

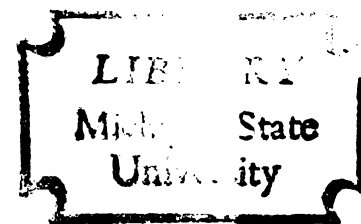
MARITAL STATUS AS RELATED TO MALE ON CAMPUS
COLLEGE STUDENTS' ATTITUDE TOWARD POLICE
AT MICHIGAN STATE UNIVERSITY

Thesis for the Degree of M. S.
MICHIGAN STATE UNIVERSITY
CALVIN JAMES SWANK
1971



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THESIS



MARITAL STATUS AS RELATED TO MALE ON CAMPUS
COLLEGE STUDENTS' ATTITUDE TOWARD POLICE
AT MICHIGAN STATE UNIVERSITY

By

Calvin James Swank

AN ABSTRACT OF A THESIS

Submitted to
The College of Social Science
Michigan State University
in partial fulfillment of the requirements
for the degree of

MASTER OF SCIENCE

School of Criminal Justice

1971

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ABSTRACT

MARITAL STATUS AS RELATED TO MALE ON CAMPUS COLLEGE STUDENTS' ATTITUDE TOWARD POLICE AT MICHIGAN STATE UNIVERSITY

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Purpose

Today throughout America many citizens feel that college students are becoming alienated from the values of conventional adult society. This, according to the literature, is caused to some degree by the college atmosphere itself. In it students gain greater freedom and often become inclined toward social change. This evolves since the previous value-transmitting agencies such as the family, church, and school tend to lose impact as college students are often encouraged to think for themselves. If this is the case, and realizing that marriage is an adult institution, the purpose of this study is then to determine if it, as such, has any significant effect on male college students' attitudes toward police.

Methodology

The research design used was that of a descriptive questionnaire type study. The hypothesis was formulated in order to determine whether or not there is a significant difference in attitude toward police, between married and

single, male college students from the age of seventeen to thirty-five, living on campus at Michigan State University. The instrument, a modified version of Dr. Robert Portune's ATP (attitude toward police) scale, consisted of 20 items in this area. Scores were obtained from the measure, tallied, and analyzed using percentages and a chi-square (X^2) test for independence.

Results

Results on the item analysis showed no significant chi-square values and only a slight relationship on some individual items. The hypothesis (in the null form) was then considered sound on this basis and indicated no relationship between student attitude and marital status.

An additional factor uncovered though not the purpose of this study was that attitude toward the police of both married and single students is far more favorable than had been anticipated.

Implications and Limitations

This study has shown that male students living on campus at Michigan State University have about the same attitude toward police regardless of marital status. It is the author's feeling that this may be true for college students at Michigan State University in general. Although this is unproven it provides a base for additional research in this area. It must be remembered here, however, that

generalizations cannot be made beyond the limits of the defined population although the results may have implications for a broader population having similar characteristics. For example, this may be some indication of student attitude in general, but in this study only one large midwestern university was used which in no way accounts for attitudes in other sections of the country.

In reference to the Criminal Justice System, a number of implications become evident. This study has shown that in the population sampled attitude toward the police for the most part was favorable. Also this study has hopefully provided insight into possible solutions in student-police relations as well as some ideas on needed changes within campus police organizations. From this project police agencies may also gain some realization that students do not in all instances have an adverse reaction when questioned regarding police behavior.

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DEDICATION

This volume is dedicated to Captain Claude A.
Tindall and Mr. Richard F. Marsh, who know the reasons why.

ACKNOWLEDGMENTS

The number of debts one incurs in writing a thesis is surprisingly large. My family, Bobbie and Jeff, have endured much during the hours of depression in this endeavor.

Also the project could not have been completed without the able guidance of Mr. James Hennessy.

Similarly, I wish to acknowledge the assistance given in typing the manuscripts to Phyllis Groenewoud, Pat Higgins and Nancy Gienger.

And last but not least I would like to thank the members of my committee, Dr. Trojanowicz, Mr. Gibson and Mr. Romig for the contribution of their time toward this end.

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CHAPTER I

INTRODUCTION

General Statement of the Problem and Purpose of the Study

Today in America, college campuses are in upheaval more than ever before. New ideas of social reform prevail, and riots on campuses in many areas of the country have focused attention on the police, and the extreme sensitivity of students to the police role. Policing on a college campus has become more hazardous and difficult than in previous years. The attitude of today's adolescent has been shaped less by an authoritarian or patriarchal structure than by a somewhat permissive society.¹ As a result many of the former traditional values of adult institutions have been rejected by college students. In these rejections lie the origins of campus social disorganization. This change in and of itself creates new hostilities and resentment toward civil authority. Because the police are the most visible source of this authority they then become the target of attack. Like others who resent police authority, students fail to see that

¹A. F. Brandstatter and Louis A Radelet, Police and Community Relations: A Sourcebook (Beverly Hills: The Glencoe Press, 1968), p. 63.

the difficulties of law enforcement stem from the functions the police serve in the legal system, and the necessity of accommodating these functions in relation to the community as a whole.

In the legal system per se, the primary police purpose is to deal with the criminal in action through routine patrol, detection of crime, accumulation of evidence, and recovery of stolen property.² This responsibility as defined creates much of the problem. That is, most police contacts are a host of one-to-one relationships between the officer and another person under a variety of circumstances. As a personal symbol of government, the policeman then becomes an obvious target of resentment against authority. Since police work requires broad contacts with the public, this high potential for becoming a focal point for resentment and hostility emphasizes the desirability of proper behavior on the part of police officers. Persons considering police actions often fail to take into account that many police encounters are unpredictable events and must be evaluated quickly and often decided upon at once.³ This problem does not negate the fact that the primary social function of the police is that of guardian-of-society.⁴

²Elmer Hubert Johnson, Crime, Correction, and Society (Homewood, Ill.: The Dorsey Press, 1968), pp. 365-66.

³Ibid., p. 372.

⁴Ibid.

However, it does explain at least in part, police action of which society may disapprove. The governmental authority associated with this role however, is likely to isolate the policeman particularly from students oriented toward social reform. Much of this dilemma arises because student attitudes do not universally present a united front against crime.⁵ Such students frequently exhibit a commitment to total social change and a lack of concern for the problems within existing institutions. This special political behavior of students and their resentment toward authority is considered by many an outgrowth of elements specific to the situation and environment of university life, disposing students toward deviant behavior.⁶

University students are generally at an age defined as biologically adult; many non-students of the same age have already entered upon adult activities, marrying, earning money, and spending it as they wish. Students are often at the age where they may vote and marry and many do both. Yet few university students earn all their livelihood; many remain financially dependent on their parents, and the society at large still treats them in many ways as adolescents without responsibilities permitting or even approving of their

⁵Ibid., p. 373.

⁶Seymour Martin Lipset and Sheldon S. Wolin (eds.), The Berkeley Student Revolt: Facts and Interpretations (Garden City: Doubleday & Company Inc., 1965), p. 3.

wayward actions.⁷ These same young people, who thus may be defined as socially irresponsible, are at the same time in most instances encouraged to be idealistic. The problem here is that value-transmitting institutions such as the police, family, church, and school tend to present morality in absolute terms of either right or wrong.⁸ This does not mesh for the most part with the previous encouragement toward idealism. Also, university students, though well educated, have generally not established a sense of close involvement with the normal adult institutions. That is to say, experience has not hardened them to a state of imperfection.⁹ For this reason actions by the police are often subject to close scrutiny and criticism in many instances.

With all these factors taken into consideration and realizing the aforementioned attitudes exist--the question then arises as to what change in student attitude is effected when some of the factors of student life are changed. To begin with, attitudes are nothing more than the end product of the entire socialization process which significantly influences man's responses to cultural products, to other persons, and to groups of persons.¹⁰ If this is the

⁷Ibid.

⁸Ibid.

⁹Ibid.

¹⁰Marvin E. Shaw and Jack M. Wright, Scales for the Measurement of Attitudes (New York: McGraw-Hill, 1967), p. 1.

case, and assuming as previously implied that internalization of the ideals of adult institutions comes about to some degree through stable family living, this would then indicate that marriage may be a significant factor toward attitude change.¹¹ If this is true there then should exist between married and single college students some variation in attitudes toward the police. The measure of this relationship is thus the purpose of this study.

Nature and Scope of the Study

As of this date, a number of studies have been done in the area of student attitudes toward police. For the most part, however, they have restricted themselves to the attitude of secondary and middle school students. The criteria they all seemed interested in dealing with were those of socio-economic status. The author however feels that other factors may make a significant contribution to the formation of attitudes toward police, and for this reason has undertaken an extensive analysis of the relationship between such attitudes of married and single college students. It is hoped that through this study some light may be shed on college students and their attitudes toward law enforcement, as well as on the relationship concerning this attitude which exists between married and single students.

¹¹Henry A. Bowman, Marriage for Moderns (New York: McGraw-Hill, 1965), pp. 39-42.

Statement of Hypothesis

The hypothesis for this study was formulated in order to determine whether or not there is a significant difference in attitude toward police between married and single male college students, from the age of seventeen to thirty-five, living on campus at Michigan State University. It is understood that from this study generalizations cannot be made beyond the limits of the defined population; however, some implications may be shown in regard to male college students in general. This in and of itself would provide a foundation upon which additional research could be undertaken.

The rationale for the hypothesis is based on the theoretical construct that marriage creates a certain degree of social stability and greater acceptance of the values of adult institutions.¹² In 1956 Paul Landis in his book Social Control implied: It is part of the human experience in marriage to learn to conform, to learn to harness one's drives in the interest of social welfare. Society is built on this principle and can be maintained only so long as it remains in operation.¹³ Kingsley Davis, expanding on this, brought out the point that conflict between the values of the married

¹²Paul H. Landis, Social Control (New York: J. B. Lippincott Company, 1956), p. 196.

¹³Ibid.

and single, as well as the old and the young, is normal in human groups; what is significant in American society is the increased tempo and intensity. In part rapid social change is the cause of this marked division between married and single attitudes. The single and usually younger persons are growing up in a dynamic society and are likely to accept innovation where their married counterparts have in most cases matured in an earlier one, and wish to perpetuate the values and behavior patterns with which they are familiar.¹⁴ Thus single college students tend to identify with the peer group surroundings in the institution to which they are attached while married students, on the other hand, most often conform to the values of conventional adult society.¹⁵

Definition of Terms

Attitude. An attitude is one's position or manner indicative of feeling, opinion, or intention toward a person or thing.¹⁶ On a more theoretical plane it is considered a relatively enduring system of evaluative affective reactions based upon and reflecting the evaluative concepts of beliefs which have been learned about the characteristics of a

¹⁴Marvin B. Sussman, Sourcebook in Marriage and the Family (New York: Houghton Mifflin Company, 1968), p. 378.

¹⁵Ibid.

¹⁶Albert and Loy Morehead, The New American Webster Handy College Dictionary (New York: The New American Library, 1961), p. 39.

social object or class of social objects.¹⁷

Attitude Toward Police. This is one's position, manner, feeling, opinion, or intention, toward law enforcement officers in general.

Police. Those employees of the executive branch of our governments who function in the capacity as agents of law enforcement.

