

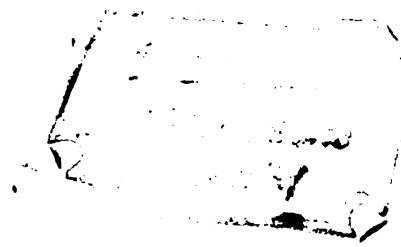
COMMUNITY-YOUTH
CITIZENSHIP PROGRAM
An Evaluation of Attitudes Toward Police

Thesis for the Degree of M. S.
MICHIGAN STATE UNIVERSITY
JOHN A. SNYDER
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COMMUNITY-YOUTH CITIZENSHIP PROGRAM
An Evaluation of Attitudes Toward Police

by
John A. Snyder

An Abstract of a Thesis

Submitted to
The College of Social Science
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In Partial Fulfillment of
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School of Criminal Justice

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ABSTRACT

COMMUNITY-YOUTH CITIZENSHIP PROGRAM

An Evaluation of Attitudes Toward Police

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John A. Snyder

Police encounters with youth are usually in an official capacity with the police in the role of order maintenance. An effort was made in the Community-Youth Citizenship Program (CYCP) to bring together informed police officers and ninth-grade school children in the social studies classes of the Lansing junior high schools. The students were to gain an informed understanding of the criminal justice system and be provided with a personal contact with a functioning police officer.

The students in the CYCP who were tested in 1968 can be described as being mostly fourteen or fifteen years old; having a few more boys than girls; a majority of students being Caucasians; coming mostly from unbroken homes, although a substantial number have parents divorced or separated; over half coming from working class families; over half with mothers working outside the home either part- or full-time; very few being only children, with the students evenly split between middle child or either oldest or youngest. Surprisingly to the staff, a majority of the students identified no inside school or outside school activities on the questionnaire. Most of the students expected to go on to college preparatory courses, with very few of the students undecided about their future tracks for education.

John A. Snyder

The CYCP was a joint program of the police department and the school system as a result of their common concern to educate and inform the youth, providing a firm basis for respect, dignity, and social change. Both police and teachers felt the need for the students to understand the overall picture of the justice system and the role that citizens and police play in maintaining a democratic society.

The specific objectives of the CYCP of interest to my thesis were:

1. To reveal the intent and purpose of law, and interpret its meaning.
2. To clarify the role of a citizen in the procedure and performance of law.
3. To cultivate a favorable attitude toward law enforcement and the law enforcement officer.
4. To introduce the police officer as a necessary authority in a democratic society.

The research design was a test-retest of experimental and control groups. Social studies classes completed a test of attitudinal measures prior to and immediately following the four- to six-week program. Group mean changes were tested for statistical significance changes by standard scores. Individual high, medium, and low attitudinal changes were tested for statistical significance by chi squares.

The results, when compared with the changes in the control group, were positive and statistically significant. The attitudinal changes toward the police, when controlled for deviance factors, were all significant.

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TABLE OF CONTENTS

<u>Chapter</u>	<u>Page</u>
ACKNOWLEDGMENTS	1.
LIST OF TABLES	iv.
I. NATURE OF THE PROBLEM	1
Introduction to the Problem	1
The Community-Youth Citizenship Program	1
Evaluation of the Community-Youth Citizen- ship Program	3
Statement of Hypotheses	5
Definition of Terms Used	5
II. POLITICAL SOCIALIZATION FROM A CRIMINAL JUSTICE PERSPECTIVE	7
Thrust of Typical Social Studies Program	7
The Community-Youth Citizenship Program	8
Role of the Policeman in Criminal Justice	11
Measuring Attitudes Toward Police	13
Statement of the Hypotheses and Their Rationales	14
III. METHODOLOGY AND LIMITATIONS ON ANALYSES	17
Schools Tested	17
Students Tested	17
Teachers Involved	18
Police Officers Involved	18
Classroom Techniques	19
Evaluation Research	20
Questionnaire Content	22

<u>Chapter</u>	<u>Page</u>
IV. SUMMARY AND CONCLUSIONS	54
Summary	54
Conclusions	55
Implications	57
BIBLIOGRAPHY	58
APPENDICES	60
A. Demographic Questionnaire	61
B. Nye-Short, Self-Reported Delinquency	62
C. Portune, Attitude Toward Police	63

