency Scale Types (15.1-30.0)</th>
<th>Anticipational Differences of Low Delinquency Scale Types (0 - 15.1)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N   %  Mean</td>
<td>N   %  Mean</td>
<td>N   %  Mean</td>
<td>N   %  Mean</td>
</tr>
<tr>
<td>Delinquents</td>
<td>13  21.3 5.42</td>
<td>39  63.9 4.74</td>
<td>9   14.8 4.44</td>
<td>61  100 4.84</td>
</tr>
<tr>
<td>Non-Delinq.</td>
<td>None</td>
<td>4   5.7 4.75</td>
<td>66  94.3 2.85</td>
<td>70  100 2.96</td>
</tr>
<tr>
<td>Difference:</td>
<td>-58.2 -0.01</td>
<td>+79.5 +1.59</td>
<td>+1.88</td>
<td></td>
</tr>
</tbody>
</table>

**Legend**

- = Non-delinquents higher than delinquents
- = Non-delinquents lower than delinquents
of delinquency. While in the low delinquency category over 79 per cent more "non-delinquents" show significantly higher mean of anticipation than the delinquents, over 58 per cent more delinquents reflect lower mean of anticipation than non-delinquents in the middle category. Of course, there are no individuals from non-delinquents in the high delinquency category where more than 21 per cent of delinquents show the lowest anticipation among all.

Comparison of the Aspirational Mean Differences by Delinquency

Table 53 shows that delinquents have lower aspirational scores than non-delinquents, and that within the lowest delinquency category, this difference is significant below the .001 level of confidence. As the data indicate, in general, as the level of delinquency decreases, the level of aspiration increases and conversely. In case of delinquents, there is some minor decrease in aspiration within the low delinquency category. For explanation, the frequency distribution data must be examined in Table 54.

Relation between the Mean and Frequency Distribution of Aspiration by Delinquency and Its Categories

Table 54 reveals that while in the low delinquency category over 79 per cent more non-delinquents show high aspirations than delinquents with whom they were paired, at the same time
TABLE 53

MEAN SCORE DIFFERENCES IN OCCUPATIONAL ASPIRATIONS ACCORDING TO DELINQUENCY SCALE TYPES: A COMPARISON OF DELINQUENTS AND NON-DELINQUENTS

<table>
<thead>
<tr>
<th>Paired Samples by Delinquency</th>
<th>Aspirational Differences of High Delinquency Scale Types (35.1-50.0)</th>
<th>Level of Significance</th>
<th>Aspirational Differences of Medium Delinquency Scale Types (15.1-35.0)</th>
<th>Level of Significance</th>
<th>Aspirational Differences of Low Delinquency Scale Types (0 - 15.1)</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Mean Diff.</td>
<td>Mean</td>
<td>Mean Diff.</td>
<td>Mean</td>
<td>Mean Diff.</td>
</tr>
<tr>
<td>Del.</td>
<td>4.33</td>
<td>None</td>
<td>3.59</td>
<td>None</td>
<td>4.00</td>
<td>None</td>
</tr>
<tr>
<td>Non-Del.</td>
<td>None</td>
<td>None</td>
<td>2.75</td>
<td>+0.84</td>
<td>NS^a</td>
<td>1.61</td>
</tr>
</tbody>
</table>

^a t 0.859; d.f. 41; p > .05.
^b t 6.446; d.f. 73; p < .05.

Legend

+ = Non-delinquents higher than delinquents.
- = Non-delinquents lower than delinquents.
TABLE 54

FREQUENCY DISTRIBUTION AND MEAN OF OCCUPATIONAL ASPIRATIONS
ACCORDING TO DELINQUENCY SCALE TYPES: A COMPARISON OF
DELINQUENTS AND NON-DELINQUENTS

<table>
<thead>
<tr>
<th>Paired Samples by Delinquency</th>
<th>Aspirational Differences of High Delinquency Scale Types (35.1-50.0)</th>
<th>Aspirational Differences of Medium Delinquency Scale Types (15.1-30.0)</th>
<th>Aspirational Differences of Low Delinquency Scale Types (0 - 15.1)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>Mean</td>
<td>N</td>
</tr>
<tr>
<td>Delinquents</td>
<td>13</td>
<td>21.3</td>
<td>4.33</td>
<td>39</td>
</tr>
<tr>
<td>Non-Delinq.</td>
<td>None</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Difference:</td>
<td>-58.2</td>
<td>+0.84</td>
<td></td>
<td>+79.5</td>
</tr>
</tbody>
</table>

Legend

+ = Non-delinquents higher than delinquents.
- = Non-delinquents lower than delinquents.
over 58 per cent more delinquents reflect lower aspirations than non-delinquents within the middle delinquency category. The lower aspirational mean of delinquents found in the low delinquency category as compared to the higher aspiration score of the middle category may be related to the fact that the aspiration score within the low category is based only on less than 15 per cent as compared to almost 64 per cent of delinquents found in the middle category.

Occupational Anticipation and Aspiration of Delinquents and Non-Delinquents in Terms of Three Delinquency Categories by Race

Comparison of Anticipational Mean Differences by Delinquency and Race

Table 55 reveals that if the variable of delinquency is held constant, the differences found in the anticipational level of the two races are not statistically significant. The greatest difference found in the anticipation of white and Negro delinquents within the low delinquency category, where Negroes score higher than white respondents, is significant only between the 10 and 20 per cent level of confidence; and the smallest difference reflected by the same two groups within the high delinquency category has the same relatively low per cent of confidence as the low category.
<table>
<thead>
<tr>
<th>Paired Samples by Delinquency and Race</th>
<th>Anticipational Differences of High Delinquency Scale Types (35.1-50.0)</th>
<th>Level of Significance</th>
<th>Anticipational Differences of Medium Delinquency Scale Types (15.1-35.0)</th>
<th>Level of Significance</th>
<th>Anticipational Differences of Low Delinquency Scale Types (0 - 15.1)</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Mean Dif.</td>
<td></td>
<td>Mean</td>
<td>Mean Dif.</td>
<td></td>
</tr>
<tr>
<td>WD</td>
<td>5.40</td>
<td>-0.07</td>
<td>NS&lt;sup&gt;a&lt;/sup&gt;</td>
<td>4.50</td>
<td>0.73</td>
<td>NS&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td>ND</td>
<td>5.33</td>
<td>-0.07</td>
<td></td>
<td>5.23</td>
<td>0.73</td>
<td></td>
</tr>
<tr>
<td>WhonD</td>
<td>None</td>
<td></td>
<td></td>
<td>4.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NnonD</td>
<td></td>
<td></td>
<td></td>
<td>5.00</td>
<td>1.00</td>
<td></td>
</tr>
</tbody>
</table>

Legend

<sup>a</sup> = White higher than Negro.
<sup>b</sup> = White lower than Negro.
Relation between the Mean and Frequency Distribution of Anticipations by Delinquency Categories and Race

If within each delinquency scale type the percentage differences of the white and Negro respondents are examined, as a simple inspection of the data in Table 56 indicates, there are no substantial percentage differences between the two races in any of the three delinquency scale types categories. In general, the highest percentage difference is shown by the non-delinquents, where, within the low-scale type more than 10 per cent of white respondents show somewhat higher level of anticipation than Negroes; this small difference becomes more impressive in view of the fact that most of the non-delinquent respondents of these two groups fall in the same (low) delinquency scale type. Conversely, within the same delinquency category, the lowest percent is reflected by the white and Negro delinquents, where less than 2 per cent of Negro delinquents show higher anticipations than the white delinquents.

Comparison of Aspirational Mean Differences by Delinquency Categories and Race

Data in Table 57 reveal that there are no significant differences among the occupational aspiration levels of delinquents and non-delinquents of the two races in any of the three delinquency scale types. The greatest aspirational difference is shown by the white and Negro non-delinquents in the middle scale type, but with only a very low degree of confidence (i.e., .3
TABLE 56

FREQUENCY DISTRIBUTION AND MEAN OF RACIAL DIFFERENCES IN OCCUPATIONAL
ANTICIPATIONS: A COMPARISON OF DELINQUENTS AND NON-Delinquents
BY HOLDING THE LEVEL OF DELINQUENCY CONSTANT FOR EACH
GROUP

<table>
<thead>
<tr>
<th>Paired Samples by Race</th>
<th>Anticipational Differences of High Scale Types (35.1-50.0)</th>
<th>Anticipational Differences of Medium Scale Types (15.1-30.0)</th>
<th>Anticipational Differences of Low Scale Types (0 - 15.1)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>Mean</td>
<td>N</td>
</tr>
<tr>
<td>WD</td>
<td>10</td>
<td>23.8</td>
<td>4.40</td>
<td>26</td>
</tr>
<tr>
<td>ND</td>
<td>3</td>
<td>15.8</td>
<td>5.33</td>
<td>13</td>
</tr>
<tr>
<td>Difference:</td>
<td>8.0</td>
<td>-0.07</td>
<td>6.5 +0.73</td>
<td>-1.5</td>
</tr>
<tr>
<td>WNonD</td>
<td>1</td>
<td>2.1</td>
<td>4.00</td>
<td>16</td>
</tr>
<tr>
<td>NNonD</td>
<td>3</td>
<td>13.0</td>
<td>5.00</td>
<td>20</td>
</tr>
<tr>
<td>Difference:</td>
<td>-10.9</td>
<td>+1.00</td>
<td>+10.9 +0.15</td>
<td></td>
</tr>
</tbody>
</table>

Legend

+ = White higher than Negroes.
- = White lower than Negroes.
TABLE 57

RACIAL DIFFERENCES OF THE MEAN OF OCCUPATIONAL ASPIRATIONS ACCORDING TO DELINQUENCY SCALE TYPES: A COMPARISON OF DELINQUENTS AND NON-DELINQUENTS BY RACE

<table>
<thead>
<tr>
<th>Paired Samples by Delinquency and Race</th>
<th>Aspirational Differences of High Delinquency Scale Types (35.1-50.0)</th>
<th>Level of Significance</th>
<th>Aspirational Differences of Medium Delinquency Scale Types (15.1-35.0)</th>
<th>Level of Significance</th>
<th>Aspirational Differences of Low Delinquency Scale Types (0 - 15.1)</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Mean Diff.</td>
<td>Level of Significance</td>
<td>Mean</td>
<td>Mean Diff.</td>
<td>Level of Significance</td>
</tr>
<tr>
<td>WD</td>
<td>4.10</td>
<td>-.10</td>
<td>NS^a</td>
<td>3.58</td>
<td>.04</td>
<td>NS^b</td>
</tr>
<tr>
<td>ND</td>
<td>4.00</td>
<td>-1.0</td>
<td></td>
<td>3.62</td>
<td>+.04</td>
<td></td>
</tr>
</tbody>
</table>

| WhonD                                  | 1.00    | +2.33      | NS^d                 | 1.10    | +0.30      | NS^e                 |
| WhnonD                                 | 3.33    | +2.33      |                      | 4.40    |            |                      |

^a 0.231; d.f. 11; p < .05.
^b 0.058; d.f. 37; p < .05.
^c 1.871; d.f. 7; p < .05.
^d 1.750; d.f. 2; p < .05.
^e 1.197; d.f. 61; p < .05.

Legend

+ = White respondents higher than Negro.
- = White respondents lower than Negro.
between 20 and 30 per cent). The smallest aspirational difference is within the same scale type shown by the white and Negro delinquents. In terms of the highest level of confidence, the two-point difference in the aspiration of white and Negro delinquents within the lowest delinquency category is the most noteworthy. In general, there seems to be a negative relation between the level of delinquency and of aspirations so that with higher delinquency involvement aspiration level decreases, the converse also being indicated.

Relation between the Mean and Frequency Distribution of Aspirations by Delinquency Categories and Race

Table 58 reveals that there are no impressive percentage differences for any of the delinquency scale types in the distribution of the aspirational mean differences of the two races. The less than 11 per cent difference between white and Negro non-delinquents within the middle scale type category involves only a very low proportion of non-delinquent respondents and, therefore, the highest mean difference of the entire sample does not seem to be substantiated by proportionately large number of persons. The table also reveals that while the great majority of non-delinquent white and Negro respondents fall in the low scale type and have the highest aspirations with a relatively low difference, the great majority of white and Negro delinquents fall in the medium delinquency scale category with the lowest mean difference of aspirations. In general, with the exception of the low scale
type, where Negroes show higher aspirations than the white respondents, these statistically insignificant aspirational differences are not substantiated by a corresponding high percentage of Negro respondents. However, within the low scale type category, the statistically insignificant but consistently higher aspirational levels of Negroes is noteworthy. Needless to say, any generalizations would have to be based on higher number of respondents than this sample affords.

Occupational Anticipation and Aspiration of Delinquents and Non-Delinquents in Terms of Three Delinquency Categories by Race and Social Class

Racial and Social Class Differences in the Level and Distribution of Delinquency

Before turning to the analysis of the racial and social class differences in occupational ambitions, in terms of three delinquency scale types, the principle of completeness requires us to provide a very brief analysis of the level and distribution of delinquency within each race, social class, and delinquency scale type.