Police Power. Police power may be defined as the broad and elastic power of government, especially of one of the states of the United States, to restrict, control, regulate, and restrain individuals and groups in the use of their liberty and property in order to protect the health, safety, morals, convenience, peace, order, and general welfare of other individuals and the public generally.¹⁸

Authority. Authority is defined as the right to govern, control or command.¹⁹

Police Authority. This is the right of the state to act relative to the general health, safety, and welfare of its citizens.²⁰

On Campus Student. A student who lives within the

¹⁷Shaw and Wright, op. cit., p. 3.

¹⁸Julius Gould and William L. Kolb (eds.), A Dictionary of the Social Sciences (New York: The Free Press, 1964), pp. 508-509.

¹⁹Morehead, op. cit., p. 40.

²⁰A. C. Germann, Frank D. Day and Robert R. J. Gallati, Introduction to Law Enforcement and Criminal Justice (Springfield: Charles C. Thomas, 1969), p. 21.

geographical boundary of a college or university.

Organization for the Remainder of the Study

The remainder of the study is divided into four additional chapters as follows:

Chapter II. Review of Related Literature. This chapter will be devoted to an analysis of the existing literature in the area of attitude studies, and attempt to cover all known previous studies of this type concerning attitudes toward the police. Both primary and secondary sources will be included in these areas.

Chapter III. Research Procedures. This chapter will consist of a description of the sample, the measures used, and the steps taken in carrying out the project.

Chapter IV. Research Findings. This chapter will cover the procedures used in analysis and all findings relevant to the hypothesis being tested in the study.

Chapter V. Summary and Conclusions. This final chapter will include a brief statement of the problem, a description of the main features of the method, and the author's conclusions based on these findings.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter devoted to a review of related literature will cover the concept of attitude, a number of general attitude studies and specifically, those studies previously done in relation to attitude toward the police.

The Concept of Attitude

In order for the researcher to fully understand attitude we must first have it well defined.

Professional use and definition of the term range, widely, from the operationally bound to the theoretical. Despite the variation in the definition of the term, the existing definitions agree upon one common characteristic: attitude entails an existing predisposition to respond to social objects which, in interaction with situational and other dispositional variables,²¹ guides and directs the overt behavior of the individual.

Shaw and Wright (1967) in their study expanded somewhat on this definition.

First, attitudes are relational and second, their referents are specific. That is, an attitude is a characteristic which implies a type of relationship between the person and specific aspects of his environment. Third, attitudes differ from other personality constructs in their possession of an evaluative function. Fourth,

²¹J. A. Cardno, "The Notion of Attitude: An Historical Note," Psychological Reprints, 1955, 1, pp. 345-52.

attitudes, rather than being overt responses, serve as predispositions to respond overtly. Therefore, as with any mediating variable, it is necessary to measure them indirectly.²²

While making these distinctions, however, Shaw and Wright go on to say that "We especially wish to differentiate attitudes from such other similar constructs in social psychology as opinion, belief, and value, and from such constructs in general psychology as habit, cognition, motivation, set and trait." Of all these constructs, however, they felt it most important to discriminate between attitude and the concept of belief and motive.²³ Belief in something they said is different from attitude in that it is an "acceptance at some level of probability that a thing exists." Belief about something is defined as "the probability that specific relations exist between the concept and some other object, concept, value or goal."²⁴ In other words, "a belief only becomes an attitude when it is accompanied by an affective component which reflects the evaluation of the preferability of the characteristics or existence of the object. The attitude would be the sum of such beliefs about the object."²⁵

In making the differentiation between attitude and motive, Shaw and Wright explain: "Attitudes are similar to motives in that both refer to the direction behavior takes

²²Shaw and Wright, op. cit., p. 4.

²³Ibid.

²⁴Ibid.

²⁵Ibid.

but not to the behavior itself."²⁶ First, an attitude, unlike a motive, is not characterized by an existing drive state. Attitudes may be drive producing, however, in and of themselves they are not drives. The drives which come from certain attitudes are in fact motives. That is, they have specific goals which are labelled as such and attitudes do not.²⁷

In further discussion of the concept of attitude, Shaw and Wright explain that attitudes have certain characteristics. That is,

they are based upon evaluative concepts regarding characteristics of the referent object and give rise to motivated behavior. They are construed as varying in quality and intensity on a continuum from positive to negative. They are learned, rather than being innate or a result of constitutional development and maturation. They have specific social referents, or specific classes of things to which they refer. They possess varying degrees of interrelatedness to one another and are relatively stable and enduring.²⁸

In these conceptual formulations Shaw and Wright believe that they have sufficiently covered the description of attitude structure. They do not, however, in these explanations claim to understand the process by which attitudes are formed and changed. They have merely attempted to better acquaint one reading about attitudes with what an attitude is.²⁹

²⁶Ibid., p. 5.

²⁷Ibid.

²⁸Ibid., p. 9.

²⁹Ibid., p. 10.

General Attitude Studies

Conservatism-Radicalism Study. A conservatism-radicalism study was developed by Lentz in 1930.³⁰ It included two forms (J and K), each with 60 controversial items toward which the person taking the test might take a conservative or liberal view. These statements were drawn from various fields of interest: ethics, education, feminism, freedom of speech, international affairs, sex and marriage, politics, race relations, religion, sports, transportation, mechanics and various other areas. Using "opposition to change" as a working definition of conservatism, and "belief in, or expectation of change" as a definition of radicalism, Lentz found that "several judges showed very little disagreement among themselves as to which statements were radical and which were conservative."³¹ The test when originally given was called "The Social Science Opinionnaire" and consisted of two forms (H and I) composed of 100 items each. The original sample was made up of 324 undergraduate students in psychology, engineering and education. The person taking the test places a plus sign on the test beside items with which he agrees more than he disagrees, he places a minus sign beside those with which he disagrees more than he agrees.

³⁰T. F. Lentz, "Utilizing Opinion for Character Measurement," Journal of Social Psychology, 1930, I, pp. 536-42.

³¹Ibid.

The subject then receives one point for conservatism for each conservative statement with which he agrees and one for each radical statement with which he disagrees. High scores indicate conservatism.³²

In this study Lentz reports the equivalent forms reliability between these forms to be .835 (N = 580). The reliability of the 100 item forms (H and I) was .94. The validity of this test based on its use in 1941 with a sample of 93 persons reported a correlation of $.71 \pm .035$ (N = 93), between form J of the test and immediate emotional reactions.³³

According to Shaw and Wright this thus makes this attitude scale moderately well validated and highly reliable since it has had extensive use.³⁴ (See Appendix for a copy of the Lentz Scale.)

Attitude Toward Punishment of Criminals. This scale, concerned with attitude toward the punishment of criminals, was developed in 1931 by Wang and Thurstone for use with college students and has been modified for high school use. The original study was conducted at the University of Chicago using enrolled students. The person taking this test is asked to respond by placing a check mark beside those items with which he agrees and a cross beside those with which he disagrees. A question mark is placed beside those questions about which he is uncertain. The scoring is

³²Ibid.

³³R. Alpert and S. S. Sargent, "Conservatism-Radicalism Measured by Immediate Emotional Reactions," Journal of Social Psychology, 1941, 14, pp. 181-86.

³⁴Shaw and Wright, op. cit., p. 303.

such that an individual's score is the median of the scale values of the items with which he agrees. High scores indicate favorable attitudes toward the punishment of criminals.³⁵ The reliability estimates for the original scale (college form) range from .69 to .76. Both the college and high school forms seem to have good content validity. Shaw and Wright report that this scale correlates +.50 and +.30 with Thurstone's scale measuring attitudes toward capital punishment which is similar. These correlations suggest that the college form of the scale possesses construct validity.³⁶ (See Appendix for a copy of the Wang and Thurstone scale.)

Attitude Toward Law and Justice. "This study is made up of a set of eight items developed by Watt and Maher (1958) to measure attitudes toward law and justice."³⁷ The sample consisted of 79 prisoners at Indiana State Prison who had been confined for the following crimes: murder, 30; violent crimes (armed robbery, burglary and larceny), 18; white collar crimes (fraud, forgery and embezzlement), 18; and sex offenses, 10. The subjects were asked to respond to each item by checking one of three alternatives: agree, disagree,

³⁵L. L. Thurstone, (ed.), The Measurement of Social Attitudes (Chicago: University of Chicago Press, 1931), Scale #21.

³⁶Shaw and Wright, op. cit., p. 163.

³⁷B. A. Maher and N. Watt, "Prisoner's Attitudes Toward Home and the Judicial System," Journal of Criminal Law, Criminology and Police Science, 1958, 49, pp. 327-30.

or no opinion. The scale is scored by a ratio in which the percentage of positive answers is divided by the sum of the percentages of positive and negative answers. The maximum value of the ratio is 1.0. Since half of the items are worded negatively, care must be taken to score disagreement with negative items as reflecting positive answers. High scores indicate positive attitudes toward law and justice. This test showed no reliability data. As far as validity goes, it correlated at .50. Such a result obviously testifies as to its validity.³⁸ I am in agreement with Shaw and Wright and feel that this scale is of little value due to the low number of items and the fact that there is no reliability data. (See Appendix for a copy of the law and justice scale.)

Attitude Toward the Police

The General Public. The President's Commission on Law Enforcement and the Administration of Justice states that, "Contrary to the belief of many policemen, the overwhelming majority of the public has a high opinion of the work of the police."³⁹ A study conducted by the National Opinion Research Center for the Commission produced these

³⁸Shaw and Wright, op. cit., p. 263.

³⁹President's Commission on Law Enforcement and the Administration of Justice, Task Force Report: The Police (Washington, D. C.: United States Government Printing Office, 1967), p. 145.

answers to the following questions:⁴⁰

"Do you think that the police here do an excellent, good, fair, or a poor job of enforcing the laws?"

TABLE I

	Percent
Excellent	22
Good	45
Fair	24
Poor	8

"How good a job do the police do on giving protection to people in the neighborhood?"

TABLE II

	Percent
Very Good	42
Pretty Good	35
Not So Good	9
No Opinion	14

⁴⁰National Opinion Research Center (NORC), "A National Sample Survey Approach to the Study of the Victims of Crimes and Attitudes Toward Law Enforcement and Justice" (Chicago: Unpublished, 1966), Ch. 8, p. 1.

"Results of other surveys are substantially consistent with this one. A Louis Harris poll in 1966 found that 76 per cent of the public rated Federal agents as good or excellent in law enforcement and the comparable figures for state and local agencies were 70 and 65 per cent respectively."⁴¹

Also a Gallup poll in 1965 showed that 70 per cent of the public had a "great deal" of respect for the police, 22 had "some respect" and only four per cent had "hardly any."⁴² Surveys by NORC in 1947 and 1963 showed that 41 and 54 per cent, respectively, thought that the police had an "excellent" or "good" standing in the community. This improvement was one of the most noteworthy for any occupation during the 16 year period. Moreover, a NORC study in 1964 concluded that about 40 per cent of the population believed that the social standing of policemen was too low and only ten per cent thought it was too high.⁴³ The Bureau of Social Science Research (BSSR) conducted a survey of three precincts in Washington, D. C. and found that 60 per cent of those polled thought the police had a high reputation in

⁴¹Louis Harris, "Eye-for-an-Eye Role Rejected," The Washington Post, July 3, 1966, Sec. E, p. E-3, Col. 4.