LIST OF TABLES

<u>Table</u>	<u>Page</u>
I. Map Showing School Boundaries	17a
II. Time Span and Phases	22
III. 1967 Stability Self-Report of Delinquency	28
IV. Factor Analysis, Nye-Short Self Report Delinquency ..	30
V. Factor Analysis, Attitude Toward Police	31
VI. Test and Retest, Matched Respondents and Losses, Made by Computer	34
VII. Comparisons of Matched and Unmatched Questionnaires ..	35
VIII. Shift in ATP from Pre-Test to Post-Test of Total Schools	37
IX. Comparison of the Shift in ATP Among Delinquent and Non-Delinquent Pupulations at Each of the Five Schools	39
X. ATP - Chi Squares and Statistical Significances, Non- Delinquents and Delinquents	41
XI. ATP - Chi Squares and Statistical Significances, Male and Female Non-Delinquents	44
XII. ATP - Chi Squares and Statistical Significances, Male and Female Delinquents	47
XIII. ATP - Dominant and Minority, Males and Females	50
XIV. ATP - Dominant and Minority, Non-Delinquents and Delinquents	52

CHAPTER I.

THE NATURE OF THE PROBLEM

Introduction to the Problem

Social studies in the schools attempt to provide our youth with an understanding of and an opportunity to question the relationships between the components of our functioning society. This training of our youth in citizenship starts with a history or overview of our societal development. The functions of sectors of our economy, the spread of a population across a continent, and the intricacies of a political system are all combined under various class titles such as Problems of Democracy, Citizenship Education, or Social Studies. Much of the material has been at the idealistic or even naive level because it is not related to local current events (Litt, 1963).

The Community-Youth Citizenship Project

Increasingly, attempts are being made to introduce reality into the classroom. Teachers, through special projects, attempt to provide their students with more than a formal understanding of the society of which the students are a part. The Lansing Community-Youth Citizenship Project (CYCP) conducted in 1968 was just such an attempt to overcome the sterility of formal learning. An additional concern of the CYCP was to develop interpersonal ties between policemen and their students. The teachers had been perceiving active hostility toward authority figures in the Lansing school youth population. Beyond

the initial concern to overcome this manifest hostility, an attempt was made through the CYCP in the social studies classes to promote rapport with youth before active hostility could develop.

The Lansing School System (LSS) and the Lansing Police Department (LPD) tried to create a program of citizen development and attitude formation. The authorities had a concern for students' attitudes toward authorities. Beyond the here and now concern for expressions of hostile attitudes was an overarching concern for the intellectual development of the students into responsible citizens. Many of the teachers felt that in addition to blatant hostility, alienation was also present as a more subtle form of hostility. Antisocial attitudes would be manifested by active hostility toward police, and indirectly through disrespect for the teachers themselves. In some cases, lack of cooperation between the students and the schools' disciplinary staff also indicated antisocial feelings toward the teachers.

The Lansing School System and the Lansing Police Department hoped to involve the students in the CYCP during the ninth grade. They attempted to involve the students in the development of their social consciousness before they had matured enough to be firmly fixed in their ideas. The ninth grade was chosen because the staff thought they could make a difference in attitude formation before the students moved into high school. The design of the CYCP attempted to positively structure the first contacts with police officers by many ninth-graders.

Evaluation of the CYCP

The comprehensive evaluation of the CYCP was to examine the attitudes of the students toward teachers and school; attitudes toward criminal justice personnel; attitudes about the meaning of citizenship; the contacts the students had had with criminal justice personnel prior to the program; and the level of delinquency reported by each student for himself. In an initial evaluation of the CYCP done by the teachers themselves, the students reported they had enjoyed the program, with few dissenters among the students. Comments from the students were collected and used to justify further efforts to develop the CYCP. At the same time it was realized that more intricate evaluations should be handled by a disinterested party. The School of Police Administration (now the School of Criminal Justice) was contacted and a research staff formed to survey the literature, design, and instrument; collect and analyze the data. The staff members had overlapping responsibilities for the development of the instrument. My concerns were primarily attitudes toward the police, prior contacts with the criminal justice personnel, and the level of delinquency that would be reported by the students. We expected the students' attitudes toward the police would change in a positive direction as a result of the sustained contact in the classroom with a policeman. We also expected that students with high self-reported delinquency scores had attitudes toward police which would change less than the attitudes of other students.

The costs of the CYCP, in dollars, could be measured in the police resources that were diverted as the LPD provided personnel for the resources in the schools; in the time spent by the teachers as they planned to utilize this new source of information; and in the classtime spent on field trips and whatever teacher overtime spent on the project. The dollar costs of the CYCP are somewhat measurable. The social benefits, if indeed the results are viewed as benefits, are not as easily measured. The future benefits to society of knowledgeable citizens was not attempted to be measured. By examining the experience levels of the students and their attitudes toward various authority figures, we can help plan citizenship education as well as determine immediate results in the changes in expressions of hostility. Beyond this planning, we can provide accurate information on anti-authoritarian attitudes to modify the adult planners' assumptions about youth hostility.