In general, available data indicate that white delinquents have somewhat higher delinquency scores than Negro delinquents, i.e., 26.5 and 24.4 respectively, but this difference is statistically insignificant.\(^1\) However, "non-delinquent"\(^2\) white

\(^1\)The t-score = 0.672; d.f. = 59; p \(>\.05\).

\(^2\)Cf., footnote 1 on page 3 for the meaning of "non-delinquent."
respondents show significantly lower score of delinquency than Negro "non-delinquents," i.e., 5.1 and 9.0 respectively.¹

If the same analysis is presented in detail to fit the categories of the current hypothesis, Table 59 reveals that, in general, white lower and middle class delinquents have somewhat higher delinquency scores than Negro lower and middle class delinquents but this difference remains insignificant even in terms of social class breakdown. Conversely, white middle and lower class "non-delinquents" have significantly lower delinquency scores than Negro "non-delinquents" of the same class level. Statistical analysis of the delinquency score levels within each delinquency scale type category indicate that there are no significant differences of delinquency involvement levels in any of the three categories. However, in terms of statistical confidence levels, the 2.1-point difference between the delinquency scores of white and Negro lower class respondents in the low delinquency category,² and the 6.6-point difference of white and Negro lower class respondents in the high delinquency category³ are noteworthy because their level of confidence is between 5 and 10 percent, i.e., close to the level of significance. The table also

¹The t-score = 2.917; d.f. = 68; p < .05.
²The t-score = 1.963; d.f. = 50; p < .05; (More closely: p < .05 and p < .01).
³The t-score = 2.043; d.f. = 6; p < .05; (More closely: p < .05 and p < .01).
### Table 58

**FREQUENCY DISTRIBUTION AND MEAN OF RACIAL DIFFERENCES IN OCCUPATIONAL ASPIRATIONS: A COMPARISON OF DELINQUENTS AND NON-DELINQUENTS BY HOLDING THE LEVEL OF DELINQUENCY CONSTANT FOR EACH GROUP**

<table>
<thead>
<tr>
<th>Paired Samples by Race</th>
<th>Aspirational Differences of High Scale Types (35.1-50.0)</th>
<th>Aspirational Differences of Medium Scale Types (15.1-30.0')</th>
<th>Aspirational Differences of Low Scale Types (0 - 15.1)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>Mean</td>
<td>N</td>
</tr>
<tr>
<td>WD</td>
<td>10</td>
<td>23.8</td>
<td>4.10</td>
<td>26</td>
</tr>
<tr>
<td>ND</td>
<td>3</td>
<td>15.8</td>
<td>4.00</td>
<td>13</td>
</tr>
<tr>
<td><strong>Difference:</strong></td>
<td>+8.0</td>
<td>.10</td>
<td></td>
<td>-6.5</td>
</tr>
<tr>
<td>WHonD</td>
<td>1</td>
<td>2.1</td>
<td>1.00</td>
<td>46</td>
</tr>
<tr>
<td>WHonD</td>
<td>3</td>
<td>13.0</td>
<td>3.33</td>
<td>20</td>
</tr>
<tr>
<td><strong>Difference:</strong></td>
<td>-10.9</td>
<td>2.33</td>
<td></td>
<td>+10.9</td>
</tr>
</tbody>
</table>

**Legend**

+ = White higher than Negro.
- = White lower than Negro
TABLE 59

FREQUENCY DISTRIBUTION AND MEAN OF RACIAL AND SOCIAL CLASS DIFFERENCES IN THE LEVEL OF DELINQUENCY (LD): A COMPARISON OF DELINQUENTS AND "NON-DELINQUENTS" BY DELINQUENCY TYPES, RACE, AND SOCIAL CLASS

<table>
<thead>
<tr>
<th>Paired Samples by Delinquency, Race, and Social Class</th>
<th>Mean of LD Differences of High Delinquency Scale Types (35.1-50.0)</th>
<th>Mean of LD Differences of Medium Delinquency Scale Types (15.1-30.0)</th>
<th>Mean of LD Differences of Low Delinquency Scale Types (0 - 15.1)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N  %  Mean</td>
<td>N  %  Mean</td>
<td>N  %  Mean</td>
<td></td>
</tr>
<tr>
<td>WDLC</td>
<td>5  16.7 44.9</td>
<td>21  70.0 25.5</td>
<td>4  13.3 7.3</td>
<td>30  100.0 26.3</td>
</tr>
<tr>
<td>NDLC</td>
<td>3  18.8 35.3</td>
<td>11  68.7 21.1</td>
<td>2  12.5 11.3</td>
<td>16  100.0 25.2</td>
</tr>
<tr>
<td>Dif.:</td>
<td>-2.1  -6.6</td>
<td>+1.3  +1.4</td>
<td>+0.8  -4.0</td>
<td>+1.1</td>
</tr>
<tr>
<td>WDMC</td>
<td>5  41.7 41.5</td>
<td>5  41.7 21.5</td>
<td>2  16.6 7.4</td>
<td>12  100.0 27.1</td>
</tr>
<tr>
<td>NDME</td>
<td>None</td>
<td>2  66.7 28.2</td>
<td>1  33.3 5.4</td>
<td>3  100.0 20.1</td>
</tr>
<tr>
<td>Dif.:</td>
<td>-25.0  -6.7</td>
<td>-16.7  +2.0</td>
<td>+7.1  -2.1</td>
<td>+7.0</td>
</tr>
<tr>
<td>WMC</td>
<td>1  2.9 22.8</td>
<td>3  97.1 4.9</td>
<td>35  100.0 5.4</td>
<td></td>
</tr>
<tr>
<td>NMC</td>
<td>2  10.0 19.8</td>
<td>18  90.0 7.0</td>
<td>20  100.0 8.3</td>
<td></td>
</tr>
<tr>
<td>Dif.:</td>
<td>-7.1  +3.0</td>
<td>+7.1  -2.1</td>
<td>-2.9</td>
<td></td>
</tr>
<tr>
<td>WNC</td>
<td>None</td>
<td>12  100.0 4.4</td>
<td>12  100.0 4.4</td>
<td></td>
</tr>
<tr>
<td>NMC</td>
<td>1  33.3 25.0</td>
<td>2  66.7 8.7</td>
<td>3  100.0 13.9</td>
<td></td>
</tr>
<tr>
<td>Dif.:</td>
<td>+33.3  -4.3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[ t = 0.346; \text{d.f.} = 44; P \leq 0.05; (NS) \]
\[ b_t = 0.748; \text{d.f.} = 13; P \leq 0.05; (NS). \]
\[ c_t = 2.065; \text{d.f.} = 53; P \leq 0.05; (S). \]
\[ d_t = 2.510; \text{d.f.} = 13; P \leq 0.05; (S). \]

Legend

\( + = \) White respondents higher in delinquency than Negroes by percent or mean
\( - = \) White respondents lower in delinquency than Negroes by percent or mean
reveals that the majority of delinquents of both races and classes fall within the middle delinquency category. Needless to say, there are none of the so-called "non-delinquents" in the high delinquency category and the majority of this matched group of individuals show only very low scores of delinquency involvement.

Comparison of Anticipational Mean Differences by Delinquency Categories, Race, and Class

Table 60 reveals that the occupational anticipation level of white and Negro respondents are not significantly different if the level of social class and delinquency is held constant. This is in complete accord with the statement of the fifth hypothesis in regard to occupational anticipation. The greatest anticipational difference is shown by the white and Negro middle class delinquents, where Negroes score higher than white respondents in the low delinquency category, but the 2.5-point score difference is not significant below the 20 to 30 per cent level of confidence. The smallest anticipational difference is reflected by the white and Negro lower class respondents in the high delinquency scale type category but the result has an extremely low percent level of confidence. In terms of degree of probability or level of confidence, the anticipational levels of white and Negro lower class non-delinquents in the low delinquency category, and the anticipations of white and Negro lower class delinquents in the medium delinquency category are very close to each other; in the former category Negro non-delinquents score higher than
TABLE 60

RACIAL AND SOCIAL CLASS DIFFERENCES OF THE MEAN OF OCCUPATIONAL ANTICIPATIONS ACCORDING TO DELINQUENCY SCALE TYPES: A COMPARISON OF DELINQUENTS AND NON-DELINQUENTS BY RACE AND CLASS

<table>
<thead>
<tr>
<th>Paired Samples by Delinquency, Race, and Class</th>
<th>Anticipational Differences of High Delinquency Scale Types (35.1-50.0)</th>
<th>Level of Significance</th>
<th>Anticipational Differences of Medium Delinquency Scale Types (15.1-35.0)</th>
<th>Level of Significance</th>
<th>Anticipational Differences of Low Delinquency Scale Types (0-15.1)</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>WDLC</td>
<td>Mean 5.40</td>
<td>Mean 4.67</td>
<td>Mean 5.25</td>
<td>Mean 4.00</td>
<td>Mean 5.25</td>
<td>Mean 4.00</td>
</tr>
<tr>
<td>NDLC</td>
<td>Mean 5.33</td>
<td>Mean 5.27</td>
<td>Mean 4.00</td>
<td>Mean 1.25</td>
<td>Mean 4.00</td>
<td>Mean 1.25</td>
</tr>
<tr>
<td>WDMC</td>
<td>Mean 5.40</td>
<td>Mean 3.80</td>
<td>Mean 5.00</td>
<td>Mean 2.00</td>
<td>Mean 4.50</td>
<td>Mean 2.00</td>
</tr>
<tr>
<td>NDMC</td>
<td>Mean None</td>
<td>Mean 5.00</td>
<td>Mean 3.80</td>
<td>Mean 2.00</td>
<td>Mean 4.50</td>
<td>Mean 2.00</td>
</tr>
<tr>
<td>WLC</td>
<td>Mean 4.00</td>
<td>Mean 4.00</td>
<td>Mean 3.21</td>
<td>Mean 3.00</td>
<td>Mean 3.21</td>
<td>Mean 3.00</td>
</tr>
<tr>
<td>NLC</td>
<td>Mean 5.50</td>
<td>Mean 1.50</td>
<td>Mean 3.00</td>
<td>Mean 0.21</td>
<td>Mean 3.00</td>
<td>Mean 0.21</td>
</tr>
<tr>
<td>WMC</td>
<td>Mean None</td>
<td>Mean 1.67</td>
<td>Mean 2.50</td>
<td>Mean 0.83</td>
<td>Mean 2.50</td>
<td>Mean 0.83</td>
</tr>
<tr>
<td>NMC</td>
<td>Mean None</td>
<td>Mean 4.00</td>
<td>Mean 1.67</td>
<td>Mean 2.50</td>
<td>Mean 1.67</td>
<td>Mean 2.50</td>
</tr>
</tbody>
</table>

\[ a_t = 0.370; \ d.f. = 6; \ p > .05. \]
\[ b_t = 1.143; \ d.f. = 30; \ p > .05. \]
\[ c_t = 0.880; \ d.f. = 4; \ p > .05. \]
\[ d_t = 0.896; \ d.f. = 5; \ p > .05. \]
\[ e_t = 2.887; \ d.f. = 1; \ p > .05. \]
\[ f_t = 0.577; \ d.f. = 1; \ p > .05. \]
\[ g_t = 0.396; \ d.f. = 50; \ p > .05. \]
\[ h_t = 1.248; \ d.f. = 12; \ p > .05. \]

Legend

+ = White respondents higher than Negro.
- = White respondents lower than Negro.
delinquents with a low 0.21-point difference, and in the latter category white delinquents show 0.60-point higher anticipation than the Negro delinquents; however, both of these differences are based at only 20 to 30 per cent levels of confidence.

Relation between the Mean and Frequency Distribution of Anticipations by Delinquency Categories, Race, and Social Class

A simple inspection of the data in Table 6 reveal that, with the exception of the white and Negro middle class, there are no substantial per cent differences in the distribution of occupational anticipation of lower class white and Negro respondents. In the high delinquency category, both the white and Negro lower class delinquents reflect a very low mean and per cent difference of anticipation. In the medium category, these differences are not only very low but it is also noteworthy that they are based on a high percentage of respondents; consequently, it appears that within the medium category, lower class white and Negro respondents manifest similar behavior in terms of anticipation. In the low delinquency category, the lower class white and Negro respondents seem to have very similar anticipations; their mean difference is very low, and their per cent difference appears to be moderately low; furthermore, these low differences are based on a very high per cent of respondents.

The relatively substantial percentage difference between white and Negro middle class may be related to the extreme low
number of Negro respondents at that class level participating in this study. It is noteworthy, that in terms of total mean values, white middle class delinquents show higher delinquency than the Negro middle class delinquents and, simultaneously, they reflect lower anticipation than Negroes. Exactly the opposite relation is manifested by the white and Negro middle class non-delinquents where all of the white middle class and most of the Negro middle class matched "non-delinquents" reflect the lowest involvement in anti-social behavior. However, in the frame of this low delinquency category, white middle class "non-delinquents" not only show lower mean score of delinquency than the Negro middle class "non-delinquents" within 5 per cent level of confidence, but they also reveal higher anticipation than Negroes. These particular relations are consistent with the general pattern relationships found in this study, which indicate that, in general, higher delinquency is negatively associated with the level of anticipations or aspirations.