⁴²Gallup Poll, "Tabulation Request Survey ALPO No. 709," (prepared for The President's Commission on Law Enforcement and the Administration of Justice, 1966), p. 1.

⁴³Robert W. Hodge, "The Public, The Police and the Administration of Justice" (Chicago: National Opinion Research Center of the University of Chicago, 1965), pp. 4-7.

their neighborhood; 85 per cent thought the police deserve more thanks than they get; 68 per cent thought that the police should get more pay; and 78 per cent thought that "just a few policemen" are responsible for the bad publicity.⁴⁴ These studies have found that the general public believes that the police do not engage in serious misconduct. A Gallup poll in 1965 showed that only nine per cent of the public believed that "there is any police brutality in their area."⁴⁵ The 1966 NORC survey found, in answer to the question, "How good a job do the police do on being respectful to people like yourself?", the public answered:

TABLE III

	Percent
Very Good	59
Pretty Good	26
Not So Good	4
No Opinion	10

The previously discussed BSSR survey of Washington, D. C. disclosed that 78 per cent of those who reported having

⁴⁴Bureau of Social Science Research, "Salient Findings on Crime and Attitudes Toward Law Enforcement in the District of Columbia" (a preliminary technical report submitted to the U. S. Department of Justice, Office of Law Enforcement Assistance, 1966), pp. 13A, 13B.

⁴⁵Gallup Poll, op. cit., p. 2.

contact with the police considered that the officer acted properly during the last contact.⁴⁶ Almost none believed that the officer used unnecessary force; four per cent thought that he acted unethically, unfairly, or illegally; four per cent thought that he was rude; and 11 per cent that he was indifferent, ineffective, or otherwise did poor work.⁴⁷ The 1966 Harris poll found that only four per cent of the public believed that law enforcement officers in their community take bribes.⁴⁸ The University of California surveys for the Commission in San Diego and Philadelphia found that the large majority of white community leaders thought that police-community relations were good, although there was some dissent.⁴⁹ In the Michigan State University Studies conducted by Galvin and Radelet (1967) their findings for

⁴⁶Bureau of Social Science Research, op. cit., p. 16.

⁴⁷Ibid.

⁴⁸Harris, op. cit., p. E-3, Col. 5.

⁴⁹Joseph D. Lohman and Gordon E. Misner, "The Police and the Community" (Berkeley: University of California School of Criminology, 1966), Vol. I, p. 50; Vol. II, p. 78. Report prepared for the President's Commission on Law Enforcement and the Administration of Justice by the School of Criminology at the University of California. The study consisted of intensive analysis of police-community relations problems and programs in San Diego and Philadelphia, with six man teams visiting the two cities for six weeks each. During this time, they accompanied the police in their daily work and interviewed hundreds of police officials and officers, judges, lawyers, minority group leaders, civic leaders, juveniles, and average citizens.

all 16 jurisdictions studied were similar.⁵⁰

The Negro Community. In this area the NORC survey shows that non-whites, particularly Negroes, are significantly more negative than whites in evaluating police effectiveness in law enforcement. In describing whether police give protection to citizens, non-whites give a rating of "very good" only half as often as whites and give a "not so good" rating twice as often. These differences are not merely a function of greater poverty among non-whites; they exist at all income levels and for both men and women.⁵¹ Other surveys indicate a similar disparity in views. The Louis Harris poll, for example, shows that 16 per cent fewer Negroes than whites--a bare majority of 51 per cent--believe that local law enforcement agencies do a good or excellent

⁵⁰Raymond Galvin and Louis Radelet, "A National Survey of Police and Community Relations," (East Lansing: Michigan State University, 1967), p. 12. Report prepared for The President's Commission on Law Enforcement and the Administration of Justice by the National Center of Police-Community Relations at the School of Police Administration and Public Safety of Michigan State University. Questionnaires were sent to the police department in all cities with populations of over 100,000; a 10 per cent sample of cities between 25,000 and 100,000 population; the 30 most populous counties; and all State Police agencies. Separate questionnaires were sent to approximately a half-dozen civic and minority group leaders knowledgeable in police-community relations in the same cities. Visitation of one or two weeks at a time were made by teams of one to three men to 12 medium and large cities, two rural counties, and two state agencies. In addition, there was a review of the police-community relations literature and a reliance on the Institute's extensive experience concerning other localities throughout the country.

⁵¹National Opinion Research Center, op. cit.,
Table 8-2.

job on law enforcement.⁵² A survey in Watts found that 47 per cent of the Negroes believed that the police did an "excellent or pretty good" job while 41 per cent thought they were "not so good" or poor.⁵³

In Washington, D. C., the BSSR survey found that Washington Negroes have decidedly different attitudes than whites as to how the police carry out their duties as the responses to the following statement indicate:

"You would have to replace at least half the police force to get a really good police."

TABLE IV

	Nonwhite Males	Nonwhite Females	White Males	White Females
	Percent	Percent	Percent	Percent
Agree	40	28	18	11
Disagree	40	52	60	62
Don't Know, etc.	20	20	22	27

About half the Negroes, in contrast to two-thirds of the whites, believed that the police deserve more respect than most people in the neighborhoods gave them. However, almost

⁵²Harris, op. cit., Col. 5.

⁵³John F. Kraft, Inc., "Attitudes of Negroes in Various Cities" (New York: John F. Kraft, Inc., 1966), p. 25. Report prepared for the Senate Subcommittee on Executive Reorganization.

as many Negroes as whites believed that the police had a high reputation in the neighborhood (almost 60 per cent), deserved more thanks than they got (over 85 per cent), and thought that the police should get more pay (68 per cent).⁵⁴ A poll in Detroit in 1965 found that 58 per cent of Negroes did not believe that law enforcement was fair, and an earlier poll in 1951 found that 42 per cent of Negroes believed that it was "not good" or "definitely bad."⁵⁵

In the area of police discourtesy and misconduct Negroes show even greater attitude differences from whites. The NORC National Survey found as to respectfulness to "people like ourselves" the following differences existed between the attitudes of Negroes and whites:⁵⁶

TABLE V

	White		Nonwhite	
	Annual Income		Annual Income	
	\$0 to \$2,999	\$6,000 to \$9,000	\$0 to \$2,999	\$6,000 to \$9,000
	Percent	Percent	Percent	Percent
Males:				
Police Very Good	56	67	34	31
Police Not So Good	4	4	22	6
Females:				
Police Very Good	66	66	28	41
Police Not So Good	3	1	12	45

⁵⁴Bureau of Social Science Research, op. cit., p. 13A.

⁵⁵Richard W. Ouderlugs, "How Citizens Rate A Police Department on Racial Fairness," Detroit News, Feb. 3, 1965 Sec. A., p. 1, Col. 3.

⁵⁶National Opinion Research Center, op. cit., Table 8-3.

"A 1965 Gallup poll showed that only seven per cent of white males but 35 per cent of Negro males believed that there was police brutality in their area; 53 per cent thought that there was none."⁵⁷

A survey of the Watts area of Los Angeles concerning opinions on the existence of "brutality" found:⁵⁸

TABLE VI

Existence of Police Brutality	Age			
	Total	15-29	30-34	45 and over
	Percent	Percent	Percent	Percent
A Lot	22.2	24.4	25.0	17.1
A Little	24.6	35.6	22.7	14.3
None At All	15.1	17.8	11.4	14.3

Thus, nearly 47 per cent of all respondents and 60 per cent of all those from 15 to 29 years of age believed that there was at least some police brutality. Of those who had answered "a lot" and "a little" approximately half claimed that they had witnessed it.⁵⁹

Another survey of Negroes in the general area of Watts by the University of California at Los Angeles found

⁵⁷Gallup Poll, op. cit., p. 21.

⁵⁸Kraft, op. cit., p. 13.

⁵⁹Ibid.

that a high percentage of those surveyed believed the police engaged in misconduct, said they had observed acts of misconduct, or indicated that such an act had happened to someone they knew or to themselves.⁶⁰

TABLE VII

Police	Happened In Area	Saw It Happen	Happened To Someone You Know	Happened To You
	Percent	Percent	Percent	Percent
Lack Respect or Use Insulting Language	85	49	52	28
Roust, Frisk and Search People Without Good Reason	85	52	48	25
Stop and Search Cars For No Good Reason	83	51	49	25
Search Homes For No Good Reason	63	22	30	7
Use Unnecessary Force In Making Arrests	86	47	43	9
Beat Up People In Custody	85	27	46	5

⁶⁰Walter J. Raine, "Los Angeles Riot Study: The Perception of Police Brutality in South Central Los Angeles Following the Revolt of August 1965" (Los Angeles: University of California, 1966), at fig. 1.

This study also shows that males below the age of 35 were most critical of the police. For example, 53 per cent of young males reported they had been subjected to insulting language; 44 per cent to a roust, frisk, or search without good reason; 22 per cent to unnecessary force in being arrested; and 10 per cent to being beaten up while in custody. Well over 90 per cent of young males believed that each of these kinds of incidents occurred in the area and 45 to 63 per cent claimed to have seen at least one of them. There were no substantial differences based on economic levels. Negroes with higher education reported more insults, searches without cause, and stopping of cars without cause.⁶¹

The BSSR survey also showed a clear difference between Negroes and whites in their beliefs concerning police discrimination between whites and Negroes. Sixty per cent of Negro males, as compared to 29 per cent of white males, said the police did discriminate. Of those who believed that Negroes were treated worse, the following differences existed as to the kind of discrimination:

TABLE VIII

	Rudeness Percent	Picked on More Percent	Brutality Percent
Negro Males	53	60	48
White Males	25	38	--

⁶¹Ibid.

Yet as many Negroes as whites (almost 80 per cent) said that "there are just a few policemen who are responsible for the bad publicity."⁶²

A survey in Harlem in 1964 concerning police brutality showed that of the 63 per cent of the respondents with an opinion, 12 per cent thought that there was a lot of brutality, 31 per cent a little, and only 20 per cent none at all.⁶³

Surveys may not accurately reflect the full extent of minority group dissatisfaction with the police. In-depth interviews with members of minority groups frequently lead to strong statements of hostility, replacing the neutral or even favorable statements which began the interview. For example, a study of 50 boys from the slums of Washington concluded that as a result of real or perceived excessive force, humiliation, and other police practices, they regarded the police as "the enemy."⁶⁴ Attacks on police officers, interference with arrests, disturbances and riots starting with police incidents, and verbal abuse by citizens offer abundant testimony to the strong hostility. The way in which such hostility can become an important factor in a riot is illustrated by the following statement of a resident of Watts

⁶²Bureau of Social Science Research, op. cit., p. 13B.

⁶³Kraft, op. cit., item 35, p. 147.

⁶⁴Paul A. Fine, "Neighbors of the President" (New Brunswick: Paul A. Fine Associates, 1963), p. 126. Report prepared for the President's Committee on Juvenile Delinquency and Youth Crime.

to an interviewer:⁶⁵

"Two white policemen was [sic] beating a pregnant colored lady like a damn dog. They need their heads knocked off. I agree 100 per cent for the Negroes going crazy--they should have killed those freaks. Yes, treating niggers like dirty dogs."