The Attitudes Toward Police (ATP) scale (Portune, 1963) (see Appendices) was used to measure the attitudes of the students toward police. Various questions about police roles, functions, and operations were asked. The students responded on a five-point scale, from strongly agree to strongly disagree.

The Nye-Short (N-S) Self-Reported Delinquency scale (see Appendices) was used to measure the experience levels of the students with respect to delinquent acts. Students were asked to respond on a questionnaire the number of times they had done acts for which they could have been considered delinquent if they had been caught.

The fact that the N-S is cumulative (Smith and Desmond, 1963) and does not measure recency of deviance should not bother the use of the N-S here since we are more concerned with an area of experience as an indicator of self status. Those youth with more recent deviance may well be classified with the naive insofar as they may not have firm views about police yet.

Statement of Hypotheses

Hypothesis I: As a result of the CYCP, there will be a positive change reported on the ATP in the experimental schools.

Hypothesis II: Those students with a high N-S score (reporting more delinquent acts) will be more negative initially on the ATP.

Hypothesis III: Those students with a higher N-S score will show less change from test to retest than the students with a lower N-S score.

Hypothesis IV: Those students reporting a lower N-S score (none or little possible delinquency) will register more negative changes than the students with a higher N-S score.

Definition of Terms

Authority figure: any social role that gives the person in such a role the right to supervise other persons.

Attitudes toward police: various police activities are presented for reaction by the respondents as to the police interest toward the public.

Definition of Terms (cont'd)

Delinquent experience: self-report of social acts that would result in adjudication as delinquents if apprehended.

Level of delinquent experience: reported frequency of delinquent acts.

Realistic attitude: an attitude founded on personal experiences of the respondent rather than reports of significant others.

Chapter II will deal with the literature undergirding the Attitude Toward Police and the Nye-Short aspects of the Community-Youth Citizenship Program, and a further elaboration of the staff involvement in the data collection.

Chapter III will discuss the methodology in the data collection, the control school, the data handling and analysis, and the findings and statistical significances.

Chapter IV will present the social significance and conclusions, with recommendations for the future.

CHAPTER II.

POLITICAL SOCIALIZATION FROM A CRIMINAL JUSTICE PERSPECTIVE

Thrust of Typical Social Studies Programs

Citizenship education in the United States is a general overview of our society, its historical development and present functioning, usually at an idealistic level of presentation. The formal study of government is usually reserved for the senior high school years. Except for communities with a majority of higher socio-economic students, the emphasis is upon the symbols of our democracy, the social duty of voting regularly, the legitimacy of the established authorities, and the need to keep such a system running (Litt, 1963).

In the middle and lower socio-economic communities there is less concern shown with establishing contact with the daily ebb and flow of political business. An understanding of the give and take, the negotiations, and the recombining of power is neglected, leaving a large number of potential citizens without a working knowledge of the social system's parts. The teaching emphasis is upon how well the present system works without modification rather than upon the selection of parts for coalition of forces, trades between controlling sub-systems, or manipulation of officials according to impersonal rules (Litt, 1963).

Beyond the growing concern of the social studies teachers to make their class materials more relevant to present needs, there

was an equal concern for the breakdown of their effective control over some disaffected students in their classrooms. Lansing may be a special case since the amount of political intrigue and public interest is great in any state capitol. However, during the 1960's the issues in Lansing were also national issues about individuals' rights to privacy, civil rights, and the relations between established authorities and their respective publics. More than once there was turmoil as students tried to make themselves heard (The Police, 1967).

The CYCP

With this in mind the Lansing School System and the Lansing Police Department made an effort to provide a comprehensive view of the criminal justice system, starting with an arousal of the need for laws through an understanding of the effects that these laws have on the efforts to correct and protect a lawbreaker. The LSS and LPD created a program of citizenship development and attitude formation which had a special concern for attitudes toward authority as well as their long-range concern to intelligently involve individuals as they develop into responsible citizens. The CYCP, a four-week long segment of the social studies courses in the Lansing junior high schools, attempted to provide the ninth-graders with an understanding of the whole criminal justice system, with a special emphasis upon the role of the police in a democracy. The CYCP, as a result of their common concern, was a joint program of the police department and the school system to educate and inform the youth. They hoped

to provide a firm basis for respect, dignity, and eventual social change.

Both police and teachers felt the need for the students to understand the overall picture of the justice system and the roles that the citizens and police play in maintaining a democratic society.