**Comparison of Aspirational Mean Differences by Delinquency Categories, Race, and Class**

Data in Table 62 show that there are no statistically significant differences in the occupational aspiration of white and Negro respondents if the level of social class and delinquency is held constant and compared within each delinquency scale type category separately. As with the occupational anticipations, the findings concerned with the occupational aspira-
TABLE 61

FREQUENCY DISTRIBUTION AND MEAN OF RACIAL DIFFERENCES IN OCCUPATIONAL ANTICIPATIONS: A COMPARISON OF DELINQUENTS AND NON-DELINQUENTS BY HOLDING THEIR CLASS AND DELINQUENCY LEVEL CONSTANT

<table>
<thead>
<tr>
<th>Paired Samples by Race and Class</th>
<th>Anticipational Differences of High Delinquency Scale Types (35.1-50.0)</th>
<th>Anticipational Differences of Medium Delinquency Scale Types (15.1-30.0)</th>
<th>Anticipational Differences of Low Delinquency Scale Types (0 - 15.1)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N %</td>
<td>Mean</td>
<td>N %</td>
<td>Mean</td>
</tr>
<tr>
<td>WDLC</td>
<td>5 16.7</td>
<td>5.40</td>
<td>21 70.0</td>
<td>4.67</td>
</tr>
<tr>
<td>NDL C</td>
<td>3 18.8</td>
<td>5.33</td>
<td>11 68.7</td>
<td>5.27</td>
</tr>
<tr>
<td>Dif.:</td>
<td>-2.1</td>
<td>-0.07</td>
<td>+1.3</td>
<td>+0.60</td>
</tr>
<tr>
<td>WDM C</td>
<td>5 41.0</td>
<td>5.40</td>
<td>5 41.7</td>
<td>3.80</td>
</tr>
<tr>
<td>NDC M</td>
<td>None</td>
<td></td>
<td>2 66.7</td>
<td>5.00</td>
</tr>
<tr>
<td>Dif.:</td>
<td>-25.0</td>
<td>-1.20</td>
<td>-16.7</td>
<td>-2.50</td>
</tr>
<tr>
<td>WLC</td>
<td>None</td>
<td></td>
<td>1 2.9</td>
<td>4.00</td>
</tr>
<tr>
<td>NLC</td>
<td>None</td>
<td></td>
<td>2 10.0</td>
<td>5.50</td>
</tr>
<tr>
<td>Dif.:</td>
<td>-7.1</td>
<td>+1.50</td>
<td>+7.1</td>
<td>-0.21</td>
</tr>
<tr>
<td>WMC</td>
<td>None</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NMC</td>
<td>None</td>
<td></td>
<td>1 33.3</td>
<td>4.00</td>
</tr>
<tr>
<td>Dif.:</td>
<td>+33.3</td>
<td>+0.83</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Legend

+ = White higher than Negro.
- = White lower than Negro.
TABLE 62

RACIAL AND SOCIAL CLASS DIFFERENCES OF THE MEAN OF OCCUPATIONAL 
ASPIRATIONS ACCORDING TO DELINQUENCY SCALE TYPES: A COMPARISON 
OF DELINQUENTS AND NON-DELINQUENTS BY RACE AND CLASS

<table>
<thead>
<tr>
<th>Paired Samples by Delinquency, Race and Social Class</th>
<th>Aspirational Differences of High Delinquency Scale Types (35.1-50.0)</th>
<th>Level of Significance</th>
<th>Aspirational Differences of Medium Delinquency Scale Types (15.1-35.0)</th>
<th>Level of Significance</th>
<th>Aspirational Differences of Low Delinquency Scale Types (0 - 15.1)</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>WDLC</td>
<td>Mean: 4.60</td>
<td>Mean: 3.71</td>
<td>Mean: -4.75</td>
<td>NS</td>
<td>Mean: 3.50</td>
<td>-1.25</td>
</tr>
<tr>
<td>NDLC</td>
<td>Mean: 4.33</td>
<td>Mean: 3.64</td>
<td>Mean: 3.50</td>
<td>NS</td>
<td>Mean: 4.50</td>
<td>NS</td>
</tr>
<tr>
<td>WDMC</td>
<td>Mean: 4.20</td>
<td>Mean: 3.50</td>
<td>Mean: -1.91</td>
<td>NS</td>
<td>Mean: 1.41</td>
<td>-0.47</td>
</tr>
<tr>
<td>NDIMC</td>
<td>None</td>
<td>Mean: 3.00</td>
<td>Mean: 4.50</td>
<td>NS</td>
<td>Mean: 1.00</td>
<td>-0.36</td>
</tr>
<tr>
<td>WLC</td>
<td>Mean: 1.00</td>
<td>Mean: 3.00</td>
<td>Mean: 1.08</td>
<td>NS</td>
<td>Mean: 1.00</td>
<td>-0.08</td>
</tr>
<tr>
<td>NLC</td>
<td>None</td>
<td>Mean: 1.00</td>
<td>Mean: 1.00</td>
<td>NS</td>
<td>Mean: 1.10</td>
<td>NS</td>
</tr>
</tbody>
</table>

* a = 0.192; d.f. = 6; p > .05.
* b = 0.108; d.f. = 30; p > .05.
* c = 0.861; d.f. = 4; p > .05.
* d = 0.295; d.f. = 5; p > .05.
* e = 4.041; d.f. = 1; p > .05.
* f = 1.155; d.f. = 1; p > .05.
* g = 1.653; d.f. = 50; p > .05.
* h = 0.393; d.f. = 12; p > .05.

Legend

+ = White respondents higher than Negro.
- = White respondents lower than Negro.
tions of lower and middle class white and Negro delinquents and non-delinquents are in accord with the fifth hypothesis. Within the high delinquency category, the aspirations of the white and Negro lower class delinquents are very similar. In the medium delinquency category, again, the aspiration of white and Negro delinquents seem to differ the least, and the aspiration of white and Negro lower class non-delinquents the most. In the low delinquency category, the aspirations of white and Negro middle, as well as white and Negro lower class non-delinquents seem to resemble the most, and those of white and Negro middle class delinquents seem to differ the most; the differential aspirations of these two latter groups appear to be the most striking among all other delinquency categories, however, an examination of the frequency distribution of aspirations must be made in order to see the size of the group on which these results are based.

An examination of the frequency distribution presented in Table 63 reveals that, with the exception of the white and Negro middle class respondents, there are no substantial percentage differences in the distribution of occupational aspiration of those white and Negro lower class respondents who belong to the same delinquency level and category. In the high
# TABLE 63

FREQUENCY DISTRIBUTION AND MEAN OF RACIAL DIFFERENCES IN OCCUPATIONAL ASPIRATIONS ACCORDING TO DELINQUENT SCALE TYPES: A COMPARISON OF DELINQUENTS AND NON-DELINQUENTS BY RACE AND CLASS

<table>
<thead>
<tr>
<th>Paired Samples by Delinquency, Race, and Class</th>
<th>Aspirational Differences of High Delinquency Scale Types (35.1-50.0)</th>
<th>Aspirational Differences of Medium Delinquency Scale Types (15.1-30.0)</th>
<th>Aspirational Differences of Low Delinquency Scale Types (0 - 15.1)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N % Mean</td>
<td>N % Mean</td>
<td>N % Mean</td>
<td>N % Mean</td>
</tr>
<tr>
<td>WDLC</td>
<td>5 16.7  h.60</td>
<td>21 70.0  3.71</td>
<td>4 13.3  h.75</td>
<td>30 100.0  h.00</td>
</tr>
<tr>
<td>Delinquency</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Race</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negro</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medium</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diff.:</td>
<td>-2.1 -0.27</td>
<td>+1.3 -0.07</td>
<td>+0.8 -1.25</td>
<td>-0.75</td>
</tr>
<tr>
<td>NDLC</td>
<td>3 18.8  h.33</td>
<td>11 66.7  3.64</td>
<td>2 12.5  3.50</td>
<td>16 100.0  3.75</td>
</tr>
<tr>
<td>None</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diff.:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WDMC</td>
<td>5 41.7  h.20</td>
<td>5 41.7  3.00</td>
<td>2 16.6  h.50</td>
<td>12 100.0  h.45</td>
</tr>
<tr>
<td>None</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diff.:</td>
<td>-25.0 +0.50</td>
<td>-16.7 -3.50</td>
<td>-0.78</td>
<td></td>
</tr>
<tr>
<td>NDMC</td>
<td>2 66.7  3.50</td>
<td>1 33.3  1.00</td>
<td>3 100.0  2.67</td>
<td></td>
</tr>
<tr>
<td>None</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diff.:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WLC</td>
<td>1 2.9  1.00</td>
<td>34 97.1  1.91</td>
<td>35 100.0  1.89</td>
<td></td>
</tr>
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<td>18 90.0  1.64</td>
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<td>+7.1 -0.47</td>
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<tr>
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<td>-33.3 -0.08</td>
<td>+0.92</td>
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**Legend**

+ = White higher than Negro.
-
= White lower than Negro.
delinquency category, white and Negro lower class delinquents show a very low mean score difference of aspiration, and this is accompanied by a low percentage difference as well. It may be noted that in this high delinquency category Negroes have somewhat higher aspirations than the white delinquent. In the medium delinquency category, the white and Negro lower class delinquents show not only the smallest mean score difference of aspirations in the entire sample, accompanied by a low percentage difference, but these low differences are based on a substantial proportion of the lower class delinquent respondents; consequently, these two groups appear to have similar behavior in aspirations. In the low delinquency category, the relatively low aspirational and percentage differences shown by the white and Negro lower class non-delinquent respondents seem to reflect the most impressive similarity in the aspirational behavior of the two races, because it is founded on a very high percentage of these two non-delinquent groups. It is also noteworthy that in the low delinquency category, Negro respondents consistently show somewhat higher aspirations than white respondents of identical delinquency and social class level.

As in the case of occupational anticipation, here, too, the relatively substantial percentage difference in the distribution of aspiration levels among white and Negro middle class respondents may be related to the very small number of Negro middle class individuals participating in this study. And just
as it was reported earlier that negative association exists between the level of anticipation and delinquency, here too, there is a negative relation between the level of delinquency involvement and the level of aspirations. Therefore, in terms of general pattern relationships between aspiration and delinquency found in this study, the lower aspirational level of the white middle class delinquents than that of the Negro middle class delinquents seems to be related to the higher delinquency of white middle class delinquents than those of Negroes; and conversely, the higher aspirational level of the white and middle class "non-delinquent" respondents than those of Negro middle class "non-delinquents" within the low delinquency category appears to be related to the significantly lower delinquency involvement of white respondents than of Negroes.

Concluding Remarks

The major question asked in this hypothesis was: Is there any significant difference in the level of occupational anticipation and aspiration of white and Negro individuals if their level of delinquency and social class is held constant? Summarizing the findings of this section in the light of those few available and directly applicable works and theories, the following items deserve mention:

1. If for general and initial purposes only the overall differences between the occupational anticipations and
aspirations of delinquents and of non-delinquents are examined, the data of our findings indicate that in terms of mean ambition level, significant differences exist in the level of occupational anticipation and aspiration of delinquents and non-delinquents only within the low delinquency scale type category where non-delinquents show significantly higher ambitional levels than delinquents. The general tendency is that as the level of delinquency involvement increases, the level of anticipations and aspirations decreases. Thus, there is an inverse or negative relation between these two variables. In terms of frequency distribution, while the great majority of the matched "non-delinquents" fall within the range of low delinquency category and show high anticipations and aspirations, only a very low percentage of delinquents do so; conversely, while the great majority of delinquents fall in the range of medium and a substantial per cent in the high delinquency category and show proportionately decreasing low anticipations and aspirations, only a very low per cent of "non-delinquents" do so.

2. If for more intensive analysis, delinquents and non-delinquents are subdivided into racial categories, and only the differences between the occupational anticipation of delinquent white and Negro, and of non-delinquent white and Negro respondents are examined, our findings indicate that, in terms of mean ambition levels and of delinquency scale types, there are no significant differences between the level of occupational
anticipations and aspirations of white and Negro delinquents, and of white and Negro non-delinquents. Furthermore, there are no substantial percentage differences between the two races in any of the three delinquency categories.