The above incident, which was thought by many people in Watts to have been the cause of the 1965 Los Angeles riot, never occurred.⁶⁶

A survey of Watts residents by the University of California at Los Angeles showed that 21 per cent thought that police mistreatment was the cause of the riot.⁶⁷ In contrast, only two per cent of whites considered police brutality as the cause. The study further found that those Negroes who believed that the police abused people (used excessive force, beat up persons in custody, were insulting, and engaged in other misconduct) or who claimed to have seen such abuse or to have been subjected to it, were more likely to have been active participants in the riots.⁶⁸

Thus in regard to the attitudes toward police of Negroes, the Commission's studies of police-community relations in 11 localities throughout the country showed serious

⁶⁵Kraft, op. cit., p. 2.

⁶⁶Governor's Commission on the Los Angeles Riots, "Violence in the City--An End or a Beginning?" (Los Angeles: Office of the Governor, 1965), p. 12.

⁶⁷T. M. Tomlinson, "Los Angeles Riot Study Methods Negro Reaction Survey" (Los Angeles: University of California, 1966), Table 25.

⁶⁸Raine, op. cit., fig. 22-25.

problems of Negro hostility to the police in virtually all medium and large cities.⁶⁹ In short, as the Philadelphia Urban League's 1965 report states, "many Negroes see the police as their enemies; and they see them as protectors of white people, not as protectors of Negroes as well."⁷⁰

Other Minority Groups. The American Negro is not the only minority group which expresses hostility toward the police. The Michigan State University Study found that Latin Americans also tend to look upon the police as enemies who protect only the white power structure.⁷¹ The University of California survey in Philadelphia found that some Puerto Rican leaders felt even more alienated from the police department than did Negroes.⁷² Such findings are consistent with the evidence provided by the 1966 riots among Puerto Ricans in Chicago and Perth Amboy, New Jersey; disturbances were started by conflicts with the police and were followed by expression of community problems relating to the police.

Both the University of California and Michigan State University surveys revealed that relations between Mexican-Americans and the police in San Diego and other western

⁶⁹President's Commission, Task Force Report: The Police, op. cit., p. 148.

⁷⁰Philadelphia Urban League, "Year End Report; 1965," p. 16.

⁷¹Galvin and Radelet, op. cit., p. 30.

⁷²Lohman and Misner, op. cit., p. 106.

cities could be improved.⁷³

A survey in Los Angeles found that Mexican-Americans were generally less negative toward police than Negroes but considerably more so than whites, as the following figures show:⁷⁴

TABLE IX

	One of the very best police de- partments in the country	Definitely below standard in com- parison with other police departments
	Percent	Percent
Whites	30	8.5
Mexican-Americans	22.8	14.5
Negroes	14.4	20.3
	Police always respect constitu- tional rights of suspected crimi- nals	Police often are conscienceless and brutal in perfor- ming duties
	Percent	Percent
Whites	34.8	11.1
Mexican-Americans	21.2	44.4
Negroes	12.1	38.2

The Poor. Two recent polls show that the poor have generally less favorable attitudes toward the police than

⁷³Lohman and Misner, op. cit., Vol. I, p. 92 and Galvin and Radelet, op. cit., pp. 12, 30.

⁷⁴G. Douglas Gourley, Public Relations and the Police (Springfield: Charles C. Thomas, 1953), pp. 75-76.

more affluent citizens. The NORC survey showed, as to the effectiveness of the police in enforcing the laws, the following attitudes of white males broken down by income levels:⁷⁵

TABLE X

	Annual Income			
	\$0 to \$2,999 Percent	\$3,000 to \$5,999 Percent	\$6,000 to \$9,999 Percent	Above \$10,000 Percent
Excellent	17	25	24	32
Good	49	43	47	41
Fair	24	25	22	23
Poor	10	7	7	4

A 1965 Gallup Poll obtained the following responses to this question:⁷⁶ "How much respect do you have for the police in your area--a great deal, some, or hardly any?"

TABLE XI

	A Great Deal	Some*	Hardly Any
	Percent		Percent
Under \$3,000 per year	65		6
Above \$10,000 per year	75		2

⁷⁵NORC, op. cit., Table 8-1.

⁷⁶Gallup Poll, op. cit., p. 15.

*The source used herein indicated no responses under the heading of "some" in the results.

Sixteen per cent of those earning under \$3,000 thought that there was police brutality in their area while only eight per cent of those earning more than \$10,000 believed so.⁷⁷

Youth Attitudes Toward Police. Tension also exists between police and youth generally. For example, responses to the following question in a 1965 Gallup Poll showed significant differences based on age:⁷⁸

"How much respect do you have for the police in your area, a great deal, some, or hardly any?"

TABLE XII

	A Great Deal	Some	Hardly Any	Don't Know
Age	Percent	Percent	Percent	Percent
20-29	57	31	8	4
60-69	76	19	2	3

A recent study in Cincinnati conducted by Dr. Robert Portune revealed the following findings. The survey showed that more favorable attitudes were apparent in younger children, girls, whites, pupils in academic groups, and boys who attended church regularly. In reporting on Portune's study, Johnson (1969) however, shows no indication of socioeconomic status as a significant contributing factor in these

⁷⁷Ibid., p. 22.

⁷⁸Ibid., p. 13.

attitudes.⁷⁹

In a later study Dr. Portune discovered that the attitudes of early adolescents toward police were non-negative rather than positive. When a police contact (either casual or formal) occurred, these attitudes invariably became negative. Dr. Portune theorized that much, if not all, of this adverse reaction stemmed from mutual ignorance. Because of their ignorance of the police mission and function in a free society, early adolescents did not possess favorable attitudes sufficiently strong to survive the police contact. In addition, because of their ignorance of the special nature of the early adolescent, police officers failed to make the special efforts required to enhance the police image in the minds of this particular segment of American youth.⁸⁰

In what is probably the most recent study in this area, Donald Bouma (1969) directed a survey of over 10,000 students in 10 school systems in various parts of the state of Michigan. The primary focus of this project was on junior high school students and their attitudes toward the

⁷⁹Knowlton Johnson, "Socioeconomic Status as Related To Junior High School Students' Attitudes Toward Police, unpublished Master's Thesis, Michigan State University, 1969, p. 84.

⁸⁰Robert Portune, The Police Cincinnati Juvenile Attitude Project, p. 10. This was the final report submitted to the Office of Law Enforcement Assistance, United States Department of Justice under Grant #052 awarded by the Attorney General under the Law Enforcement Assistance Act of 1965 to the University of Cincinnati.

police.⁸¹ This study made the following conclusions:

1. A large majority of students think the police are "pretty nice guys," although fewer than half of the black students feel that way.
2. Only eight per cent of all the students and three per cent of the black students said they would like to be a policeman.
3. The police presence in the community was viewed positively, with almost two of every three students feeling the city would be better off if there were more police officers.
4. Over half of all students and 40 per cent of black students think police get criticized too often.
5. The closer questions approached situations which the student perceived to be real to him, the greater the possibility he would view the police operation negatively.
6. Attitudes toward the policeman-in-action were much more negative among black than among white students.
7. One-third of the white youth and two-thirds of the black youth think the police accuse students of things they do not do.
8. Just over a third of all students and only one out of five black students felt the police treated all people alike.
9. Police were seen to be most fair in their handling of various religious groups and least fair in their handling of people from different geographic areas of the city.
10. Less than half of the white students and only 17 per cent of the black students thought police treated Negro and white people alike.
11. Almost half of the students think police are always picking on the guy who has been in trouble before.
12. A third of the white students and half of the black students think police have it in for young people.

⁸¹Donald H. Bouma, Kids and Cops: A Study In Mutual Hostility (Grand Rapids: William B. Eerdmans Publishing Co., 1969), p. 45.

13. Male students showed a less favorable attitude toward the police than female students.
14. Students who usually went to church or Sunday school had a considerably more favorable attitude toward the police than those who did not.
15. The higher the occupational status of the father, the less antagonism the student expresses toward the police.
16. Those students who had experienced negative police contact revealed more hostility than those who had not.
17. Race is the most significant single factor associated with differences in attitudes toward the police, with black students showing markedly more hostility.
18. Antagonism toward the police increases significantly as the student moves through the junior high years. Any effort to improve youth attitudes toward the police would have to focus on this segment of the population.
19. The vast majority of white students, but barely half of the black students would cooperate with police if they saw someone commit a murder.
20. Two out of every three students would cooperate with police if they saw someone break into a store.
21. If friends are observed in an offense, the willingness to cooperate drops sharply. Only 40 per cent would cooperate if they saw a friend steal a car and only 28 per cent would tell the clerk if a friend were observed shoplifting.
22. Eight out of ten students think that criminals usually get caught when, as a matter of fact, most usually do not get caught.
23. Invariably, students felt their friends had considerably more antagonistic attitudes toward the police than the students themselves did, and that their friends would be less willing to cooperate with the police in reporting offenses.
24. Generally, the students perceived the attitudes of their parents toward the police to be quite similar to their own.

25. No general differences were found between students reared in the North and those migrated from the South. The northern natives had more favorable attitudes on the police fairness scale, while the migrated students had more favorable attitudes on the police prejudice scale.
26. In almost every area, students thought school personnel to be less fair than police.
27. Just half of the white students thought teachers and principals treated Negro and white students alike. Only one out of five black students felt that way.
28. Police were thought to be "pretty nice guys" by more students than were teachers.
29. Students had a much higher regard for teaching as an occupation than they do for police work, with almost three-fourths of them rating teaching as a good job.⁸²

Summary

Concepts set forth by the preceding authors indicate that the general public, older people, girls, whites, and the affluent have more favorable attitudes toward the police than other segments within our population. Through this review one can see that varying attitudes do exist toward the police in our society.

For this reason the purpose of Chapter II has been to enlighten the reader as to what type of attitudes presently exist toward the police and provide a basis for this study on which research can be conducted concerning these attitudes between married and single male college students living on campus.

⁸²Ibid., pp. 69-70.

The rationale behind this lies in the fact that to the extent attitudes are known, some implementation may take place in order to change them. In other words, before change can take place an attitude must be known.

The following chapter of this study will be concerned with the procedures used in gathering these attitude responses.

CHAPTER III

RESEARCH PROCEDURES

This study was conducted on the theory that marital status to some degree creates social stability and a certain amount of conformity to the values of adult institutions. The police, according to Johnson writing in Crime, Correction, and Society, are an adult institution in that they are supported by an effective consensus of society and backed up by certain sanctions in the interest of social welfare.⁸³

Assuming that this in fact is true and realizing as previously implied by Landis in Social Control that marriage is part of the human experience in learning to conform, the purpose of this study is then to determine if married male college students have a more favorable attitude toward police than their single counterparts. This provided the theoretical base upon which this project was undertaken.

Definition of Population and Sample Selection

The defined population for this study consists of all married and single male college students, between the

⁸³Johnson, op. cit., p. 85.

age of seventeen and thirty-five, living on campus, during Fall term 1970, at Michigan State University.