The specific objectives of the CYCP bearing on my thesis are:

1. To reveal the intent and purpose of law, and interpret its meaning.
2. To clarify the role of a citizen in the procedures and performance of abiding by laws.
3. To cultivate a favorable attitude toward law enforcement and the law enforcement officer.
4. To introduce the police officer as a necessary authority in a democratic society.

The social studies teachers wished to bring in as many outside resources as possible before taking the students out to role play in a court room and to observe the actions of councils in lawmaking. If we ask why they were concerned with the police as much as they were, we discover the feeling was that it is possible to police efficiently without a high amount of cooperation from citizens, but it is less expensive in terms of police manpower and in terms of other social resources to have cooperation. A knowledgeable population is assumed to be a more cooperative one. Specific activity by local students against police or teachers while maintaining order was not seen as a

justice or crime problem but as a breakdown in respect and general compliance by otherwise responsible juvenile social members. The approach to deal with the place of political activism was to stress that activism could be put down by police if it is anarchic and supported by police if the net result would appear to be socially useful. There must be enough order to maintain political activity.

By using the police as just another community resource, the police and other criminal justice personnel become just another part of the intricate social system. There was an expressed need for the careful selection of officers to interact in the classrooms with the students. The expressions of negative hostility, especially in the class groups, would not be best countered by an officer who would be insulted easily. More appropriate would be an officer who could explore whether individuals might not be as hostile as they sounded, but might be only saying what they expected the others wanted to hear. Another reason for the careful selection of police officers was traced to the teachers' feelings that only the teacher could be in control. If a strong-willed officer could not be deferential to the teacher, then it was feared the classes would use one adult against another. The officers were to cooperate with the teachers; they spent up to two weeks getting to know each other and planning the program for each class.

The police/teacher teams felt there was a misunderstanding on the part of many students about the role of the police in a community.

Many police actions are interpreted by the youth as direct actions against "teenagers" and not as for the good of the total community. The youth do not feel they are a part of a whole community and feel specially persecuted when acts by the police are directed against teenagers to maintain the whole social fabric.

Role of the Policeman in Criminal Justice

Portune (1963) has underscored the important differences on the youth population between threats of coercion and requests for cooperation. When the police come into the schools not in an enforcement role but only in the role of a specialized resource, it was believed their impact would be positively viewed.

Initially the primary concepts of the program dealt with who the police are, why police are necessary, and the reasons behind police actions. As lessons were developed, and classroom experiences began to evolve, the probate and municipal courts' and prosecutors' staffs were invited into the classroom. Following the interactions with this part of the justice system, legislative officials were contacted to illustrate the process of developing the law and legal structures. The role of other parts of the social system in general and the justice system in particular was thus developed and explained. Many students came to see a policeman as a small part of the overall system. The first contacts with the same man, in and out of uniform, found many students astonished to discover they saw entirely different people in the same man.

In spite of the best efforts of the teams to plan, they found that the teachers did not really know their students' needs as well as they had insisted. The ignorance of teachers about their students' needs has been well documented (Remmers 1960). The officers had to spend more time than they had planned on getting to know the students and their feelings. In a deliberate effort to overcome the image of the "put down" of youth, the officer, while interacting with the students, would not evade any question asked of him. One guiding concept of the CYCP was complete honesty on the part of both officers and students. Eventually the officer was to be seen by the students as only a good citizen in a special role socially.

The Lansing Police Department might have focused on a different part of the community other than the schools to begin a program. Athletic leagues, drop-in centers, cadet programs, and short-term summer projects all have been attempted to improve the police image and establish contact in non-enforcement surroundings. Clark and Wenninger (1964) studied the attitudes of public school children toward the justice system. Among other things they found a correlation between negative attitudes toward the justice system, discipline at home, and poor relationships with the school teachers. Since the police could only with difficulty establish contact in the homes, they decided to try a cooperative venture with the schools. A large portion of the youths' time is spent in the more or less controlled circumstance of the school.

The youth are in an interesting position in the school system.

They are both incompetent decision-makers while simultaneously developing skills to use better judgment. Judgment requires the freedom to make erroneous decisions, but it is not license to make arbitrary, unsubstantiated judgments without respect for others. Youths' decisions about authority figures were being made which were not based on any personal experiences which would justify the hostility. Building upon what one heard said about the police would result in errors unless the students could check the source of information.

Measuring Attitudes Toward Police

Portune (1966) found, among other results, that youth attitudes toward police were most directly influenced by their first personal contacts. These first contacts result in an opinion overriding the opinions of both parents and friends. In an effort to structure the first contacts, the CYCP tried to make a positive contact, first, in the school scene. Bouma (1968) found, in agreement with Portune, that the students who had had personal contact with police reported less favorable attitudes than students with no contacts. The contacts may not have been negative. The less favorable attitudes may be revealing only a more accurate understanding of the status and role of the police. The students with no contact may be giving a very positive response when a more realistic appraisal would be forthcoming from a student with a positive personal contact.