In the high delinquency scale type category there are only delinquents; their occupational anticipation level is the closest, and aspiration level very close in the entire sample; these results are based on a moderate percentage of delinquents. In the medium delinquency category both the anticipations and aspirations of white delinquents are somewhat higher than those of Negro delinquents; the least difference is between their level of aspirations, but the anticipational levels may also be regarded as close; while the highest proportion of delinquents occur in the medium delinquency category and show a low per cent difference, only a very low proportion of "non-delinquents" belong to this category and show higher percentage differences of anticipation and aspiration between white and Negro respondents than the delinquents of the same scale category. In the low delinquency scale type category, the differences in the anticipational and aspirational levels of white and Negro delinquents become more pronounced than those shown in the higher delinquency categories, but they are based only on a low proportion of delinquents; the ambitional differences of white and Negro non-delinquents are small and these results are based on a very great proportion of non-delinquents. In general, white and
Negro non-delinquents show somewhat greater percentage differences than delinquents of the two races. White delinquents are only in the medium delinquency category higher in ambitions than Negro delinquents; and white non-delinquent respondents show higher anticipations and aspirations than Negro non-delinquent respondents in both the medium and low delinquency categories.¹

3. According to the specific requirements imposed by the fifth hypothesis, the occupational anticipation and aspiration of white and Negro delinquents and of white and Negro non-delinquents were compared in terms of social class and delinquency scale type categories. This section is the most essential part of the hypothesis. Data of our findings reveal that within the individual delinquency scale type categories there are no significant differences between the occupational anticipations and aspirations of white and Negro delinquents, and between those of white and Negro non-delinquents if their social class level is held constant. Furthermore, with the exception of the white and Negro middle class, there are no substantial percentage differences in the distribution of ambition levels in any of the three delinquency scale type categories for the lower class respondents.

¹Findings of this study with respect to the occupational anticipations and aspirations of white and Negro non-delinquent respondents are very close to those reported by: Stephenson, op. cit., pp. 209-10, who found no significant difference between the aspirations of the two races, but found the "plan" of Negroes lower than of whites; Gist and Bennett, op. cit., who found no difference; Rivera, op. cit., who reported high mobility aspirations among both white and Negro respondents.
In the high delinquency category, the smallest difference of the entire sample is shown in the anticipation, and a very low difference in the aspiration level of the white and Negro lower class delinquents. The percent difference is also very low in this category. These low differences between the ambition level of whites and Negroes are based on a moderate percentage of lower class delinquents. In this high delinquency category, Negro lower class delinquents show somewhat higher occupational ambitions than the white delinquents. It is also noteworthy, that more than 40 per cent of the white delinquents are represented in this high delinquency category with a very low anticipational level and a relatively low aspirational level. There are no Negro middle class individuals in this category.

In the medium delinquency category, the smallest difference of the entire sample is shown between the aspiration, and a low difference between the anticipation levels of the white and Negro lower class delinquents. Again, the percent difference is very low. These low differences between the ambition levels of white and Negro delinquents are founded on a very substantial proportion of lower class delinquents. It is also noteworthy that more than 40 per cent of the white, and more than 66 per cent of the Negro middle class delinquents are represented in this category with relatively low ambisonal levels. Only a fragmentary proportion of "non-delinquents" fall in this category and they too show low ambition levels.
In the **low delinquency category**, the white and Negro lower class non-delinquent respondents show the smallest anticipational and aspirational difference in terms of mean scores. Their percentage difference is moderately low. These differences are related to a very high proportion of white and Negro respondents. The white and Negro middle class respondents show the greatest differences. Although the mean score difference in occupational ambitions between the white and Negro middle class non-delinquent respondents is low, however, they show a substantial percentage difference; in this category, the anticipations of white non-delinquents are greater, and aspirations are smaller than those of Negro non-delinquents. The greatest anticipational and aspirational difference is between those of white and Negro middle class delinquents. However, it is important to note that these differences are based on a very low number of Negro respondents and it would be prohibitive to make any major generalizations from these results.¹

As a final remark, it is worthwhile to note that our class and race relevant data indicate a trend of negative...

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¹Since this writer did not encounter any other study to present similarly refined categories as are furnished in the present research, only some distant and general conclusions can be made concerning the support or rejection of the findings of the fifth hypothesis by other studies. In general terms, the negative relation between delinquency and aspirations is supported by most of the revised studies, but especially those by Selden, *op. cit.*, Pine, *op cit.*, etc.
association between the level of delinquency involvement and the level of occupational ambitions. Departures from this pattern relationship are shown mainly when the findings are based on a very low number of respondents. Throughout the entire study, our findings also indicate that the white middle class delinquents show the lowest anticipational or aspirational scores, and conversely, they manifest the highest delinquency levels among all others.
CHAPTER V

SUMMARY, CONCLUSIONS, LIMITATIONS,
AND SUGGESTIONS FOR FURTHER STUDY

Summary and Conclusions

The primary purpose of this study was to examine and compare the level of occupational aspirations and anticipations and of educational aspirations of a sample of institutionalized delinquents and of a second sample of matched "non-delinquent boys,"¹ and by matching them as closely as possible, to determine whether they will significantly differ from each other, as well as to evaluate the manner in which they differ.

The collection of the analyzed data were obtained by means of an anonymous questionnaire administered to 81 institutionalized delinquents at St. Charles Training School for Boys of the State of Illinois, and to 212 adolescents selected without known delinquency records. The study was conducted in the autumn and winter of 1964 among 17-year old individuals matched in the following manner: (1) age, i.e., only 17-year old persons were included; (2) sex, i.e., only boys were investigated;

¹For the interpretation of the term "non-delinquent," see footnote 1 on page 3.
(3) race, i.e., only white and Negro adolescents were participants; and (4) social class.\footnote{For some additional efforts exerted, cf., footnote 1 on page 6.} After the matching of non-delinquents with delinquents was completed in terms of these four social factors, the final analysis of this study has been based on 61 delinquent and 70 non-delinquent individuals.

The relationships between the variables of occupational ambitions and discrepancy, social class, race, educational aspirations and degree of educational interest, and of the level of delinquency were analyzed. Hollingshead's \textit{Two Factor Index of Social Position} was used as the measuring tool for socio-economic status, and his \textit{Occupational Scale} for the measurement of the level of occupational aspirations, anticipations, and of discrepancies. Educational aspiration was determined by an item asking respondents how far they intended to go in school. The degree or level of interest in higher education was measured with a set of three items; these were found to constitute a Guttman quasi-scale, and were used only as supplemental checks to determine whether the level of educational aspiration is actualized by a corresponding degree of educational interest. Delinquency was measured by a ten-item Guttman-type scale. Student's $t$-distribution test, Product-Moment Correlation, \textit{Spearman-Brown} formula, and \textit{Chi-square} were the principal statistical techniques used as aids in testing the hypotheses of this study.
The following hypotheses were tested:

1. Both delinquents and non-delinquents aspire to and anticipate higher occupations than the one held by their fathers or breadwinners.

2. There is a more frequent and greater discrepancy among delinquents than among non-delinquents concerning their occupational aspirations and anticipations.

3. It is hypothesized that, in general, educational aspirations will be related more closely to occupational anticipations than to occupational aspirations and this will be especially true for the lower class respondents, the Negro respondents, and the delinquent respondents. This means, therefore, that comparisons between occupational anticipations and aspirations will form the following pattern: (a) where both occupational aspirations and anticipations are low, educational aspiration will be low, regardless of differences of class, race, or delinquency record; (b) where both occupational aspirations and anticipations are high, there will be high educational aspiration, but middle class white and non-delinquent respondents will be higher than others; and (c) there will be a moderate inverse relation between occupational discrepancy and educational aspiration, i.e., when occupational discrepancies increase, educational aspirations will decrease, or conversely, when educational aspirations increase, occupational discrepancies decrease.

4. The educational aspiration of delinquents is lower than of non-delinquents if their class level is held constant.

5. The occupational anticipation and aspiration level of boys of different races are not significantly different if the level of social class and delinquency is held constant.

In general, hypotheses 1, 3, 4, and 5 were accepted, and hypothesis 2 was rejected. These findings are summarized below in relation to the five hypotheses according to which the analysis of the data in this study proceeded.

1. Findings relating to the First Hypothesis.--In general, both the delinquents and non-delinquents anticipate and aspire to occupations above their level of origin. However, the
following departures from this general pattern have been observed:

a) The \textit{relative anticipational level} of delinquents in general and that of white and Negro delinquents in particular is not significantly higher than the occupational level of fathers. Special notice was taken of the fact that \textit{white middle class delinquents} anticipate significantly lower occupational levels than those of fathers. Only non-delinquent respondents reflect significantly higher anticipations than delinquents, and with the exception of the Negro non-delinquent middle class respondents who show only equal anticipation at the occupational level of fathers, the higher relative anticipation of non-delinquents remains at that (higher) level in terms of both racial and social class subdivisions, i.e., for both the white and Negro non-delinquent respondents and for white lower and middle class, as well as, for the Negro lower class respondents.

b) The \textit{relative aspirational level} of the white middle class delinquents is lower, and those of the Negro middle class non-delinquent respondents is not significantly higher than the occupational level of fathers. With these two exceptions, in terms of both racial and social class subdivisions, all other groups show significantly higher aspirations than the occupational level of fathers.
It is worth notice that, with the exception of the white middle class non-delinquent respondents, in all other cases, Negro respondents reveal higher occupational aspirations than the white respondents.

2. **Findings related to the Second Hypothesis.**—Contrary to the hypothesized prediction, in general, there is a greater and more frequent occupational discrepancy among non-delinquents than delinquents. Accordingly, non-delinquents display greater and more frequent downward revisions of occupational aspirations than delinquents. In terms of race and social class subdivisions and from the point of view of departures from the observed general pattern relations, the following aspects deserve mention:

a) Both the Negro delinquents and non-delinquents show higher occupational aspirations and discrepancies, and lower anticipations, as well as higher per cent of downward scaling of aspirations than white delinquents and non-delinquents respectively. Within each race, non-delinquents reflect greater and more frequent downward scalings than the delinquents of the corresponding race. Departures from these are reported here below.

b) In terms of social class subdivisions and the level of discrepancy, both the white and Negro middle class delinquents manifest greater discrepancy than the white and Negro middle class non-delinquent respondents respectively. This aspect corresponds to the prediction of the hypothesis and
it reflects a greater downward revision by middle class delinquents than by the middle class non-delinquents. However, in terms of percentages, only the Negro middle class delinquents report higher percentages of downward scaling than the Negro middle class non-delinquents. This higher frequency of downward revision of the Negro middle class delinquents is based on a lower level of occupational ambitions than those of the Negro middle class non-delinquents. Our data do not seem to lend a clear solution to these departures.

3. Findings related to the Third Hypothesis.--Findings of this hypothesis will be reported according to and in terms of its three related aspects.

   a) In general, educational aspirations of respondents are more closely related to and show higher correlation with the level of occupational anticipations than occupational aspirations. This is somewhat more characteristic of delinquents than non-delinquents if individuals are dichotomized into and compared in terms of these two different groups. If the same two groups are exposed to some further analysis according to race and social class, some departures from this general pattern will be observed.

   (1) Negro delinquents reflect higher correlation between occupational anticipation and educational aspiration than the Negro non-delinquents, but this correlation is lower than that one between occupational and educational aspirations.
(2) In terms of social class breakdown, only the white lower class delinquents show the hypothesized higher correlation between educational aspirations and occupational anticipations. Others do not.

b) In general, the hypothesized positive association between the parallel increase of the occupational aspirations and anticipations, and between the level of educational aspirations appear to be supported by our findings. Under each discrepancy category, for both the delinquents and non-delinquents, as well as in terms of racial and social class breakdown, our findings reveal that the level of educational aspirations is the lowest in the "Low" occupational aspiration category, and progressively higher in the subsequent higher categories, and the highest in the "High" occupational aspiration category. Our data also show that non-delinquents in general, and middle class white and non-delinquent respondents in particular, manifest higher educational aspirations than others. However, as the analysis progressively advances toward smaller groups of the same sample, then relatively frequent departures are observed.

(1) In terms of racial comparison, both the Negro delinquents and non-delinquents frequently show as high or higher educational aspirations than the white respondents respectively, but these instances are based on low percentages of Negroes.

(2) In terms of both racial and social class, in the higher occupational categories, a very low per cent of the
white lower class delinquents show higher educational aspirations than others. In general, white middle class delinquents show lower educational aspirations than others.

c) The findings of this study show that there is a negative relation between the level of occupational discrepancy and of educational aspirations. For both the delinquents and non-delinquents, and in terms of the racial and social class comparisons, as the level of the occupational discrepancy progressively increases, the level of educational aspirations consistently decreases. There are only a few departures from this pattern relationship.

(1) In terms of racial dichotomy, instead of decrease, both the white and Negro delinquents of the lower aspiration categories show either increase or no change at all in the level of educational aspirations as the level of occupational discrepancy increases.

(2) In terms of both racial and social class comparison, white middle class delinquents in the "High" occupational category, and white lower class delinquents in the "Low" occupational categories, reflect an increase instead of a decrease of educational aspirations as the level of discrepancy increases.