This population was selected for a number of reasons. To begin with, the administrative and financial limitations of the author in this project required a narrowly defined population since no outside funding was available. Also hypotheses are generally stated so as to indicate an expected difference or an expected relationship between the measures used in the research. The relationship or differences that are stated in the hypotheses should be such that measurement of the variables involved can be made and necessary statistical comparisons carried out in order to determine whether the hypothesis as stated is or is not supported by the research.⁸⁴

This is simply to say that if the defined population is not narrowed then a testable hypothesis cannot be used on a small scale within it since it has become too broad. For this reason the defined population was narrowed to male college students as previously stated. In doing this, however, a number of limitations come about which must be considered. For at this point it becomes obvious that in such a population many variables are unaccounted for. For example, on campus students may lead more structured lives than those living in the surrounding community. This in itself could affect attitude toward police. On campus

⁸⁴Walter R. Borg, Educational Research, An Introduction (New York: David McKay Co., Inc., 1965), p. 34.

students may have less police confrontation than their off campus counterparts. Similarly, assuming hypothetically that married students off and on campus were alike, there is no guarantee that the same could be said for single students or vice versa. In this population females are also excluded as well as those males who do not fall within the defined age range. Thus we see many things left for further study in this area.

It is however understood by the author that in defining the population narrowly, the results of the research on a sample of this population will be generalizable only to the narrow population, although the results may have implications for a broader population having similar characteristics.

The study sample drawn from the above population was selected in the following manner. The Michigan State University student directory, which lists all enrolled students for the Fall term 1970 was marked so as to indicate all married students living in university housing. This was easily accomplished since the student directory lists all enrolled students' addresses as well as names. Once all married students were marked, the following random selection of 60 such students was taken. The directory was opened at an ungiven point counting five pages forward and down ten marked names until the desired sample size was obtained.

An identical procedure was used in the selection of the 60 single students. This then created a total of 120

students as the sample drawn from the defined population.

Description of Measure Used

In this study a modified version of the Portune ATP (Attitude Toward Police) scale was used. This scale lists 20 statements (of the type teenagers would make) regarding attitude toward police. Ten of these statements are positively framed, that is, they represent favorable statements regarding police. Similarly, ten items are unfavorable statements toward police. (See Appendix for a copy of Portune's ATP Scale.) Students react to each statement by selecting one of five responses: "strongly agree," "agree," "neutral," "disagree," or "strongly disagree." Each of the 20 items on the survey is scored on a five-point scale ranging from 0 to 4. Zero reflects a poor attitude toward police (whether the item is positively or negatively framed). Thus, with 20 items and a possible score of four per item, the best possible attitude toward police would be a score of 80. The worst possible ATP would be a score of zero, while a score of 40 represents a neutral attitude.

Since the survey was designed in format and language for early teenagers, it was deemed inappropriate for college students who were to be sampled. Thus, the Portune ATP scale had to be modified in this respect in order to reach the intellectual level of the college student.

When the modification was completed the selected sample of 120 students were then mailed the survey instrument

under cover letter and were asked to respond. (The cover letter and instrument are included in the Appendix.) This modified version of Portune's ATP scale, however, was set up only to measure a favorable or unfavorable response rather than the degrees to which a particular response might exist. This is, they were asked to respond either "true" or "false" to the question posed. This procedure was used in lieu of the agree to disagree scale for the following reason. It is felt that in all subjects within the defined population some attitude toward the police exists--either positive or negative. For this reason and due to the fact that marital status, in regard to social stability is the point in question, the scale of degree seemed unnecessary. By using the true-false response, data also was much easier analyzed. Some disadvantages in this procedure do however come about. For it becomes obvious at this point that attitude, whether positive or negative, does exist in varying degrees and therefore is a valid criterion not considered in this study.

The scoring of this modified ATP scale was carried out in the following manner. All 20 responses for each returned questionnaire were tallied and separated into categories of either favorable or unfavorable in regard to the married or single separation. Four columns were drawn and set up in a manner so that each response would fall under one of the four headings. This then gave the total responses in each of the categories available, either married favorable, married unfavorable, single favorable, or single unfavorable.

Percentages were then figured in order to determine the degree of these responses in general and a Chi-Square analysis was done on each question. The results of this scoring procedure will be covered in depth in the research findings of Chapter IV.

Research Design and Procedures

The basic research design used herein is that of a descriptive questionnaire type study. For truly the major purpose of descriptive research is to tell "what is."⁸⁵ That is to say, it merely provides us with a starting point and, therefore, is often carried out as a preliminary step to be followed by research using more vigorous control and more objective methods.⁸⁶

Realizing this, and based on the informative and administrative limitations of this study and also the desirability of generalizing results to all male college students, a stratified random sample was selected. The cost in money and time needed to survey large numbers of students was not only too great but unnecessary. Students were stratified, based on marital status and the sample drawn contained members from each of the university housing areas as well as all the men's dormitories. The sample was then drawn as previously reported and a Chi-Square analysis was completed

⁸⁵Ibid., p. 202.

⁸⁶Ibid.

in order to determine what significance if any existed.

The Chi-Square (χ^2) is a non-parametric statistical technique through which observed (obtained) frequencies are compared with expected (normal) frequencies to determine if there is a significant difference between the observed and expected frequencies. The .05 level was chosen as the minimum acceptable level of statistical significance. In other words, to be significant the difference between the observed and expected frequencies must occur by chance not more than five times in 100. Realizing this, the remainder of this report will be addressed to the hypothesis raised initially and the results of the statistical analysis.

CHAPTER IV

RESEARCH FINDINGS

Chapter IV is devoted to an in depth description of the analysis techniques used in this study and all findings relevant to the hypothesis being tested.

Analysis Techniques

In this study two methods of data analysis were used:

Percentages were computed on the overall totals of favorable and unfavorable responses within each group and compared as well as calculated on individual items on the questionnaire. Also as previously mentioned, a chi-square (X^2) analysis was used since it provided the author with a simple and useful technique for comparing results obtained in the experiment to those results that would be expected on the basis of the hypothesis. This simply means that since the purpose of the chi-square is to compare observed frequencies with expected frequencies it stands to reason that the more closely the observed and expected agree, the smaller the value of chi-square.⁸⁷ Contrawise, the greater the

⁸⁷ Robert H. Koenker, Simplified Statistics: For Students in Education and Psychology (Bloomington: McKnight & McKnight Publishing Co., 1961), p. 105.

difference between the observed and expected results the greater the value of chi-square and the greater the possibility of a significant divergence or difference.⁸⁸

Based on this assumption, a chi-square test for significance was used to determine the difference between the two groups and was computed using the formula

$$\chi^2 = \frac{N (AD - BC)^2}{(A + B) (C + D) (A + C) (B + D)} .$$

This use of chi-square is termed a test of independence since the expected or normal frequencies are those of the single students, and the observed or obtained frequencies are those of the married students. This test was computed on the overall raw score totals in the four available categories as well as on each individual item contained on the questionnaire. Using a chi-square contingency table it was then determined that for significance to exist a chi-square value above 3.841 must be present at the .05 level.⁸⁹ The Yates correction was also applied since chi-square is not stable when an expected or theoretical frequency in any cell is less than 20 (for the one degree of freedom case only).⁹⁰ This simply means that if in any of the cells used in the chi-square the number is less than 20, .5 must be added to the diagonal having the smallest total, and subtracted from the diagonal having the largest total. This correction

⁸⁸Ibid.

⁸⁹Ibid., p. 148.

⁹⁰Ibid., p. 109.

reduces the magnitude or chance of correlation by five-tenths and thus makes chi-square more accurate using low numbers.

Restatement of Hypothesis and
Description of Findings

The restatement of the hypothesis in the null form is that there will be no significant difference in attitude toward police between married and single male college students, from the age of seventeen to thirty-five living on campus at Michigan State University. This null hypothesis was employed principally because it is better fitted to the statistical techniques used which are aimed at measuring the likelihood that a difference found is truly greater than zero. In other words, the null hypothesis, in the form usually found in social science, states that no difference exists, and the statistical tools test this hypothesis by determining the probability that whatever difference is found in the research subjects is a true difference that also is present in the population from which the research sample is drawn.⁹¹

As previously mentioned, 120 questionnaires were mailed under cover letter to a random sample of 60 married and 60 single male students. From these a return of 39 married and 41 single were received. In analyzing the data five married and seven single had to be omitted since the

⁹¹Borg, op. cit., p. 32.

responses were either non-understandable or the respondent did not take the instrument seriously. This then left 34 questionnaires each on the variables being tested. In these some items were unanswered and thus a fluctuation from 30 to 34 existed on the various statements on one of the variables. The analysis procedures used, however, have taken into consideration this fluctuation as indicated in the tables.

In regard to returns some explanation is also needed. The modified Portune ATP, it is felt, in order to upgrade total response, should undergo examination before additional sampling is done in this area. This means that some change in the instrument structure is needed in order to increase total returns. Also, it is believed that since the instrument was administered near the end of November, upcoming final examinations and the process of preparation for leaving on Christmas vacation may have reduced response totals. It is felt that if research is again conducted in this area these factors must be given consideration.

The following results were thus obtained from those questionnaires returned using a chi-square (χ^2) analysis and percentages.

In regard to overall item response, 79 per cent of the married students indicated a favorable attitude as did 73 per cent of the single students. Using this same raw data in the statistical analysis, a chi-square (χ^2) was computed on each individual item contained on the

questionnaire. For these to be significant correlations regarding attitude toward police, a chi-square value of 3.841 at the .05 level of significance must be obtained.⁹²

The following tables show the results of this analysis.

1. "The police keep the city safe."

TABLE XIII

Married		Single	
Favorable	Unfavorable	Favorable	Unfavorable
22	12	21	11

In regard to the item "the police keep the city safe" 65 per cent of the married students feel that they do, as did 67 per cent of the single students. With these results obtained this statement obviously shows no significant chi-square value or difference to exist between married and single students' attitudes in this area.

2. "The police often make false accusations."

TABLE XIV

Married		Single	
Favorable	Unfavorable	Favorable	Unfavorable
25	8	15	19

⁹²Ibid., p. 148.

In the statement which reads "the police often make false accusations," 76 per cent of the married students believed this to be untrue, while only 44 per cent of the single students felt this way. The chi-square value obtained here was 2.90 and although this was the highest correlation obtained on any item it still fell far short of the significant level of 3.841.

3. "The police don't know right from wrong."

TABLE XV

Married		Single	
Favorable	Unfavorable	Favorable	Unfavorable
19	4	20	13

Item #3 stated that "the police don't know right from wrong." In this case 97 per cent of both married and single students agreed that this was untrue. These two being identical indicates no chi-square value.

4. "The police keep us safe."

TABLE XVI

Married		Single	
Favorable	Unfavorable	Favorable	Unfavorable
19	4	20	13

In the statement "the police keep us safe," 61 per cent of the single students agreed that they do as did 58

per cent of the married students. Due to its narrow range this item also indicated no significant chi-square value.

5. "The police try to help you when you are in trouble."

TABLE XVII

Married		Single	
Favorable	Unfavorable	Favorable	Unfavorable
31	3	30	4

In reference to the item "The police try to help you when you are in trouble," 91 per cent of the married and 88 per cent of the single students indicated that they did. This was also too narrow in range to obtain a chi-square.

6. "The police are not polite."

TABLE XVIII

Married		Single	
Favorable	Unfavorable	Favorable	Unfavorable
33	1	29	5

Item #6 stated that "the police are not polite." Only 31 per cent of the married students believed this to be true while 15 per cent of the single students indicated an unfavorable response. On the chi-square a value of 1.645 was obtained showing a slight correlation, however not a significant one.

7. "The police often use paid informers to gain information."