Today's teenagers are hardly against the police to any great degree, specifically or generally. Indeed, a possible explanation for

any negative shifts is that the students became more realistic in their appraisal of police during the program. The experimental schools would then show a less positive shift as a result of the program. We will need to keep this possibility in mind as we examine the CYCP.

Ignorance and a poor first contact may strongly force students' attitudes in a negative direction, but what of social experiences such as delinquency and first personal contacts? If a student had done many things for which he might have been judged delinquent if caught, what would we expect from his attitude change in a program such as the CYCP? Nye and Short (1957) report the development of a scale for the measurement of delinquency among midwestern school students. If this scale is used to discriminate among the students of the CYCP, with the differences in the social experiences in self-reported delinquency, will there also be found a difference in attitude change toward police?

Statement of Hypotheses and Their Rationales

Hypothesis I: As a result of the CYCP, there will be a positive change reported on the ATP in the experimental schools.

The sustained personal contact in the classroom will overcome all but the most negative of personal contacts outside the classroom. The negative attitudes of those students with no police contact outside the classroom should also change to positive, while those students with inexperienced positive attitudes should change very little. The net re-

sult should be a shift of the group mean scores to a smaller numerical mean (positive direction) from test to retest.

Hypothesis II: Those students with a high N-S score (reporting more delinquent acts) will be more negative initially on the ATP.

The students who report they have been involved more in socially disapproved actions will be more likely to have had police contact. Although the contacts may not have been negative, the possibility is they would have had more negative experiences than those students with no contact. The students with a higher N-S score should thus be more knowledgeable about police actions and be able to make a more experienced judgment about their attitudes toward police.

Hypothesis III: Those students with a higher N-S score will show less change from test to retest than the students with a lower N-S score.

The youth reporting a higher score on the N-S will be more fixed in their opinions about police behaviors. Their willingness to engage in borderline behavior, even if they are not actually caught, increases the changes they will experience more suspicion and hostility from authority figures and even ultimately be referred to the police. They will gain in perspective enough knowledge to feel more assured (perhaps falsely) in expressing and maintaining their personal views about police.

Hypothesis IV: The students reporting a lower N-S score (none or little possible delinquency) will register more negative changes

Hypothesis IV:(cont'd)

than the students with a higher N-S score.

The students with a lower N-S score will be inexperienced about the less pleasant aspects of the police role. They will tend to initially register in the very positive or positive ranges on the ATP. As a result of their personal experiences in the classroom they will move in a negative direction as they correct their falsely positive views with respect to police.

CHAPTER III.

METHODOLOGY AND LIMITATIONS ON ANALYSES

Schools Tested

Lansing had five junior high schools (Table I., following page) at the time of the evaluation. It was the understanding of the research staff that two of the schools (School 1, West Junior High School; School 3, Otto Junior High School) were attended by predominantly minority students; another (School 2, Rich Junior High School) was mostly attended by children of upper-middle class parents; the other two (School 4, Pattengill Junior High School; School 5, French Junior High School) were attended by the children of parents with average income levels. An effort was made to select a school with both a mixture of minority/dominant students and children of average income levels to be the control school. School 4, Pattengill Junior High School, was selected for the control school. The social class and minority ratios were determined by the research staff talking with the school administrator of each school.

Students Tested

The students responding to the 1968 questionnaire can be described as being mostly fourteen or fifteen years old; having a few more boys than girls; a majority of students are Caucasians; coming mostly from unbroken homes, although a substantial number have parents divorced or separated; over half come from working class families; over half have mothers working outside the home either part- or

full-time; very few are only children, with the students being evenly split between middle child or either oldest or youngest. Surprisingly to the staff, a majority of the students identified no inside or outside school activities. Most of the students expected to go on to college preparatory courses, with very few of the students undecided about their future educational decisions.

Teachers Involved

The teachers who took part in the program were social studies, special education, and counselor teachers - all teachers of the ninth grades in those subjects. The teachers looked upon the evaluation as a very important aspect of the program, going out of their way to express interest and to offer comments upon the methods, research-staff relationships, and questionnaire items.

Police Officers Involved

The police officers who participated in the CYCP were volunteers who represented the juvenile, patrol, and detective divisions, thus providing a full range of police activities to be represented to the students. There were four officers both years the program was used. Although the members of the police team changed annually, they were the same for all schools within a given year. Several different teachers would work with each officer within the different schools.