4. Findings related to the Fourth Hypothesis.--Findings of this hypothesis reveal that there is a consistent negative association between the level of educational aspiration or
interest in higher education and the variable of delinquency. For both delinquents and non-delinquents, educational aspirations for college or university are actualized by corresponding degree of educational interest or motivation for higher education. Some of the specific characteristics of these pattern relations will be described here below.

a) In terms of racial comparison, non-delinquent respondents of both whites and Negroes show significantly higher scores and reflect substantially greater percentages of educational aspirations or interest in higher education than white and Negro delinquents respectively. These relations persist also when the analysis is extended to the social class groups of races. Negro respondents show somewhat higher level of educational aspiration and interest than white respondents, but these differences have no statistical significance; furthermore, white respondents appear in greater proportions under higher educational aspiration and interest categories than Negroes.

b) Higher social class origin has a positive effect on both educational aspiration and on higher educational interest level, in general. However, white middle class delinquents manifest the lowest educational aspiration and interest, which is perfectly consistent with their lower occupational ambition and high delinquency levels, as well as with the general pattern relationships observed in this study.
5. Findings related to the Fifth Hypothesis.--Before summarizing the findings of the present hypothesis, it seems to be important to provide a glimpse into the level of average delinquency involvement of respondents. If the social class groups of both the delinquents and "non-delinquents"\(^1\) are placed in rank-order according to the magnitude of delinquency involvement, then the following illustration shows that the white middle class delinquents manifest the highest delinquency rank, and the white middle class "non-delinquents" the lowest delinquency involvement. This preliminary report about the level of delinquency is necessary for an understanding of its negative relation to the level of occupational ambitions. According to our findings, the general tendency is that as the level of delinquency involvement increases, the level of occupational anticipations and aspirations decreases. However, significant differences in the level of occupational anticipation and aspiration of delinquents and non-delinquents occur only within the low delinquency scale type category, where "non-delinquents" show significantly

\[ \begin{align*}
8 &= \text{Most delinquent} \\
1 &= \text{Least delinquent} \\
\text{WDLC} &\quad \text{WDL} &\quad \text{NDLC} &\quad \text{NMC} &\quad \text{NLC} &\quad \text{WLC} &\quad \text{WMC} \\
(27.1) &\quad (26.5) &\quad (25.2) &\quad (20.1) &\quad (13.9) &\quad (8.3) &\quad (5.4) &\quad (4.4) 
\end{align*} \]

\(^1\)Cf., footnote 1 on page 3.
higher ambitious levels than delinquents. In terms of frequency distributions, while the greatest proportion of non-delinquents fall within the range of low delinquency category and manifest high aspirations and anticipations, only a very low percentage of delinquents do so, and conversely, while the great majority of delinquents fall in the medium and a substantial per cent in the high delinquency category and show proportionately decreasing low anticipations and aspirations, only a very low per cent of non-delinquents do so. Some changes or departures from this general pattern according to race and social class will be briefly reported here below.

a) In terms of racial comparison, there are no significant mean scores and no substantial percentage differences in the level and distribution of the occupational anticipations and aspirations of white and Negro delinquents, or of white and Negro non-delinquent respondents in any of the three delinquency scale type categories. For white and Negro delinquents, anticipations are closest in the high delinquency category, and the most different in the low delinquency category; aspirations of the two delinquent groups are closest in the medium delinquency category, and the most different in the low delinquency category. For white and Negro non-delinquent respondents, anticipations and aspirations are closest in the low,
and the most different in the medium delinquency category. In general, white and Negro non-delinquents reflect somewhat higher levels and percentage differences of occupational ambitions than the delinquents of the two races. Only in the medium delinquency category is higher ambition level shown by the white than the Negro delinquents, but again, the mean differences are insignificant.

b) In terms of both racial and social class diversification, there are no significant differences between the occupational anticipation and aspiration levels of white and Negro delinquents, and between those of white and Negro non-delinquent respondents if their social class and delinquency levels are held constant. To this it should be added that statistical t-score test reveals that there are no significant differences in the level of delinquency involvement under any of the three delinquency categories. With the exception of the white and Negro middle class, there are no substantial percentage differences in the distribution of ambition levels in any of the three delinquency categories for the lower class respondents. For the white and Negro lower class delinquents, anticipations are closest in the high and aspirations in the medium delinquency categories. For the white and Negro middle class delinquents the level of both occupational anticipations and aspirations reflects the greatest difference in the entire sample; to this it should be added that white middle class delinquents show the lowest
anticipational and aspirational scores, and conversely, they reflect the highest delinquency among all others.

Among white and Negro "non-delinquents," the anticipational levels of the white and Negro lower class non-delinquent respondents, and the aspirational levels of the white and Negro middle class respondents show the smallest differences. It is noteworthy that these low ambitious differences are actualized by a very high proportion of these individuals and they are represented in the low delinquency category.

Although none of the reviewed theories or research works are directly applicable to the findings of this study, nevertheless, in a broader sense, it seems possible to evaluate briefly its relations to these sources of reference. In general, the body of data which support this study appear to be in overwhelming majority, and those which reject it in the minority.

1. Studies conducted by Empey, Rivera, and Caro invariably agree that in an absolute sense, both the level of occupational aspirations and anticipations are positively associated with the level of socio-economic class. These works are in agreement with the findings of the present study. With Empey

1Empey, op. cit.
2Rivera, op. cit.
3Caro, op. cit.
and Rivera it may be argued that not only the absolute, but also the relative occupational ambitions show the influence of social class background, and that these relative measures of occupational ambitions reflect a widespread acceptance of upward mobility among all adolescents. Merton,¹ who theorizes that all individuals strive for the same lofty goals is only in partial agreement with this position because it implies that occupational ambitions do not differ by class position. It should be made clear that our findings do not support either the deterministic role concept of social class concerning its influence on aspirations, or the completely egalitarian concept; the former one implies that only upper-class individuals manifest higher aspirations and that lower-class individuals have not internalized the goal of educational and occupational success in any significant degree; the egalitarian concept—like that of Merton's—implies no differential levels of aspirations by social class. However, our findings support works based on refined theories of occupational ambition which contend that while relative aspirations and anticipations both differ from their level of origin, simultaneously, both the relative and the absolute aspirations, as well as anticipations also differ from each other.

2. The refined theories and research studies of occupational aspiration and anticipation imply the phenomenon of

¹Merton, op. cit.
occupational discrepancy which is produced by the difference between the level of aspiration and anticipation. This study is in agreement with Caro\(^1\) and Rivera\(^2\) who found that, in general, a high discrepancy score may be taken as indicative of perception of limitations in accessibility to aspired occupations and of a strong tendency to scale down occupational aspirations or conversely, a low discrepancy score may be taken as indicative of a favorable perception of accessibility to desired occupational goals and a corresponding high degree of confidence to achieve that valued goal.

3. Findings in this study also support Waldo's work which cites evidence in showing that the level of educational aspirations are actualized by a corresponding degree of educational interest or motivation.\(^3\)

4. In general, the present research supports the findings of Holloway,\(^4\) Stephenson,\(^5\) and of Rivera\(^6\) who indicate that high educational and occupational aspirations are shared by both the white and Negro respondents, but white and Negro lower class adolescents manifest a greater degree of downward scaling of aspirations than the white middle class individuals.

\(^1\)Caro, op. cit.  \(^2\)Rivera, op. cit.  
\(^3\)Waldo, op. cit.  \(^4\)Holloway, op. cit.  
\(^5\)Stephenson, op. cit.  \(^6\)Rivera, op. cit.
5. Among the few available studies related to the investigation of both the level of occupational ambitions and delinquency, this study provides support to several researches in showing that, in general, there is a negative association between the level of delinquency and of occupational ambitions, as well as between delinquency and educational aspirations. Pine\(^1\) reported that highly upward mobile individuals were less involved in delinquency than the adolescents in the downwardly mobile positions. Rivera\(^2\) found negative association between the variable of delinquency and occupational ambitions. Epps\(^3\) finds this negative relation only between delinquency and educational but not occupational aspirations; in this latter aspect our findings do not support Epps' theory in his study.

As a final remark in this section, it is worthwhile to note that social psychological studies provide an impressive body of data in the support of most of our findings. Selden\(^4\) reports that in his survey of literature, substantial numbers of investigations reveal that delinquents set a lower level of aspiration and tend to have smaller discrepancy scores than non-delinquents. Selden himself confirmed these previous findings in his own doctoral dissertation and he also reported that

\(^{1}\)Pine, op. cit. \hspace{1cm} ^{2}\)Rivera, op. cit. \\
^{3}\)Epps, op. cit. \hspace{1cm} ^{4}\)Selden, op. cit.
delinquents show less flexibility in shifting aspirational goals than the non-delinquents. Although most of the social psychological studies are not directly applicable to sociological comparisons, yet studies of this nature conducted under rigidly controlled laboratory settings, provide a good general background for sociological investigations. Thus, it may be concluded that solid body of evidence furnished by social psychological studies, although not directly, but indirectly, provides valuable support to the findings of this research and to the observations of other sociological studies supporting the present investigation.

Limitations of the Study

One of the major limitations of this work is related to the relatively small number of respondents involved in the analysis. It is, however, surprising that there is a consistency in most of the behavior patterns found in the sample, as well as, that of other investigations providing the support for its findings. It must be made clear, nevertheless, that no claim for generalization is attempted by this research and that any of its findings will have to be verified by a considerably larger sample and even more refined categories than presented here in this investigation.
Suggestions for Further Study

Above all, it would seem that further research in the area of occupational and educational aspirations would require more refined tools of investigation and the exploration of new approaches than is provided here.

Selection of a sample which is based on a large segment of the population, with close attention to their ethical background, as well as a sample which included all major socio-economical categories is suggested. A "pure" non-delinquent control group would be advisable, too, in any such future studies. The most constructive aspect of any other similar study would be to explore the possibility of a follow-up study for the benefit of the society at large and of the next generation.
APPENDICES
APPENDIX I

GLOSSARY OF TERMS

Terms of this appendix have been designed to furnish primary information. Both the cross references (i.e., the "see" and "see also" references) and the preceding Chapter II entitled as "Theoretical Perspectives" will present some additional information or analysis. Consequently, for a more complete understanding of these terminologies, an integrated use of the appendix and of Chapter II will be required.

Absolute Occupational Anticipation.--The distance (in scores) between the stated occupational anticipation of respondents of two different social classes; in the present study, the comparative distance between the anticipation of middle and lower class boys.¹

Absolute Occupational Aspiration.--The distance (in scores) between the stated occupational aspiration of respondents of two different social classes; in the present study, the comparative distance between the aspiration of middle and lower class boys.²

²Ibid.
Anticipation.—See: Occupational anticipation.

Aspiration level.—See: Level of aspiration.

Delinquency.—In this study, it refers to an anti-social behavior committed by 17-year-old legally adjudicated institutionalized juveniles; this act is either categorically prohibited by law or it may be lawfully interpreted as constituting delinquency. The severity of norm-violating behavior is determined by the norms and mores of the dominant culture within which the delinquent lives.¹

Discrepancy.—See: Goal-discrepancy.

Educational Aspirations.—See: Level of educational aspiration (LEA).

Expression levels.—An operational definition referring to the "stimulus question wording eliciting the two response levels of the aspiration model, realistic and idealistic."² It is designed to "estimate the points which bound the range of a person's level of aspiration at any one time."³


³Ibid., p. 8.
idealistic expression levels are indicators of the lower and upper boundaries of an individual's level of aspiration, respectively. In this study, the realistic expression level is represented by the following questionnaire item:

1. What is the occupation or job you are really sure you can have by the time you are an adult (e.g., by the time when you are 30 years old)?

   The occupation or job is (SPECIFY) _____________.

The idealistic expression level is represented by the following item of the questionnaire:

2. If you could freely choose any occupation or job in the world (as the fulfillment of your dream), what job(s) would you pick?

   The occupation or job I would pick is (SPECIFY) _____________.

See also: Time-dimension periods.

Goal discrepancy.--The difference between the stated occupational aspiration and anticipation usually expressed in scores. It can be obtained by subtracting the mean of anticipation score from the mean of aspiration score. In the present study, this difference or distance is measured by Hollingshead's "Occupational Scale" scores. For items regarding anticipations and aspirations, see pages 72-76.

Goal Periods.--See: Time-dimension periods.

Idealistic expression level.--See: Expression levels.
Level of aspiration.--In general, it reflects the intensity of drive of a person to achieve certain goals along a continuum of perceived difficulty.\(^1\) See also: Level of occupational aspirations.

Level of delinquency (LD).--It refers to the degree of delinquent involvement of juveniles in terms of seriousness and frequency of law violations. In this research, LD is measured on a ten-point scale presented under code numbers 115-124 of an attached questionnaire.