TABLE IXX

Married		Single	
Favorable	Unfavorable	Favorable	Unfavorable
12	18	10	23

In item #7, "the police often use paid informers to gain information," 60 per cent of the single students feel that they do and 70 per cent of the married students also feel that they do. Using chi-square a slight correlation was obtained, but it was not significant at the .05 level.

8. "The police use clubs on people even though they haven't done anything."

TABLE XX

Married		Single	
Favorable	Unfavorable	Favorable	Unfavorable
23	9	20	13

Item #8 read "the police use clubs on people even though they haven't done anything." In this 39 per cent of the single students believed this true while only 28 per cent of the married students indicated such a response. Chi-square was not significant.

9. "The police keep order."

TABLE XXI

Married		Single	
Favorable	Unfavorable	Favorable	Unfavorable
22	11	22	11

In item #9 regarding the statement "the police keep order," 67 per cent of both the married and single students agreed that in most instances they do. The raw scores on this item were identical indicating no chi-square value.

10. "Without policemen crime would be everywhere."

TABLE XXII

Married		Single	
Favorable	Unfavorable	Favorable	Unfavorable
23	11	28	6

Number 10 stated "without policemen crime would be everywhere," 68 per cent of the married and 82 per cent of the single thought this to be the case. This difference, although showing some correlation, is not significant.

11. "You can count on the police when you need help."

TABLE XXIII

Married		Single	
Favorable	Unfavorable	Favorable	Unfavorable
23	9	23	11

Item #11 read "you can count on the police when you

need help" showed the following results. Seventy-two per cent of those married feel that you can and 68 per cent of the single agreed. There was no correlation on chi-square.

12. "Policemen in general work hard."

TABLE XXIV

Married		Single	
Favorable	Unfavorable	Favorable	Unfavorable
30	4	28	6

In the statement "policemen in general work hard," 88 per cent of those married agreed as did 82 per cent of those single. These scores indicated no statistical significance.

13. "Most police officers try to act like big shots."

TABLE XXV

Married		Single	
Favorable	Unfavorable	Favorable	Unfavorable
28	5	23	11

In the item "most police officers try to act like big shots," 15 per cent of those married students polled say they do while 32 per cent of the single students indicate this to be true. A chi-square value of 1.861 was obtained and although showing a slight relationship, is not significant.

14. "The police are always mad at students."

TABLE XXVI

Married		Single	
Favorable	Unfavorable	Favorable	Unfavorable
32	2	33	1

In the item "the police are always mad at students," six per cent of the married believed this to be true while only three per cent of the single students indicated such a response. This range was also too narrow for any significant chi-square value.

15. "The police help me when I'm in need."

TABLE XXVII

Married		Single	
Favorable	Unfavorable	Favorable	Unfavorable
26	7	25	6

In the item "The police help me when I'm in need," 79 per cent of the married students agreed and 81 per cent of the single students agreed. The range here was also too short for a chi-square value to be significant.

16. "Police mean bad news instead of help."

TABLE XXVIII

Married		Single	
Favorable	Unfavorable	Favorable	Unfavorable
27	5	29	5

In the item "the police mean bad news instead of help," 16 per cent of the married students said "yes" while only 15 per cent of the single ones responded in this manner. No correlation was found due to the narrow range of scores.

17. "Police are brave men."

TABLE IXXX

Married		Single	
Favorable	Unfavorable	Favorable	Unfavorable
21	9	22	10

In the item "police are brave men," 70 per cent of the married said "yes" as did 69 per cent of the single students. Raw scores here indicated no chi-square value.

18. "Police look out for our city."

TABLE XXX

Married		Single	
Favorable	Unfavorable	Favorable	Unfavorable
28	4	29	4

In the item "the police look out for our city," 88 per cent of both married and single students agreed; there was no significant chi-square value.

19. "The police don't give you time to explain what happened."

TABLE XXXI

Married		Single	
Favorable	Unfavorable	Favorable	Unfavorable
28	4	25	8

In regard to the item "the police don't give you time to explain what happened," only 12 per cent of the married believed this to be true while 24 per cent of the single students indicated such a response. In this item there was a slight correlation but not a significant one.

20. "The police try to get smart with you when you ask questions."

TABLE XXXII

Married		Single	
Favorable	Unfavorable	Favorable	Unfavorable
28	6	24	10

In item #20 which read "the police try to get smart with you when you ask questions," 29 per cent of the single students felt that they do while only 18 per cent of those married indicated such an attitude. A minor relationship was obtained on this, however it was far below the significant level.

In these item analyses it is easy to see that no individual item obtained a significant chi-square value. Knowing this, the hypothesis then must be accepted on the

basis that marital status does not create any change in students' attitude toward the police. For in all instances shown there were only slight variations in these attitudes.

An additional factor to be considered which came to light although not directly related to this study, is that students' attitudes in general seemed much more favorable than the author had anticipated. In almost all instances both married and single students regardless of the difference on this variable showed over 75 per cent favorable responses. This would then indicate that student attitudes toward police may not be as poor as the general public and the police themselves might think. For if the high percentages shown on this sample are any indication of college students' attitudes in general, then the position of the police in the minds of this segment of the population may in fact be better than realized.

In view of these findings the final chapter of this report will be concerned with conclusions, an overall summary of the project and implications for further research.

CHAPTER V

SUMMARY AND CONCLUSIONS

The Problem

Today in America many citizens feel that college students are becoming alienated from the values of conventional adult society. This, according to the literature, is caused to some degree by the college atmosphere itself. In it students gain greater freedom and often become inclined toward social change. This evolves since the previous value-transmitting agencies such as the family, church, and school tend to lose impact as college students are often encouraged to think for themselves. Since the college atmosphere often expounds the need for social reform, the police in many instances then become the adult institution which imposes sanctions in the interest of social welfare, and the authority with which they are faced.⁹³ Since the police in this light then represent an extension of parental authority of which students are trying to escape, confrontation is likely to come about.⁹⁴ In view of this possibility, students are

⁹³Johnson, op. cit., p. 373.

⁹⁴Lipset and Wolin, op. cit., p. 3.

considered by older segments of the population to be wayward and irresponsible.

In looking into such relationships between students and conventional society, and assuming as reported that marriage does cause stability and acceptance of adult institutions, and since the police are one of these institutions, the purpose of this study was to determine if attitude toward police was then a value changed through marriage.

This is the theoretical construct under which this study was undertaken.

Hypothesis and Methodology

The hypothesis chosen for this project was formulated in order to determine whether or not there exists a significant difference in attitude toward police, between married and single male college students from the age of seventeen to thirty-five, living on campus at Michigan State University. This was used both in the question as well as in the null form in order to facilitate statistical analysis.

The research design developed was a descriptive questionnaire type study; it used a modified version of Portune's ATP scale. This scale contained 20 statements regarding a personal attitude toward police and true or false responses were solicited. The modification was done since the initial questionnaire did not apply to the defined population. In relation to marital status, a stratified random sample was selected and the measure was administered.

Results were obtained in the four available categories and tabulated. Percentages and a chi-square (χ^2) test for independence were used in analyzing the data and the following results were obtained.

Research Findings

Two significant factors were discovered in this study. First, in relation to marital status, it was shown that marriage has little or no significance on college students' attitudes toward police. Secondly, disregarding this variable, students' attitudes on the whole showed over 75 per cent favorable responses in this area. Such an indication shows that this relationship may not be as strained as popularly thought.

Implications of the Study

As previously mentioned, the results of this study are generalizable only to the limits of the defined population. Implications on the other hand may exist beyond this boundary. To begin with certain things become evident. It has been shown here that male college students living on campus have about the same attitude toward police regardless of marital status. This in the author's eyes would tend to indicate that if such a finding is valid for this population, it may also be valid for college students at Michigan State University in general. That is to say that although girls and off campus males were not herein included, it is felt

that their attitudes in this area would be similar to the population sampled. This is due to the fact that they live in somewhat like surroundings and for the most part have the same values and norms. If this is the case and hypothetically assuming it is true, what then is the attitude of college students in the west, south, east or the Ivy League schools? Such a factor should be considered, for this study has simply covered one aspect of a large mid-western university, and attitude most likely varies in regard to geographical location. This alone provides a vast area for further research.

Also as I look back into this project and the surrounding community I am inclined to believe that students who live on campus at Michigan State University have less police confrontation than their off campus counterparts. This I feel comes about for a number of reasons. To begin with, it is felt students living on campus don't drive cars to the degree the off campus student does. If this is the case the off campus student stands a greater chance of confrontation since traffic violations are a known problem in the normal student age range. Also the campus police seem to have a somewhat more guardian type relationship with students than police officers in general since students make up their entire population.

Another thing to be considered here is administrative policy. Many campus police agencies are given instructions from the hierarchy in the university concerning a "hands off"

policy regarding students where in the same instance any other agency would make an arrest. Assuming this to be true, a student living and spending most of his time on campus would then logically have a more favorable attitude toward police since he is given much greater freedom in his action.

An additional item not heretofore considered is that this study has shown attitude toward the police to be favorable. If this is so, why then is there student-police confrontation in civil disturbances? The author feels that in these instances the police only represent the most visible symbol of the total society with which students are disenchanted; thus they vent their hostilities in the direction of the police. It is not that they resent the police per se; they simply resent the status quo which the police in the performance of their duty are trying to uphold. If such a factor is well understood by a campus police organization, it is believed that student-police relations could be improved to some degree. For example, campus police departments could attempt to move away from the traditional police image. In this they may become change agents themselves and thus improve their relationship with students. A number of things in this area which might be considered are items such as doing away with uniforms, removing guns from officers, and placing them in a position where they could become involved in relevant student movements. Also some attempt might possibly be made to create a helping social agency type image

rather than one which students feel is oppressive. For as shown in this study, a large number of students have favorable attitudes toward police, however it is not unlikely to assume that some of these same students participate in campus disturbances. This parallel in itself says something for the point of view that student hostility may not be aimed directly at the police. But if this is the case in the pure sense, and the police only represent what students see as a symbol of authoritarian society, one could also then hypothesize from this that there is little possibility for improvement of police-student relations without some change in the entire society.

Another thing not previously commented on is the difference that exists in the problems of policing a college campus and of the community in general. College students for the most part are young and to some degree adventure-some. Police officers who cannot find empathy with this type of individual should not work in such an agency. This is to say that the criterion used in recruiting campus police officers may to some extent need to be different from that used in other police agencies. For in dealing with college students it is felt that an officer must have a special realization of their aspirations, motivations, and values. If one has these qualifications his responsiveness to the needs of the students and their problems would be greatly increased. One solution to this problem may be to recruit police officers from the university setting to staff a

campus police department. This could be done by recruitment posters which imply the social helping image, and by using interviews through college placement services. In such an interview the point of assistance to other students could be stressed rather than the oppressive police concept. Also programs which create a greater awareness in the minds of students concerning the police role may alleviate the situation to some degree. This extension, along with greater promotion of courses dealing with the role of law enforcement in a democratic society may help in bringing about this awareness on the part of students. Universities having Criminal Justice and Law programs should assume the burden for courses in this area.

In explaining the contribution made by this study to the field of Criminal Justice a number of things become evident. To begin with it has provided police agencies with some realization that students do not in all instances have an adverse reaction when questioned concerning police behavior. It also has indicated that male college students within the employable age range have favorable attitudes toward police and thus provide a greater basis for consideration of applicants from this group than previously existed.