An effort should have been made, but was not, to record among the students' replies as to which officer and which teacher they interacted with in the classroom, allowing the research staff some con-

trol over this variable. This hindsight resulted when the staff noticed one teacher with several classes who refused to interact with her assigned police officer. The teacher was observed in the classroom as very autocratic in manner, with little positive being said by her about the CYCP. The policemen in the CYCP had a wide range of skills at interpersonal relations. After observing this fact, the staff belatedly decided to find some measure to control for the teacher-policeman team as another variable.

Classroom Techniques

The teacher-policeman team cooperated in the classroom, with each member retaining his respective occupational role. When the policeman appeared in class in civilian clothes, it was quite a discovery for many of the students to find there was indeed a person under that uniform. The policeman enjoyed personalizing, but no attempt was made to disguise the policeman's social task. The officer, as an 'expert witness' or as an outside source of information, made no attempt to sidestep a difficult question, providing a frank and honest answer to all questions. An effort was made to achieve a completely frank approach.

The concept of citizenship, the history and development of law, and the comprehensive law enforcement picture with respect to police, courts, lawyers, legislators, and corrections were woven into the basic outline. To illustrate the need for basic ground rules, a game would be started at the beginning of a class, with someone arbitrarily

assigned to randomly give points to the players. After a few minutes chaos would ensue until the class could clarify things and proceed in an orderly fashion. The next problem would usually involve a dispute between several players, showing the need for an arbitor or judge. The game would usually continue on until most all of the parts of an operating justice system were shown in action.

Evaluation Research

The research was a test-retest longitudinal design, with the students filling out a questionnaire immediately prior to the onset of the CYCP program, and again within a week after the end of the program. The staff would have liked to wait longer between the end of the program and collecting the post-test data to allow for any excess enthusiasm to die down, but it was judged that the teachers would resent any intrusion into their classes after too long a lapse of time. The staff would also have liked to control for some of the external effects by making the time span for the control school the same as the time of the experimental schools where the program was ongoing.

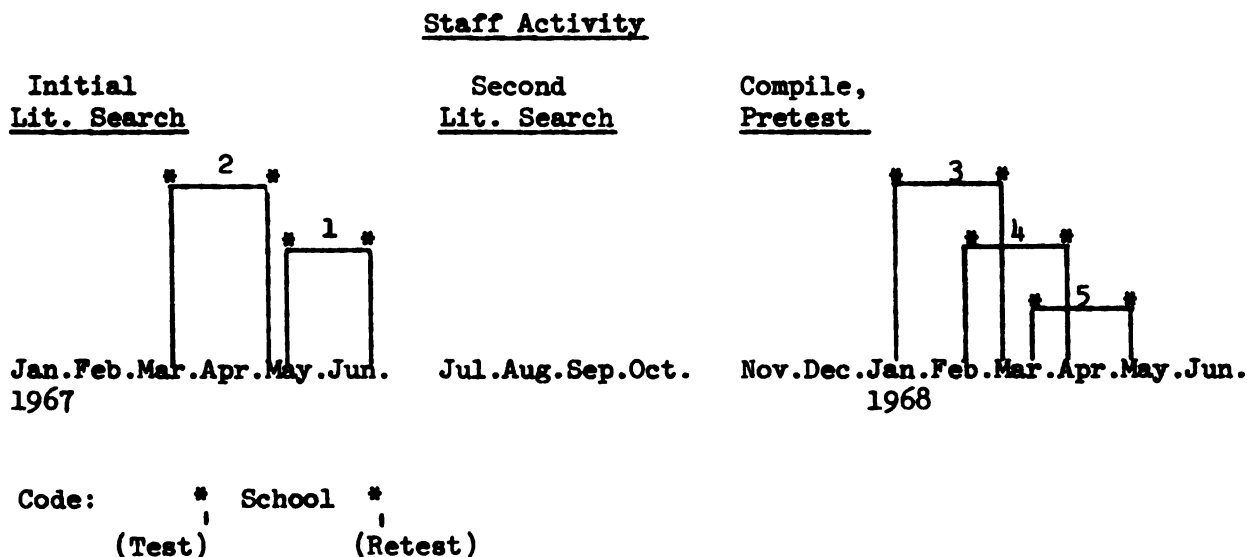
A look at the time span and phases of the data collection will show where the design departs from the classic experimental design. The staff started work in January 1967 and ended data collection in June 1968. The first questionnaire was a short demographic sheet (see Appendices) attached to a copy of the Portune ATP and Nye-Short Self-Reported Delinquency. The first questionnaire was used, at the suggestion of the research staff, by the teachers and police as a

part of the beginning and ending of their regular four-week presentation of the CYCP in 1967 in Schools 1 and 2. While the staff engaged in an extensive literature search and in observing the interaction in the classrooms, the first questionnaire was used to provide a preliminary idea of the results of the CYCP.