Level of educational aspirations (LEA).--This is a self-explanatory term. It is measured by the responses given to the questionnaire item presented on page 76 of this study.\(^2\)

Level of educational interest (LIE).--A variable relating to the respondent's degree of interest to go to college or a university. It is measured by the responses given to scale the questionnaire items presented on page \(\star\) of this study.\(^3\)

Level of occupational anticipations (LOAN).--This term is a special instance of the more general concept of aspiration. It reflects an individual's most accurate estimate of his anticipated occupation he--realistically thinking--expects to achieve.\(^4\)

\(^1\)Cf., Miller, op. cit., p. 11, and Haller and Miller, op. cit., p. 7.
\(^2\)Ibid.
\(^3\)Ibid.
See also: Level of occupational aspirations; Occupational anticipations; and Occupational aspirations.

Level of occupational aspirations (LOAS). -- Similar to the immediately preceeding term, this one is, again, a special instance of the more general concept of the level of aspiration. "Its special nature consists only in that its continuum of difficulty is the occupational hierarchy."¹ It reflects an individual's most accurate estimate of his highest aspired occupation he--idealistcally thinking--desires to achieve. It represents a type of occupational drive or orientation which has remained "uncontaminated by perceived limitations in accessibility."² See also: Expression levels; Level of occupational anticipations.

Long-range. -- See: Time-dimension periods.

Occupational anticipation (OAN). -- The occupation an individual--thinking realistically--anticipates or expects to achieve. "It may be interpreted as a reality-based compromise with the aspiration."³ For the expression of the same concept and with similar meaning, there are several terms in currency. These are: "expectation,"⁴ "level of expectation,"⁵

¹Haller and Miller, The Occupational Aspiration Scale, p. 10.
"plan,"¹ "realistic expression level,"² and, quite inconsistently by the same author--"occupational choice" and "vocational ambition."³ In this research, it is represented by the questionnaire item given on page * of this study. See also: Level of occupational anticipations; Level of occupational aspirations; Occupational aspiration. (246/4, code number 34).

Occupational aspiration (OAS).--The occupation an individual--thinking idealistically--desires or prefers to achieve vs. any other occupation regardless of limitations in perceived accessibility. It may be "taken to represent a pure occupational value--uncontaminated by perceived limitations in accessibility."⁴ For the expression of the same concept with similar meaning, there are several terms in currency. These are "aspiration" or "level of aspiration,"⁵ "occupational preference" or "aspiration,"⁶ "idealistic expression level,"⁷ and, quite inconsistently by the


²Haller and Miller, op. cit., pp. 8, 18, 60.


⁴Caro, loc. cit.

⁵Rivera, op. cit., pp. 1, 5.

⁶Caro, loc. cit.

⁷Haller and Miller, op. cit.
same author--"desired career" and "greatest desire." \(^1\) In this research, it is represented by the questionnaire item given on page * of this study. Also see: Level of occupational aspirations; Level of occupational anticipations; Occupational anticipation. *(246/4, code number 35).

**Realistic expression levels.**--See: Expression levels

**Relative occupational anticipation.**--The distance (in scores) between stated occupational anticipation of a boy and the occupational status of the family head.

**Relative occupational aspiration.**--The distance (in scores) between stated occupational aspiration of a boy and the occupational status of the family head.

**Short-range.**--See: Time-dimension periods.

**Time-dimension periods.**--This term applies to the "stimulus question wording eliciting long-range and short-range response levels" or goal periods. \(^2\) The operational definition "goal period" is designed to estimate a person's level of aspiration at different times. "Estimates for future times that are near or distant will be called short-range and long-range goal-periods, respectively." \(^3\)

\(^{1}\) Green, op. cit., pp. 14, 65.

\(^{2}\) Haller and Miller, loc. cit. p. 18.

\(^{3}\) Ibid., p. 9.
APPENDIX II

HOLLINGSHEAD'S OCCUPATIONAL AND EDUCATIONAL SCALE

<table>
<thead>
<tr>
<th>Score</th>
<th>Occupational Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Higher executives, proprietors, and major professionals;</td>
</tr>
<tr>
<td>2</td>
<td>Business managers, proprietors of medium-sized business, and lesser professionals;</td>
</tr>
<tr>
<td>3</td>
<td>Administrative personnel, small independent businesses, and minor professionals;</td>
</tr>
<tr>
<td>4</td>
<td>Clerical and sales workers, technicians, and owners of little businesses;</td>
</tr>
<tr>
<td>5</td>
<td>Skilled manual employees;</td>
</tr>
<tr>
<td>6</td>
<td>Machine operators and semi-skilled employees;</td>
</tr>
<tr>
<td>7</td>
<td>Unskilled employees and relief recipients.</td>
</tr>
</tbody>
</table>

Data on the **educational level** of the family head, or substitute, were scaled into 7 positions from high to low, ranging from 1 to 7. Again, this is shown here below.\(^1\)

<table>
<thead>
<tr>
<th>Score</th>
<th>Educational Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Graduate professional training;</td>
</tr>
<tr>
<td>2</td>
<td>Standard college or university graduation;</td>
</tr>
<tr>
<td>3</td>
<td>Partial college training;</td>
</tr>
</tbody>
</table>

To calculate the Index of Social Position score for a person, the scale value for occupation is multiplied by the factor weight (i.e., 7) for occupation, and the scale value for education is multiplied by the factor weight (i.e., 4) for education. Then the obtained scores from the two factors are added. To find the social class position of a computed score, Hollingshead divided the range of scores into the following five groups with their corresponding social class indexes:¹

<table>
<thead>
<tr>
<th>Social Class</th>
<th>Range of Computed Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>11-17</td>
</tr>
<tr>
<td>II</td>
<td>18-27</td>
</tr>
<tr>
<td>III</td>
<td>28-43</td>
</tr>
<tr>
<td>IV</td>
<td>44-60</td>
</tr>
<tr>
<td>V</td>
<td>61-77</td>
</tr>
</tbody>
</table>

¹Ibid., p. 10.
APPENDIX III

RELIABILITY AND VALIDITY OF THE DELINQUENCY SCALE

Although both the reliability and validity of the presently applied delinquency scale has already been established by several previous studies,¹ and therefore, according to some views, there is no need for subsequent tests, some new efforts, however, for supplying new evidence in this matter was suggested by the fact that for each item frequency categories were introduced. Thus, reliability tests were conducted both after the pre-test and after the final administration of the questionnaires.

On the pre-test level, the Cornell technique of Guttman scale analysis was used, obtaining a coefficient of reproducibility of .85. By subjecting the scale to image analysis, the reproducibility coefficient was improved to .90.² The same procedure, i.e., Guttman's Cornell technique and the Israel Gamma image analysis have been previously applied by Nye and Short.³


³Nye and Short, op. cit., p. 328. In their tests, Cornell technique produced a coefficient of reproducibility of .78, and this was improved to .97 by image analysis.
The delinquency scale items obtained from the respondents of this study were subjected to reliability tests by split-half technique. With the aid of a random number table, the delinquency scale was divided randomly into two halves and then the two subscales were correlated. A further step was to correct the correlation thus secured between the two halves by applying the Spearman-Brown prophecy formula. This correlation produced the reliability coefficients given in Table 64. The level of these coefficients appears to indicate a satisfactory standard of reliability. This is in accord with the previous findings.


2Cf., Goode and Hatt, Methods in Social Research, op. cit., p. 236; the symbols of the Spearman-Brown formula:

\[ r_n = \frac{nr_1}{(1+(n-1)r_1)}, \]

where \( r_1 \) is the coefficient of correlation of the two halves.
TABLE 64

RELIABILITY COEFFICIENTS OF CORRELATED HALVES
OF THE DELINQUENCY SCALE

<table>
<thead>
<tr>
<th>Sample</th>
<th>Number</th>
<th>Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>NDLC</td>
<td>20</td>
<td>.937</td>
</tr>
<tr>
<td>WDLC</td>
<td>36</td>
<td>.898</td>
</tr>
<tr>
<td>NDMC*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>WDMC</td>
<td>13</td>
<td>.983</td>
</tr>
<tr>
<td>NLC</td>
<td>20</td>
<td>.976</td>
</tr>
<tr>
<td>WLC</td>
<td>36</td>
<td>.951</td>
</tr>
<tr>
<td>NMC*</td>
<td>3</td>
<td>.979</td>
</tr>
<tr>
<td>WMC</td>
<td>13</td>
<td></td>
</tr>
</tbody>
</table>

*Omitted because of low N
Dear Boys:

This survey is an attempt to get a better picture and understanding of the problems you young people face in choosing your life's occupation, and the attitudes you have towards these problems. This information will be of great value in developing counseling programs for youth. For this reason we are anxious to have you answer the questions on this form to the best of your ability.

PLEASE FOLLOW THE DIRECTIONS:

1. Read each item carefully. Answer to the best of your knowledge.

2. Be sure to answer each question. Where there are brackets, fill in an "X". Be sure that your "X" is squarely in the proper bracket, before your choice. Where only a space is left, enter the word or figures called for. If you cannot answer the question, write, "I do not know."

3. There are several questions which refer to your parents. If for any reason you are not living with your parents, answer for the person who acts as your parent or guardian.

4. If you have any comment to make, if you did not understand any item, if your attitudes differ from those given, or if you have problems which we failed to mention, write about them on the margin close to the items near them in meaning.

5. Please be assured that all information furnished will be treated as strictly confidential. The individual answers will not be made known to parents or to any school personnel.

DO NOT WRITE YOUR NAME ON THESE SHEETS
PART I

ABOUT YOURSELF AND YOUR PARENTS IN GENERAL

Please answer each question in accordance with the FACTS and REALITY. Remember, you are not expected to give just "nice answers," but only the real facts, the real picture!

A. ABOUT YOURSELF

1. I WAS BROUGHT UP MOSTLY:
   a. ( ) On a farm
   b. ( ) In a village under 2,500
   c. ( ) In a town of 2,500 - 10,000
   d. ( ) In a city of 10,000 - 100,000
   e. ( ) In a city over 100,000

2. THE DATE OF MY BIRTH WAS:
   MONTH     DAY     YEAR

3. THE PLACE I WAS BORN IS:
   Località (city, town, etc.)     STATE

4. I MAKE MY REGULAR HOME WITH:
   a. ( ) my own parents
   b. ( ) a parent and a step-parent
   c. ( ) one parent only
   d. ( ) my grandparents
   e. ( ) an uncle or aunt
   f. ( ) other (specify) _______________

5. MY RELIGION IS:
   a. ( ) Protestant; b. ( ) Catholic;
   c. ( ) Jewish; d. ( ) Other (please specify)

6. Member ( ) Yes ( ) No

7. THE NUMBER OF TIMES I DROPPED OUT OF SCHOOL IS:
   a. ( ) never; b. ( ) once; c. ( ) twice;
   d. ( ) three times or more.

8. THE NAME OF MY SCHOOL IS:
   ____________________________

9. THE NUMBER OF YEARS I HAVE ATTENDED THIS SCHOOL IS:
   ____________________________

B. ABOUT YOUR PARENTS

10. MY PARENTS ARE:
    a. ( ) both living together
    b. ( ) mother died when I was ______ years old
    c. ( ) father died when I was ______ years old
    d. ( ) my parents are living, but divorced or separated
         when I was ______ years old
    e. ( ) I don't know who my mother is.
    f. ( ) I don't know who my father is.
2. AS THE OCCUPATION OF THE HEAD OF THE FAMILY OR HOUSEHOLD:

(1) Who is the main breadwinner in your family?
   a. ( ) your father; b. ( ) your mother;
   c. ( ) none of them, but ____________________

(2) Who is the head of your family?
   a. ( ) your father; b. ( ) your mother;
   c. ( ) none of them, but ____________________

(3) What was your father's main occupation during the time you were growing up? If you were not living with your real father, answer them about the man who was supposed to be taking his place. It may be a step-father, foster father, an uncle or somebody else.
   (a) Occupation (specify the kind of work he does or did and not where he works):

   ____________________

   (b) Most of the time did he work for himself or somebody else?
   He worked: 1. ( ) for himself, i.e., he had his own business;
   2. ( ) for somebody else;
   3. ( ) I don't know.

   (c) IF FATHER IS A FARMER
   MY FATHER IS: a. ( ) owner; b. ( ) renter;
   c. ( ) laborer.

   THE NUMBER OF ACRES MY FATHER OPERATES IS: _____________

(4) What is your father's occupation now (or if he is dead, or retired, what was his latest occupation)? (Be specific please)

(5) What is (or was) your mother's occupation?
   (a) Does she have a job outside the home?
      a 1. ( ) yes, part time;
      a 2. ( ) yes, full time;
      a 3. ( ) yes, only in the summer or some other short session;
      a 4. ( ) no, she does not work outside the home.