In the author's opinion the most valuable contribution of this project is that it dispels the assumption made by many police officers that college students for the most part are anti-police. The author wonders if the same could be said for police officers' attitudes concerning college

students.

Limitations of the Study

In this final section one should understand the limitations of this study in order to prevent generalizations which may not be valid. To begin with, such generalizations can only be made within the limits of the defined population. This includes only male college students living on campus at Michigan State University during Fall term 1970. In such a narrow population it becomes obvious that many variables are unaccounted for. Race for one may have been a significant factor in attitude formation. Also the length of time a student has spent living in the university community could create some difference in attitude toward police as opposed to one who lives off campus. Sex also may show some differentiation, for this study is in no way generalizable to the female segment of this university. As previously mentioned in the implications section, it is also highly likely that college students in other sections of the country may have somewhat different attitudes toward police. Evolving from this is the consideration that Michigan State University campus police undoubtedly function to some degree in a different manner than other such agencies within the nation. This alone may be a significant factor in attitude formation since rapport between students and the campus police no doubt would cause a variation in student attitude when questioned in this area.

An additional limitation here is that there is some possibility that attitude of non-responding students, and those who did not answer all items may at least to some degree differ from the sample respondents. It is believed that this non-response however came about due to the close proximity of Christmas vacation and the structure of certain items on the instrument. As previously mentioned some re-evaluation in this area may be needed. Due to the research design some extraneous variables may also have had some influence on the overall outcome. This may have been caused to some degree by the instrument.

Another factor to be considered is that this study in no way reflects attitude toward police of the general population, as the same influences do not exist upon their lives as those which shape attitudes of college students.

It is the author's hope that through these sections on implications and limitations the reader has gained some insight into the possibility for additional research in this area, and an understanding of the limits which apply to this study.

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APPENDIX

THE CONSERVATISM-RADICALISM (C-R) OPINIONNAIRE

Here are some statements listed to see what people think about many questions. These are opinions and each person will agree with some and disagree with others.

If you agree more than you disagree with a statement, mark a plus (+). If you disagree more than you agree with a statement, mark a minus (-). Be sure to place either a plus or a minus mark to the left of each number.

Form J

1. Three meals a day will always be the best general rule.
- *2. The metric system of weights and measures should be adopted instead of our present system.
3. Cleanliness is a much more valuable human trait than curiosity.
- *4. We should celebrate Pasteur's birthday rather than Washington's as he has done the world a greater service.
5. The proposal to change the present calendar to one having 13 months of 28 days is unsound.
6. Even in an ideal world there should be protective tariffs.
- *7. Our courts should be in the hands of sociologists rather than lawyers.
- *8. Not the young men, but the old men, should fight our wars.
9. In the Sunday School chiefly the Bible should be taught.
- *10. Socially-minded experts, rather than voters, should decide the policies of government.
11. Cat meat is out of the question for the human diet.
12. Conscience is an infallible guide.
13. The English and the Americans have the highest standards of morality.
- *14. Our universities should have as many research workers as teachers.
15. Ministers should preach more about immortality than about social justice.
16. A commission form of government would not be desirable for the nation.
- *17. Negroes should be permitted to attend educational institutions with whites.
18. People who are religious will be happier in the future life than will others.
19. Married women should not be allowed to teach in public schools.
20. Any science which conflicts with religious beliefs should be taught cautiously, if at all, in our schools.

21. It is more important to believe in God than to be unselfish.
- *22. Since the theory of evolution has been accepted by most scientists, it should be taught in our schools.
23. Skirts which do not come to the knee should not be worn by grown women.
- *24. Criminals should be treated like sick persons.
- *25. It is to be hoped that men will improve the comfort of their dress by abandoning or replacing the present necktie and collar.
- *26. Cremation is the best method of burial.
27. Conservative people are usually more intelligent than radical people.
28. Trial by jury has been, and always will be, the most effective way of securing justice.
- *29. Our spelling should be revised and simplified.
- *30. Capital punishment will some day be done away with.
31. The average person needs greater caution more than greater daring.
32. One is never justified in taking another's life, even when it would be a merciful act.
33. The Star-Spangled Banner is the most stirring in theme and noble in sentiment of national anthems.
- *34. At the age of 21, people should have the privilege of changing their given names.
- *35. The Bible is valuable primarily because it contains some of the world's best literature, and not because it is the word of God.
36. Race prejudice is, on the whole, beneficial as it keeps many undesirable foreigners from the country.
37. Democracy as practiced in the United States is the best of all modern governments because it is most suited to the needs of modern times.
- *38. Freedom of teaching, that is, allowing teachers to teach what they think is the truth, is necessary for real education.
- *39. American civilization may some day be wiped out as was Roman civilization.
40. It is not probable that wood ever will be converted into humanly edible food.
41. The Japanese race is, on the whole, crafty and treacherous.
42. Children should be brought up to have higher respect for our ancestors (generally).
- *43. Radical agitators and propagandists should be allowed to speak publicly in parks and streets.
- *44. Telling a lie is worse than taking the name of God in vain.
- *45. National boundaries may some day become as truly obliterated as state lines have become in America during the past 150 years.
- *46. In college, students should be allowed to attend class as much or as little as they like.

- *47. Our present system of athletics in America is at fault in that it does not provide for mass participation.
- 48. The A.B. degree should continue to require four and only four years of work above the high school.
- *49. We should Europeanize our native Americans, as well as Americanize Europeans among ourselves.
- *50. We cannot say whether Christianity is sound or not because we have never practiced it systematically.
- 51. Preaching is one of the most effective ways of teaching people to lead better lives.
- *52. Our present system of law, based upon outgrown conditions, should be replaced by a progressive system based upon the conditions of our present order.
- *53. We owe our progress to radically minded people rather than to the "middle of the road" folk.
- 54. Generally speaking, Americans are more intelligent and enterprising than people of most any other country.
- *55. The naval custom for a captain to stay with his ship until she sinks is outmoded, sentimental, and unnecessary.
- 56. It would not be possible to invent an ice cream which could be made merely by opening a tin can and exposing the contents to the air.
- *57. Deformed babies of whose permanent helplessness we can be sure, should be put to death at the outset.
- *58. Something more effective than our present brooms and mops and vacuum cleaners should be devised for cleaning our homes.
- 59. All children should have some sectarian religious training either on Sunday or week days.
- *60. Most members of the D.A.R. would repudiate as dangerous characters modern personalities equivalent to the progenitors through whom they claim membership in the organization.

Form K

- 1. The age of six is the logical time to start school.
- 2. Free Trade is economically unsound.
- 3. Any science which conflicts with religious beliefs should not be taught in our schools.
- 4. School boards are right in barring married women from teaching positions.
- 5. College or university professors should not put forth their own radical views in the class room.
- 6. A man should be a booster for his city to help it grow.
- *7. The present tendency among women to wear less clothing should be encouraged, especially in warm weather or climates.
- *8. The world needs a new religion.

- *9. Our responsibility to people of other races should be as great as our responsibility to our own race.
- 10. Science will never be able to create life.
- *11. Workers in industry should receive a part of the profits of their company in addition to their salary.
- *12. Woman should have as much right to propose dates to men as men to women.
- 13. The ministry is a more noble calling than the law.
- 14. The ceremony of baptism is more than a symbolic rite of the church.
- *15. Church hymns should be revised to fit modern discovery.
- 16. Radical foreigners who wish to visit the United States should not be admitted.
- 17. Capital punishment will never be done away with.
- 18. Turkish people should not be admitted to our country as citizens.
- 19. The mind and spirit of man have kept pace with the rapid change in his material environment.
- *20. In case of war, men's wealth, as well as their lives, should be drafted so that no war debts exist after the war is over.
- *21. Censorship of speech, press and entertainment should be completely abolished.
- *22. In presidential campaigns, the nominee receiving the second greatest number of votes should become the Vice-President, and the Vice-President given a more important role.
- 23. No individual, even though he feels that life is not worth living, is justified in committing suicide.
- *24. We should change our minds and policies progressively and constantly.
- *25. Facilities should be increased for open forum discussions among the people where grievances against the existing social or political order could be voiced.
- 26. Advertising is worthwhile because it increases purchasing power.
- 27. Race prejudice is useful in that it prevents intermarrying.
- *28. Historic heroes should be "debunked."
- *29. We should make our immigration restrictions with regard to the desirability of an individual, regardless of his nationality, and abolish the practice of a fixed quota for each nationality.
- 30. As long as our captains of industry are as humane to their employees, and as long as wealthy people are as philanthropic as at present, there will be no need for socialism.
- *31. All legislative bodies should be constituted as to give representation to all groups in proportion to their voting strength (Republicans, Democrats, Socialists, Communists, Anarchists, etc.).

- *32. All oil beneath the earth's surface should be common property of all men, and he who pumps it out should pay royalty to society as a whole, and not to any one man or group of men.
- *33. Divorce by mutual consent would be a much better system than our present one.
- *34. Aristocracies of worth should replace those of wealth or birth.
- *35. Cremation should be made compulsory.
- *36. Taxation should be used to mitigate the inequalities and to secure a greater socialization of wealth.
- *37. The chivalry of women to men and of men to weaker (less intelligent, less informed) men is about as essential as the chivalry of men to women.
- 38. World patriotism should be second to national patriotism.
- *39. Faith healing is not miraculous, but always psychologically explainable.
- 40. Most all men should wear neckties.
- 41. There should be a definite and appreciable amount of compulsory military training.
- *42. The Continental attitude towards mistresses is saner than ours.
- 43. Much more energy should be expended in conserving what mankind does know, than in discovering what it does not know.
- *44. If Russia demonstrates very clearly that communism is better than capitalism, then we should accept the former.
- 45. It is bad for a married man to take another man's wife to the movies.
- 46. "My country, may she always be right, but my country, right or wrong," is a good slogan.
- 47. The best way to remedy the modern divorce situation would be to make the conditions of divorce more stringent, so that marriage would be considered in a more serious light.
- 48. It would not be desirable to have a Chinese family move in next door.
- 49. The presidential term of office of four years is as it should be.
- *50. Well-trained elementary teachers should receive the same salary as well-trained high school teachers, if not more.
- 51. It is not fitting that a statue of Einstein should occupy a niche in Dr. Fosdick's Riverside Drive Church.
- 52. Modern fiction should be required to pass a board of censors before publication.
- *53. The Government should own the water power sites and distribute the power.
- *54. Children should be encouraged to choose, independently of parents and relatives, their own religion.
- 55. Criminals retard our moral progress more than all other people combined.

- *56. A marriage code should be in force in the United States, whereby the wife is not only given a right in the common property, but is made jointly responsible for the support of the family.
- *57. Our national government should appropriate for the next twenty years at least 20 billion dollars for research work (chiefly in the social sciences of psychology, education, sociology, politics, and government).
- *58. Science should endeavor to discover and develop a harmless liquor, retaining almost all the good features, but lacking the harmful ones, of alcoholic beverages.
- 59. Football helps put a college on the map, and should be heartily supported by all the alumni.
- *60. The United States should enter a world federation of nations.

*These are radical items. The person receives one point if he rejects them. He also receives one point for acceptance of the unmarked, conservative items.