Schools 1 and 2, which took part in the original pilot testing of the use of the Nye-Short and the Portune scales, differed from each other in that School 1 was a predominantly working class school with a numerically very large minority group, and School 2 was a predominantly upper-middle class school with a numerically very small minority group. At the time, Schools 3 and 5 were very similar in class mix according to the schools' administrators with whom the research staff checked, while School 4 was a mixture of students representative of the whole school system. School 4 was then selected to be the control school.

We discovered during the actual data collection that School 3 actually had a large number of minority students in contrast with Schools 4 and 5. School 4 was still used as the control school, with no CYCP program during the interim four weeks between test and retest.

Table II.
Time and Span Phases



Questionnaire Content

The questionnaire used the second year of the program at the beginning and end of each four-week CYCP program was expanded to include 226 different items for the students to respond to. The different sections dealt with:

Critical problem perceptions: The students were asked to respond with what they thought were the two most critical problems for teachers and for police.

Role and status perceptions: Scales for measuring the students' perceptions of the relative economic, prestige and influence statuses of police and teachers.

Sentence completion: Sentence stems concerning the role of criminal justice education and the family, along with definitions of citizenship, race relations, and justice were to be completed by the students.

Rundquist-Sletto Law Scale, Srole Anomie, and a powerlessness scale:

These scales are used to measure attitudes toward the legal system, feelings of power, and control over the environment.

Rokeach Value Survey: This ranking device asks for a ranking of eighteen end states for existence and eighteen means to get to these ends.

Portune Attitude Toward Police: The students are asked to agree or disagree with statements about actions, duties, and services provided by policemen.

Demographic questions: Questions concerning the respondent's age, school expectations, school activities, parents' job(s), and number of siblings are asked to provide information about the personal life of the student.

Police contact: Students are asked to report on the amount of personal contact with police in both negatively and positively worded items.

Self-reported delinquency: Nye and Short developed a scale for reporting delinquent behavior among normal school children to determine the actual amount of delinquency as compared with official reports. The item content deals with things like stealing an object worth a small amount. Students can respond with the

Self-reported delinquency: (cont'd)

number of times they may have done that particular deed.

Out of this massive collection of data from 1968 students, questionnaires were matched; differences between matched students and unmatched students were compared, and ATP and N-S items were fact- or analyzed to see if they would still scale with this sample. The ATP was further related to self-reported delinquency scores to see what differential changes might have taken place. That is, for students reporting delinquent acts as compared with the attitude changes registered by students with no or few delinquencies.

In addition to the pilot testing of the ATP and N-S in 1967, before administering the second questionnaire to the schools during the 1968 program, the second questionnaire was pilot tested on a group of students at a junior high school not involved in the 1968 evaluation. This pilot test was to make as sure as possible that the test items were understood, and that the time of one class period would be sufficient to allow students to complete the questionnaire. The pilot test enabled the staff to experience student reactions and showed that the questionnaire was sufficiently well designed to allow completion in the required time.

Teachers were asked to leave the classroom while the students were at work on the questionnaire since some of the items were directly related to the functioning of the school system. The class size averaged about twenty-seven students. The staff attempted to

keep to a classroom format, except that the staff person tried to channel the students into an interest in the questionnaire.

We had no authority to discipline and we wanted to foster some freedom of expression among the students. Anonymity was stressed, along with the need for honest responses to the entire questionnaire. General instructions were read to the class at the beginning of the period, with the students allowed to proceed at their own speed as they went through the questionnaire. Time reminders were given, with a request timed five minutes before the end of the period for the students to feel free to go over the questionnaire and make any changes or amplifications that they felt necessary to their responses.

This paper deals only with the Nye-Short Self-Reported Delinquency and the Portune Attitude Toward Police scales. The Nye-Short scale was developed to avoid socio-economic and other social biases in the official criminal justice reporting process by examining the self-reported delinquency levels among the normal population of school students. The reliability of the original scale was based upon progressively intricate procedures that eliminated causes of error. Students who checked all the items at the greatest possible number of times should have been in the state reformatory rather than in high school. Their responses were removed from the population for this reason. Inconsistent responses were removed by checking the responses to several wordings for the same offense, with questionnaires removed if there was no correspondence between responses. Several different high school populations were compared to determine that the

scale would work in different areas. The scale also differentiates between progressively more serious delinquencies. The scale was completed by officially adjudicated delinquents at a state reformatory, showing the small amount of overlap between adjudicated delinquents and the general population. Face validity is present in that all the items are criminal offenses if brought to the attention of the justice system.