   (b) If she has a job; specify what is her job?
      She ____________________

(6) THE OCCUPATION OF MY FATHER'S FATHER WAS: ____________________

(7) THE OCCUPATION OF MY MOTHER'S FATHER WAS: ____________________

(8) THE COUNTRY OF BIRTH OF MY FATHER WAS: ____________________
   and his race or nationality is: a. ( ) White, namely:
   b. ( ) Negro,
   c. ( ) Other, namely:
(9) THE COUNTRY OF BIRTH OF MY MOTHER WAS:
and her race or nationality is:
a. ( ) White, namely:
b. ( ) Negro;
c. ( ) Other, namely:

(10) THE COUNTRY OF BIRTH OF MY FATHER'S FATHER WAS

(11) THE COUNTRY OF BIRTH OF MY MOTHER'S FATHER WAS

(12) MY FATHER'S EDUCATION CONSISTED OF:

a. ( ) less than 8 grades
b. ( ) 8 grades
c. ( ) 9-11 grades
d. ( ) 12 grades
e. ( ) some college
f. ( ) college degree, namely:
  f 1. ( ) Bachelor's degree
  f 2. ( ) Master's degree
  f 3. ( ) Ph.D. or some other
doctorate degree

(13) MY MOTHER'S EDUCATION CONSISTED OF:

a. ( ) less than 8 grades
b. ( ) 8 grades
c. ( ) 9-11 grades
d. ( ) 12 grades
e. ( ) some college
f. ( ) College degree, namely:
  f 1. ( ) Bachelor's degree
  f 2. ( ) Master's degree
  f 3. ( ) Ph.D. or some other
doctorate degree

C. ABOUT YOUR BROTHERS AND SISTERS

(Write "0" if your answer is "none")

1. THE NUMBERS OF OLDER BROTHERS I HAVE IS:

2. THE NUMBER OF YOUNGER BROTHERS I HAVE IS:

3. THE NUMBER OF OLDER SISTERS I HAVE IS:

4. THE NUMBER OF YOUNGER SISTERS I HAVE IS:

5. THE NUMBER OF MY OLDER BROTHERS AND SISTERS THAT GRADUATED
FROM HIGH SCHOOL IS:

6. THE NUMBER OF MY OLDER BROTHERS AND SISTERS THAT QUIT
SCHOOL BEFORE GRADUATING FROM HIGH SCHOOL IS:

7. THE NUMBER THAT HAVE ATTENDED OR ARE ATTENDING COLLEGE
IS:
YOUR INTEREST IN DIFFERENT KINDS OF OCCUPATIONS AND JOBS

This is an attitude questionnaire and NOT a test. Insofar as you give the real facts, there are no right or wrong answers. Please go through the questionnaire quickly but answer carefully and exactly.

A. ABOUT YOUR CHOICE OF A LIFE'S OCCUPATION

1. WHAT IS THE OCCUPATION OR JOB YOU ARE REALLY SURE YOU CAN HAVE BY THE TIME YOU ARE AN ADULT (e.g., by the time when you are 30 YEARS OLD)?

The occupation or job is (SPECIFY):

2. IF YOU COULD FREELY CHOOSE ANY OCCUPATION OR JOB IN THE WORLD (AS THE FULFILLMENT OF YOUR DREAM), WHAT JOB(S) WOULD YOU PICK?

The occupation or job I would pick is (SPECIFY):

3. IN REGARD TO MY CHOICE OF MY OCCUPATION:
   a. ( ) I feel sure that my mind is made up.
   b. ( ) I'm not too sure, but I think my mind is made up.
   c. ( ) I'm not sure that my mind is made up.

4. IN REGARD TO MY CHOICE OF AN OCCUPATION:
   a. ( ) I have given the matter a great deal of thought.
   b. ( ) I have given the matter some thought.
   c. ( ) I have given the matter little thought.

5. FOR THE OCCUPATION I HAVE CHosen I THINK MY ABILITY IS:
   a. ( ) very much above average
   b. ( ) somewhat above average
   c. ( ) just average
   d. ( ) somewhat below average
   e. ( ) very much below average
   f. ( ) I don't know because I have not yet made a choice.

6. COMPARED WITH OTHER BOYS OF MY AGE, I THINK MY CHANCES FOR GETTING AHEAD IN THE OCCUPATION OF MY CHOICE ARE:
   a. ( ) very much above average
   b. ( ) somewhat above average
   c. ( ) just average
   d. ( ) somewhat below average
   e. ( ) very much below average

7. WHAT IS THE OCCUPATION OF THE PERSON YOU MOST ADMIRE AND WHOM YOU WANT TO BE LIKE? His occupation is (SPECIFY) ________

   Where is he living? a. ( ) In my neighborhood.
   b. ( ) Outside of my neighborhood or immediate community, namely in:

   -- (Place or location)
B. YOUR INTEREST IN DIFFERENT KINDS OF JOBS

The next set of questions concerns your interest in different kinds of jobs. There are eight questions. Each one asks you to choose ONE JOB of ten presented.

Read each question carefully. They are ALL DIFFERENT! Answer each one the best you can. Don't OMIT any.

Question 1. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN GET when your SCHOOLING IS OVER?

1_________ Lawyer
2_________ Welfare worker for a city government
3_________ United States representative in Congress
4_________ Corporal in the Army
5_________ United States Supreme Court Justice
6_________ Night watchman
7_________ Sociologist
8_________ Policeman
9_________ County agricultural agent
10_________ Filling station attendant

Question 2. Of the jobs listed in this question, which ONE would you choose if you were FREE TO CHOOSE ANY of them you wished when your SCHOOLING IS OVER?

1_________ Member of the board of directors of a large corporation
2_________ Undertaker
3_________ Banker
4_________ Machine operator in a factory
5_________ Physician (doctor)
6_________ Clothes presser in a laundry
7_________ Accountant for a large business
8_________ Railroad conductor
9_________ Railroad engineer
10_________ Singer in a night club

Question 3. Of the jobs listed in this question which is the BEST ONE you are REALLY SURE YOU CAN GET when your SCHOOLING IS OVER?

1_________ Nuclear physicist
2_________ Reporter for a daily newspaper
3_________ County judge
4_________ Barber
5_________ State governor
6_________ Soda fountain clerk
7_________ Biologist
8_________ Mail carrier
9_________ Official of an international labor union
10_________ Farm hand
Question 4. Of the jobs listed in this question, which ONE would you choose if you were FREE TO CHOOSE ANY of them you wished when your SCHOOLING IS OVER?

1. Psychologist
2. Manager of a small store in a city
3. Head of a department in state government
4. Clerk in a store
5. Cabinet member in a federal government
6. Janitor
7. Musician in a symphony orchestra
8. Carpenter
9. Radio announcer
10. Coal miner

Question 5. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN HAVE by the time you are 30 YEARS OLD?

1. Civil engineer
2. Bookkeeper
3. Minister or Priest
4. Streetcar motorman or city bus driver
5. Diplomat in the United States Foreign Service
6. Sharecropper (one who owns no livestock or farm machinery, and does not manage the farm)
7. Author of novels
8. Plumber
9. Newspaper columnist
10. Taxi driver

Question 6. Of the jobs listed in this question, which ONE would you choose to have when you are 30 YEARS OLD, if you were FREE TO HAVE ANY of them you wished?

1. Airline pilot
2. Insurance agent
3. Architect
4. Milk route man
5. Mayor of a large city
6. Garbage collector
7. Captain in the army
8. Garage mechanic
9. Owner-operator of a printing shop
10. Railroad section hand
Question 7. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN HAVE by the time you are 30 YEARS OLD?

1. Artist who paints pictures that are exhibited in galleries
2. Traveling salesman for a wholesale concern
3. Chemist
4. Truck driver
5. College professor
6. Street sweeper
7. Building contractor
8. Local official of a labor union
9. Electrician
10. Restaurant waiter

Question 8. Of the jobs listed in this question, which ONE would you choose to have when you are 30 YEARS OLD, if you were FREE TO HAVE ANY of them you wished?

1. Owner of a factory that employs about 100 people
2. Playground director
3. Dentist
4. Lumberjack
5. Scientist
6. Shoeshiner
7. Public School teacher
8. Owner-operator of a lunch stand
9. Trained machinist
10. Dock worker
PART III
YOUR INTEREST IN DIFFERENT KINDS OF EDUCATION

Please go through these questions quickly but answer carefully and exactly.

A. YOUR ELEMENTARY SCHOOL EDUCATION

Please indicate what years you have attended public grade schools, and what years you have attended Catholic or other parochial grade schools. Start with the first grade and CIRCLE APPROPRIATE NUMBER(S) BELOW.

<table>
<thead>
<tr>
<th>ELEMENTARY GRADES</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public grade schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catholic grade schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other parochial grade schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. YOUR HIGH SCHOOL EDUCATION

Please indicate what years you have attended public high schools, and what years you have attended Catholic or other parochial high schools. Start with the 9th grade, or the high school freshman year, and CIRCLE APPROPRIATE NUMBER FOR EACH YEAR BELOW.

<table>
<thead>
<tr>
<th>HIGH SCHOOL GRADES</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public high schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catholic high schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Parochial high schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. ABOUT YOUR PARENTS' ATTITUDE CONCERNING YOUR EDUCATION

AS TO CONTINUING MY EDUCATION BEYOND HIGH SCHOOL, MY FATHER (or another man takes his place: A. ( ) MY STEP FATHER:
B. ( ) MY GUARDIAN):

a. ( ) has strongly encouraged me to continue.
b. ( ) has given me some encouragement to continue.
c. ( ) has never said much about it.
d. ( ) he feels that I would be better off going to work after high school.
e. ( ) feels that I should quit high school and go to work.
2. AS TO CONTINUING MY EDUCATION BEYOND HIGH SCHOOL, MY MOTHER
(if another woman takes her place: A. () MY STEP MOTHER;
B. () MY GUARDIAN:

a. () has strongly encouraged me to continue;
b. () has given me some encouragement to continue;
c. () has never said much about it;
d. () feels that I would be better off going to work
after high school;
e. () feels that I should quit high school and go to
work;

3. YOUR FATHER'S EDUCATIONAL GOALS FOR YOU:

(1) How far does he want you to go in school?
He wants me: a. () to quit as soon as I can: not
even finish high school;
b. () to finish high school;
c. () to go to a college or university
for a few years;
d. () to finish 4 or more years of
college or university; and to
obtain a:
   d 1. () bachelor's degree;
d 2. () master's degree;
d 3. () Ph.D. or similar
doctorate degree.

4. YOUR MOTHER'S EDUCATIONAL GOALS FOR YOU:

(1) How far does she want you to go in school?
She wants me: a. () to quit as soon as I can: not
even finish high school;
b. () to finish high school;
c. () to go to a college or
university for a few years;
d. () to finish 4 or more years of
college or university; and to
obtain a:
   d 1. () bachelor's degree;
d 2. () master's degree;
d 3. () Ph.D. or similar
doctorate degree.

5. AS TO ANY FURTHER HELP FROM MY FOLKS IN GETTING A START OR
IN CONTINUING MY SCHOOLING AFTER HIGH SCHOOL, MY PARENTS
WOULD BE:

a. () financially able to help me a great deal.
b. () financially able to give me some help.
c. () financially able to give me no help.

6. AS TO FURTHER HELP FROM MY PARENTS AFTER I FINISH HIGH
SCHOOL, MY PARENTS WOULD BE:

a. () willing to help me a great deal.
b. () willing to give me some help.
c. () willing to give me no help.
D. ABOUT YOUR EDUCATIONAL INTEREST AND GOALS

1. HOW FAR DO YOU WANT TO GO IN SCHOOL?
   (Check the one which most corresponds to your choice.)

   a. ( ) I want to quit as soon as I can: before the end of this year;
   b. ( ) to finish 9th grade (i.e. only the freshman year in high school);
   c. ( ) to finish 10th grade (i.e. only the sophomore year in high school);
   d. ( ) to finish 11th grade (i.e. only the junior year in high school);
   e. ( ) to finish 12th grade (i.e. only the senior year in high school);
   f. ( ) to go to college or university for a few years;
   g. ( ) to finish 4 years in college or university and to get a bachelor's degree;
   h. ( ) to finish more than 4 years of college or university namely:
      h 1. ( ) I want to obtain Master's degree;
      h 2. ( ) to obtain Ph.D. or some other doctorate degree;
   i. ( ) to get other degree;

   IF OTHER DEGREE
   THE DEGREE I HOPE TO GET IS:

2. AS TO YOUR INTENTIONS TO GO TO COLLEGE OR UNIVERSITY:

   (1) How much do you want to go to college?
      I want: a. ( ) very much; b. ( ) pretty much;
      c. ( ) a little; d. ( ) not at all.

   (2) Do you think you would be unhappy if you didn't go to college?
      I would be: a. ( ) very unhappy;
      b. ( ) pretty unhappy;
      c. ( ) a little unhappy
      d. ( ) wouldn't be unhappy at all.

   (3) How sure are you now you really want to go to college?
      I am: a. ( ) very sure; b. ( ) pretty sure;
      c. ( ) not very sure; d. ( ) not at all sure;
      e. ( ) sure I don't want to.