ATTITUDE TOWARD PUNISHMENT OF CRIMINALS

This is a study of attitudes toward punishment of criminals. On the other side of this page you will find a number of statements expressing different attitudes toward punishment of criminals.

- ✓ Put a check mark if you agree with the statement.
X Put a cross if you disagree with the statement.

Try to indicate either agreement or disagreement for each statement. If you simply cannot decide about a statement you may mark it with a question mark.

This is not an examination. There are no right or wrong answers to these statements. This is simply a study of people's attitudes toward the punishment of criminals. Please indicate your own convictions by a check mark when you agree and by a cross when you disagree.

College Form

Scale
Value

- | | |
|------|---|
| 5.8 | 1. A person should be imprisoned only for serious offenses. |
| 1.1 | 2. It is wrong for society to make any of its members suffer. |
| 9.0 | 3. Hard prison life will keep men from committing crime. |
| 4.8 | 4. Some criminals do not benefit from punishment. |
| 2.7 | 5. Most prisons are schools of crime. |
| 8.2 | 6. We should not consider the comfort of a prisoner. |
| 8.6 | 7. A criminal will go straight only when he finds that prison life is hard. |
| 0.5 | 8. No punishment can reduce crime. |
| 3.1 | 9. Prison influence is degenerating. |
| 5.5 | 10. Only habitual criminals should be punished. |
| 10.0 | 11. We should employ corporal punishment in dealing with all criminals. |
| 5.3 | 12. I have no opinion about the treatment of crime. |
| 0.8 | 13. Punishment of criminals is a disgrace to civilized society. |
| 9.3 | 14. Solitary confinement will make the criminal penitent. |
| 4.1 | 15. It is advantageous to society to spare certain criminals. |
| 1.5 | 16. Only humane treatment can cure criminals. |
| 3.1 | 17. Harsh imprisonment merely embitters a criminal. |
| 9.8 | 18. No leniency should be shown to convicts. |

Scale
Value

- | | | |
|------|-----|---|
| 3.4 | 19. | Many petty offenders become dangerous criminals after a prison term. |
| 8.1 | 20. | Failure to punish the criminal encourages crime. |
| 10.6 | 21. | Only by extreme brutal punishment can we cure the criminal. |
| 1.8 | 22. | The more severely a man is punished, the greater criminal he becomes. |
| 6.4 | 23. | A criminal should be punished first and then reformed. |
| 8.8 | 24. | One way to deter men from crime is to make them suffer. |
| 2.3 | 25. | Punishment is wasteful of human life. |
| 9.2 | 26. | A bread and water diet in prison will cure the criminal. |
| 3.2 | 27. | Brutal treatment of a criminal makes him more dangerous. |
| 7.6 | 28. | A jail sentence will cure many criminals of further offenses. |
| 10.3 | 29. | Prison inmates should be put in irons. |
| 4.6 | 30. | We should consider the individual in treating crime. |
| 0.0 | 31. | Even the most vicious criminal should not be harmed. |
| 7.4 | 32. | It is fair for society to punish those who offend against it. |
| 2.7 | 33. | Humane treatment inspires the criminal to be good. |
| 6.6 | 34. | Some punishment is necessary in dealing with the criminal. |

High School Form

- | | | |
|-----|----|--|
| 5.8 | 1. | A person should be put in prison only for very bad crimes. |
| 1.1 | 2. | It is wrong for the government to make any people suffer in prison. |
| 9.0 | 3. | Hard prison life will keep men from committing crime. |
| 4.8 | 4. | Punishment does not make some criminals any better. |
| 2.7 | 5. | In prison many men learn to be worse criminals. |
| 8.2 | 6. | We should not bother about the comfort of a prisoner. |
| 8.6 | 7. | A criminal will go straight only when he finds that prison life is hard. |
| 0.5 | 8. | There isn't any punishment that will keep men from committing crime. |

Scale
Value

- | | | |
|------|-----|--|
| 3.1 | 9. | Prisons make men worse than they are. |
| 5.5 | 10. | Only men who have committed several crimes should be punished. |
| 10.0 | 11. | We should use physical punishment in dealing with all criminals. |
| 5.3 | 12. | I don't know anything about the treatment of crime. |
| 0.8 | 13. | We should be ashamed to punish criminals. |
| 9.3 | 14. | Putting a criminal in a cell by himself will make him sorry. |
| 4.1 | 15. | It is better for us to be easy on certain criminals. |
| 1.5 | 16. | Only kind treatment can cure criminals. |
| 3.1 | 17. | Cruel prison treatment makes criminals want to get even. |
| 9.8 | 18. | No kindness should be shown to prisoners. |
| 3.4 | 19. | Many men who aren't very bad become dangerous criminals after a prison term. |
| 8.1 | 20. | If we do not punish criminals, we will have more crime. |
| 10.6 | 21. | Only by very cruel punishment can we cure the criminal. |
| 1.8 | 22. | Severe punishment makes men worse criminals. |
| 6.4 | 23. | A criminal should be punished first and then reformed. |
| 8.8 | 24. | One way to keep men from crime is to make them suffer. |
| 2.3 | 25. | We cannot make a good citizen of a criminal if we punish him. |
| 9.2 | 26. | Having to live on bread and water in prison will cure the criminal. |
| 3.2 | 27. | Cruel treatment of a criminal makes him more dangerous. |
| 7.6 | 28. | A jail sentence will cure many criminals. |
| 10.3 | 29. | Prisoners should be chained. |
| 4.6 | 30. | In order to decide how to treat a criminal we should know what kind of person he is. |
| 0.0 | 31. | Even the very worst criminal should not be mis-treated. |
| 7.4 | 32. | It is fair for the government to punish men who break the law. |
| 2.7 | 33. | Kind treatment makes the criminal want to be good. |
| 6.6 | 34. | We have to use some punishment in dealing with criminals. |

ATTITUDES TOWARD LAW AND JUSTICE

Mark the statements which you agree with in the first column, those you disagree with in the second column and those you have no opinion about in the third column.

Agree	Disagree	No Opinion	
_____	_____	_____	*1. Cops often carry a grudge against men who get in trouble with the law and treat them cruelly.
_____	_____	_____	2. For the most part, justice gets done by the police and the courts.
_____	_____	_____	*3. Many of the people in prisons are actually innocent of the crimes they were convicted for.
_____	_____	_____	4. Most policemen are honest.
_____	_____	_____	*5. Any jury can be fixed and most of them are fixed.
_____	_____	_____	6. We would have less crime if our laws were more strict.
_____	_____	_____	*7. The big-time crooks never get arrested in this country. It's just the little guy that gets caught.
_____	_____	_____	8. Most judges are honest and kindhearted.

*These items are negative and disagreement with them should be counted as a positive response; agreement is counted as a negative response.

PORTUNE ATP-SCALE

- (1) Age_____ (2) Grade_____ (3) Course of study_____
- (4) Favorite school subject_____ (5) Boy____ Girl_____
- (6) Favorite school activity_____ (7) Own home_____
- (8) Attend church or Sunday school regularly_____
- (9) Parent or guardian occupation_____

1. POLICE KEEP THE CITY GOOD.	SA	A	U	D	SD
2. POLICE ACCUSE YOU OF THINGS YOU DIDN'T DO.	SA	A	U	D	SD
3. THE POLICE ARE STUPID.	SA	A	U	D	SD
4. POLICE PROTECT US FROM HARM.	SA	A	U	D	SD
5. THE POLICE REALLY TRY TO HELP YOU WHEN YOU'RE IN TROUBLE.	SA	A	U	D	SD
6. THE POLICE ARE MEAN.	SA	A	U	D	SD
7. THE POLICE OFFER YOU MONEY TO TELL ON OTHER KIDS.	SA	A	U	D	SD
8. POLICE USE CLUBS ON PEOPLE FOR NO REASON AT ALL.	SA	A	U	D	SD
9. THE POLICE KEEP PEACE AND ORDER.	SA	A	U	D	SD
10. WITHOUT POLICEMEN THERE WOULD BE CRIME EVERYWHERE.	SA	A	U	D	SD
11. YOU CAN RELY ON THE POLICE IN TIMES OF DISTRESS.	SA	A	U	D	SD
12. POLICEMEN ARE DEDICATED MEN.	SA	A	U	D	SD
13. POLICE TRY TO ACT BIG SHOT.	SA	A	U	D	SD
14. THE POLICE ARE ALWAYS MAD AT KIDS.	SA	A	U	D	SD
15. POLICE HELP ME TO HELP MYSELF.	SA	A	U	D	SD

16.	POLICE REPRESENT TROUBLE IN- STEAD OF HELP.	SA	A	U	D	SD
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17.	POLICE ARE BRAVE MEN.	SA	A	U	D	SD
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18.	THE POLICE ARE PROTECTIVE OF OUR COUNTRY.	SA	A	U	D	SD
-----	--	----	---	---	---	----

19.	POLICE DON'T EVEN GIVE YOU A CHANCE TO EXPLAIN	SA	A	U	D	SD
-----	---	----	---	---	---	----

20.	POLICE TRY TO GET SMART WITH YOU WHEN YOU ASK A QUESTION.	SA	A	U	D	SD
-----	--	----	---	---	---	----

SA Strongly Agree
A Agree
U Uncertain
D Disagree
SD Strongly Disagree

MICHIGAN STATE UNIVERSITY East Lansing, Michigan 48823

College of Social Science, School of Criminal Justice,
Olds Hall

Dear Sir:

I am a student at Michigan State University and am conducting a study in order to determine the difference in attitudes toward the police held by married and single students. I would greatly appreciate your filling out the enclosed questionnaire and returning it to me as soon as possible. This information will add greatly to my study and may provide some insight into this difference if it exists.

Sincerely,

Calvin J. Swank
1619 L Spartan Village
East Lansing, Michigan
48823

CJS:cc

Enclosure

MODIFIED PORTUNE (ATP) SCALE

Married _____

Single _____

Are you between 17 and 35 years of age? Yes _____ No _____

True or False Responses

- | | T | F | |
|-----|-------|-------|--|
| 1. | _____ | _____ | The police keep the city safe. |
| 2. | _____ | _____ | The police often make false accusations. |
| 3. | _____ | _____ | The police don't know right from wrong. |
| 4. | _____ | _____ | The police keep us safe. |
| 5. | _____ | _____ | The police try to help you when you are in trouble. |
| 6. | _____ | _____ | The police are not polite. |
| 7. | _____ | _____ | The police often use paid informers to gain information. |
| 8. | _____ | _____ | The police use clubs on people even though they haven't done anything. |
| 9. | _____ | _____ | The police keep order. |
| 10. | _____ | _____ | Without policemen crime would be everywhere. |
| 11. | _____ | _____ | You can count on the police when you need help. |
| 12. | _____ | _____ | Policemen in general work hard. |
| 13. | _____ | _____ | Most police officers try to act like big shots. |
| 14. | _____ | _____ | The police are always mad at students. |
| 15. | _____ | _____ | The police help me when I'm in need. |
| 16. | _____ | _____ | Police mean bad news instead of help. |
| 17. | _____ | _____ | Police are brave men. |
| 18. | _____ | _____ | Police look out for our city. |

T F

19. The police don't give you time to explain
what happened.
20. The police try to get smart with you when
you ask questions.

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