3. YOUR RELATIONS WITH YOUR PARENTS:

   (1) When I do something my parents don't like, they usually:
      a. ( ) Nag me______; b. ( ) Scold me______;
      (c) Make me feel they don't love me______;
      (d) Spank, whip or hit me______;
      (e) Don't punish me, but discuss the matter with me______

   (2) When my father or mother punishes me they are "fair" about it:
      a. ( ) Always______; b. ( ) Usually______;
      (c) Seldom______; d. ( ) Never______.
4. YOUR RELATIONS WITH YOUR FATHER (if another man takes his place: ( ) WITH YOUR STEP FATHER; ( ) WITH YOUR GUARDIAN):

1. Is he the kind of person who is easy to talk to about most things that might be worrying or bothering you?
   He is: a. ( ) very easy to talk to; b. ( ) pretty easy;
   c. ( ) pretty hard; d. ( ) very hard to talk to.

2. Most times when something is worrying or bothering you do you feel it will help you to talk to him about it?
   I am: a. ( ) very sure it will help;
   b. ( ) pretty sure it will help;
   c. ( ) pretty sure it will not help;
   d. ( ) very sure it will not help.

3. Do you think he understands the sort of things that might worry or bother a person your age?
   He understands them: a. ( ) very well;
   b. ( ) quite well;
   c. ( ) not very well;
   d. ( ) he doesn't understand them at all.

4. Do you think he wants you to tell him when something is worrying or bothering you?
   I am: a. ( ) very sure he does; b. ( ) I'm pretty sure he does;
   c. ( ) I'm pretty sure he does not;
   d. ( ) I'm very sure he does not.

5. Besides what I've said above, here are some additional remarks concerning my father's attitude toward, and his relations with me:

5. YOUR RELATIONS WITH YOUR MOTHER (if another woman takes her place: ( ) with YOUR STEP MOTHER; ( ) WITH YOUR GUARDIAN):

1. Is she the kind of person who is easy to talk to about most things that might be worrying or bothering you?
   She is: a. ( ) very easy to talk to; b. ( ) pretty easy;
   c. ( ) pretty hard; d. ( ) very hard to talk to.

2. Most times when something is worrying or bothering you do you feel it will help you to talk to her about it?
   I am: a. ( ) very sure it will help;
   b. ( ) pretty sure it will help;
   c. ( ) pretty sure it will not help;
   d. ( ) very sure it will not help.

3. Do you think she understands the sort of things that might worry or bother a person your age?
   She understands them: a. ( ) very well;
   b. ( ) quite well;
   c. ( ) not very well;
   d. ( ) she doesn't understand at all.

4. Do you think she wants you to tell her when something is worrying or bothering you?
   I am: a. ( ) very sure she does;
   b. ( ) I'm pretty sure she does;
   c. ( ) I'm pretty sure she does not;
   d. ( ) I'm very sure she does not.
Besides what I've said above, here are some additional remarks concerning my mother's attitude toward, and her relations with me:

6. THE ATTITUDE OF YOUR FATHER CONCERNING YOUR PERFORMANCE:
   (1) Does he ever give you the feeling he is proud of you?
      He does: a. ( ) many times; b. ( ) quite a few times;
               c. ( ) sometimes; d. ( ) hardly ever; e. ( ) never.

   (2) Do you think he is pretty satisfied with you just the way
        you are?
      I am: a. ( ) very sure he is; b. ( ) pretty sure he is;
            c. ( ) pretty sure he isn't; d. ( ) very sure he isn't.

   (3) Do you ever feel he expects you to be perfect in everything
        you do?
      I feel: a. ( ) many times; b. ( ) quite a few times;
            c. ( ) sometimes; d. ( ) hardly ever; e. ( ) never.

7. THE ATTITUDE OF YOUR MOTHER CONCERNING YOUR PERFORMANCE:
   (1) Does she ever give you the feeling that she is proud of you?
      She does: a. ( ) many times; b. ( ) quite a few times;
               c. ( ) sometimes; d. ( ) hardly ever; e. ( ) never.

   (2) Do you ever feel she expects you to be perfect in everything
        you do?
      I feel that: a. ( ) many times; b. ( ) quite a few times;
                 c. ( ) sometimes; d. ( ) hardly ever; e. ( ) never.

   (3) Do you think she is pretty satisfied with you just the way
        you are?
      I am: a. ( ) very sure she is; b. ( ) pretty sure she is;
            c. ( ) pretty sure she isn't; d. ( ) very sure she isn't.

8. YOUR LIKING FOR SCHOOL IN GENERAL:
   (1) Do you ever feel you hate school?
      I feel that: a. ( ) always; b. ( ) most of the time;
                 c. ( ) sometimes; d. ( ) hardly ever; e. ( ) never.

   (2) How often do you feel you like school very much?
      I feel that: a. ( ) always; b. ( ) most of the time;
                 c. ( ) sometimes; d. ( ) hardly ever; e. ( ) never.

   (3) Do you have a good time at school?
      I do: a. ( ) always; b. ( ) most of the time;
             c. ( ) sometimes; d. ( ) hardly ever; e. ( ) never.

   (4) Which of your school subjects do you really like or enjoy?
      I enjoy the following subjects:

   (5) Which of your school subjects do you really dislike or hate?
      I dislike the following subjects:
(6) What do you think your major subject will be at college?

(7) In addition to what I've said above, here are some additional explanations about my feeling toward school:

(8) How well, comparatively speaking, do you expect to do in college as far as grades are concerned:

a. ( ) Upper 10% of my class
b. ( ) 25% 

c. ( ) 50%
d. ( ) Lower 25% of my class
e. ( ) 10%

(9) What kind of student do you think you are? (check one)
a. ( ) excellent; b. ( ) very good; c. ( ) good;
d. ( ) poor; e. ( ) failing.
PART IV
YOUR INTEREST IN AND ATTITUDE TOWARD RELIGION OR CHURCH, AND LAW

Please, place an X squarely in the blank by your answer.

1. I THINK THE CHURCH HAS ITS ORIGIN FROM GOD AND IT COMMANDS MY HIGHEST LOYALTY AND RESPECT. (1) Agree: ; (2) Strongly agree: ; (3) Disagree: ; (4) Strongly disagree: .

2. I THINK THAT THE CHURCH AND ITS ACTIONS OR DEEDS IS NOT WORTH THE MONEY AND ENERGY SPENT ON IT. (1) Agree: ; (2) Strongly agree: ; (3) Disagree: ; (4) Strongly disagree: .

3. I THINK THE CHURCH HAS A MOST IMPORTANT INFLUENCE IN THE DEVELOPMENT OF MORAL HABITS AND ATTITUDES. (1) Agree: ; (2) Strongly agree: ; (3) Disagree: ; (4) Strongly disagree: .

4. I REGARD THE CHURCH AS A HARMFUL INSTITUTION, BREEDING NARROWMINDEDNESS, FANATICISM, AND INTOLERANCE. (1) Agree: ; (2) Strongly agree: ; (3) Disagree: ; (4) Strongly disagree: .

5. I TRY TO DO EVERYTHING AS I THINK GOD WOULD WANT ME TO DO IT. (1) Agree: ; (2) Strongly agree: ; (3) Disagree: ; (4) Strongly disagree: .

6. I HAVE GIVEN UP MY IDEA OF GOD AND I'M GETTING ALONG ALL RIGHT. (1) Agree: ; (2) Strongly agree: ; (3) Disagree: ; (4) Strongly disagree: .

7. WHEN YOU ARE AT HOME, DO YOU GO TO CHURCH? (1) No: ; (2) Once or twice a year: ; (3) Once a month: ; (4) Two or three times a month: ; (5) Every Sunday: ; (6) Several times a week: .

8. DOES YOUR MOTHER GO TO CHURCH? (1) No: ; (2) Once or twice a year: ; (3) Once a month: ; (4) Two or three times a month: ; (5) Every Sunday: ; (6) Several times a week: .

9. DOES YOUR FATHER GO TO CHURCH? (1) No: ; (2) Once or twice a year: ; (3) Once a month: ; (4) Two or three times a month: ; (5) Every Sunday: ; (6) Several times a week: .

10. WHAT IS YOUR MOTHER'S RELIGIOUS PREFERENCE? (1) Protestant: ; (2) Catholic: ; (3) Jewish: ; (4) Other (specify): .

11. WHAT IS YOUR FATHER'S RELIGIOUS PREFERENCE? (1) Protestant: ; (2) Catholic: ; (3) Jewish: ; (4) Other (specify): .

12. HOW RELIGIOUS WOULD YOU SAY YOUR MOTHER IS (or WAS if she is dead)? (1) Very religious: ; (2) Somewhat religious: ; (3) Not too religious: ; (4) Not at all religious: .
13. HOW RELIGIOUS WOULD YOU SAY YOUR FATHER IS (or WAS if he is dead)? (1) Very religious; (2) Somewhat religious; (3) Not too religious; (4) Not at all religious.

14. HOW RELIGIOUS WOULD YOU SAY YOU ARE AT THE PRESENT TIME? (1) Very religious; (2) Somewhat religious; (3) Not too religious; (4) Not at all religious.

15. UNDER THIS NUMBER, THERE ARE TEN QUESTIONS OF BASIC IMPORTANCE FOR THIS STUDY. Since you are NOT REQUIRED TO GIVE YOUR NAME, please answer exactly and SERIOUSLY: only the facts, the REAL FACTS.

PLEASE INDICATE HOW MANY TIMES HAVE YOU:

15a. TAKEN THINGS OF LITTLE VALUE (under $2.--) THAT DID NOT BELONG TO YOU? (1) Never; (2) Once or twice; (3) Several times; (4) Very often.

15b. DRIVEN A CAR WITHOUT A DRIVER'S LICENSE OR PERMIT? (Do not include driver training course). (1) Never; (2) Once or twice; (3) Several times; (4) Very often.

15c. SKIPPED SCHOOL WITHOUT A LEGITIMATE EXCUSE? (1) Never; (2) Once or twice; (3) Several times; (4) Very often.

15d. BOUGHT OR DRANK BEER, WINE, OR LIQUOR FOR CONSUMPTION WITH PALS OR IN SECRECY? (1) Never; (2) Once or twice; (3) Several times; (4) Very often.

15e. BEEN PLACED ON SCHOOL PROBATION OR EXPelled FROM SCHOOL? (1) Never; (2) Once or twice; (3) Several times; (4) Very often.

15f. HAD SEX RELATIONS, e.g. sexual intercourse WITH THE OPPOSITE SEX? (1) Never; (2) Once or twice; (3) Three or four times; (4) Five or six times; (5) Seven or eight times; (6) Nine times or more.

15g. TAKEN THINGS OF MEDIUM VALUE (between $2.-- and 50.--)? (1) Never; (2) Once or twice; (3) Several times; (4) Very often.

15h. STOLEN A CAR? (1) Never; (2) Once or twice; (3) Three or four times; (4) Five times or more.

15i. "RUN AWAY" FROM HOME? (1) Never; (2) Once or twice; (3) Three or four times; (4) Five times or more.

15j. TAKEN THINGS OF LARGE VALUE (over $50.--)? (1) Never; (2) Once or twice; (3) Several times; (4) Very often.
k. Got into trouble with law or police? (1) Never; (2) Yes; If yes, what was the charge against you?

I was charged with:

a. ( ) Theft. (1) Once; (2) Twice; (3) Three times or more.
b. ( ) Robbery. (1) Once; (2) Twice; (3) Three times or more.
c. ( ) Murder. (1) Once; (2) Twice; (3) Three times or more.
d. ( ) Other. (Specify the name and frequency of other charges):

Name of each charge (list below) The frequency of each case
________________________________________ times;
________________________________________ times;
________________________________________ times;
________________________________________ times;

(continue here below)

1. Been sent to reform school or prison? (1) Never; (2) Yes. If yes, what was the charge against you?

I was charged with:

a. ( ) Theft. (1) Once; (2) Twice; (3) Three times or more.
b. ( ) Robbery. (1) Once; (2) Twice; (3) Three times or more.
c. ( ) Murder. (1) Once; (2) Twice; (3) Three times or more.
d. ( ) Other. (Specify the name and frequency of other charges):

Name of each charge (list below) The frequency of each case
________________________________________ times;
________________________________________ times;
________________________________________ times;
________________________________________ times;

(continue here below)

16. Where in town do you live? (In order to avoid embarrassing you, do not give your full address, but only the information asked below.)

Section (for example, South side.)
Street (for example, South Clark Street)
Block (for example, 1600 instead of e.g. 1628; do not put the exact house number.)
Locality (for example, Chicago).

(name of town, city, etc.)
APPENDIX V

MAPS
Map 1.—Geographical origin of respondents from the Central City and vicinity of Metropolitan Area of Chicago.

Legend

☆ White Non-Delinquents
★ White Delinquents
☆ Negro Non-Delinquents
★ Negro Delinquents
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The thesis submitted by Martin A. Molnar has been read and approved by members of the Department of Sociology.

The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the thesis is now given final approval with reference to content, form, and mechanical accuracy.

The thesis is therefore accepted in partial fulfillment of the requirements of the degree of Master of Arts.

April 11, 1967

Date

Advisor