For the purpose of the CYCP, the staff decided to delete one of the nine items, the one dealing with sex relations. Several of the Lansing school system administrators objected to the inclusion of that topic in an otherwise acceptable scale. The scale is reliable with our control group on a test-retest basis at the .86 level (86% of the students remained within the same category from test to retest). Stability of the students' summed score for the N-S was compared from test to retest. The original validation still stands as it did with the original authors.

The N-S Pearson product moment correlation for the control school was .70. The N-S scale depends upon: (1) the respondent's identity being concealed so there is no fear of future punishment for revealing ones wrongdoing; (2) upon the respondent feeling some positive motivation to help by providing the truth, and; (3) perhaps upon partial disguise of the meaning of the items. No attempt was made to disguise the items, but serious attempts were made to stress the importance of the study in correcting adult misperceptions and the anonymity of our respondents.

A possible source of difficulty would be created if the study course would change the self-reported delinquency scores. In order to determine what changes there would be between low and high self-reported delinquency, the students were to report their own levels as part of the data collection. The self-report scores were then categorized according to the Nye-Short (1957) analysis and split into high, medium, and low delinquency. Three by three tables were constructed to determine the movements of the matched samples. A "3" equals high delinquency.

See Table III. next page.

Table III.
1967 Stability Self-Report of Delinquency

<u>School 1</u>								<u>School 2</u>							
<u>Males</u>				<u>Females</u>				<u>Males</u>				<u>Females</u>			
<u>3</u>	<u>2</u>	<u>1</u>		<u>3</u>	<u>2</u>	<u>1</u>		<u>3</u>	<u>2</u>	<u>1</u>		<u>3</u>	<u>2</u>	<u>1</u>	
<u>3</u>	3	0	1	<u>3</u>	0	1	0	<u>3</u>	5	0	10	<u>3</u>	1	0	0
<u>2</u>	0	1	2	<u>2</u>	1	0	0	<u>2</u>	1	0	2	<u>2</u>	0	0	1
<u>1</u>	6	2	149	<u>1</u>	1	0	122	<u>1</u>	0	2	130	<u>1</u>	1	0	180
<u>153</u>				<u>122</u>				<u>135</u>				<u>181</u>			
N = 170				90%				N = 125				98%			
								N = 150				90%			
												N = 183			
												99%			

<u>School 3</u>								<u>School 4</u>							
<u>Males</u>				<u>Females</u>				<u>Males</u>				<u>Females</u>			
<u>3</u>	<u>2</u>	<u>1</u>		<u>3</u>	<u>2</u>	<u>1</u>		<u>3</u>	<u>2</u>	<u>1</u>		<u>3</u>	<u>2</u>	<u>1</u>	
<u>3</u>	3	2	8	<u>3</u>	3	0	4	<u>3</u>	8	1	15	<u>3</u>	2	0	5
<u>2</u>	0	0	3	<u>2</u>	0	0	0	<u>2</u>	0	0	6	<u>2</u>	0	0	0
<u>1</u>	8	0	96	<u>1</u>	1	0	115	<u>1</u>	1	2	140	<u>1</u>	0	0	73
<u>99</u>				<u>118</u>				<u>148</u>				<u>75</u>			
N = 120				83%				N = 123				96%			
								N = 173				86%			
												N = 80			
												94%			

<u>School 5</u>							
<u>Males</u>				<u>Females</u>			
<u>3</u>	<u>2</u>	<u>1</u>		<u>3</u>	<u>2</u>	<u>1</u>	
<u>3</u>	0	1	2	<u>3</u>	2	0	3
<u>2</u>	1	0	3	<u>2</u>	0	0	0
<u>1</u>	4	1	114	<u>1</u>	0	0	124
<u>114</u>				<u>126</u>			
N = 126				90%			
				N = 129			
				98%			

In all schools the girls' scores were more stable over the four-week time span. The control school, School 4, that did not have the

four-week training course showed the same general pattern as the schools ~~which~~ had the four-week course. Apparently the understanding of the laws did not change the self-report of delinquency much.

The Portune ATP originally was reported to have a reliability coefficient of .90. With our control group we found the test-retest reliability to be .81 (81% of the students remained within the same category from test to retest), with a Pearson product moment correlation of .77. The ATP has face validity. The students in the original study were asked if they had had police contact as a part of the development of the ATP. Certain items were found to reveal these police contacts when the interview results were compared with the item responses. The items revealing contact were those containing "accuse you", "act big", "try to help", "no chance to explain", and "get smart". Portune found the attitudes of the youth toward police would be most directly influenced by their personal contacts with police officers. The police contacts made in the normal course of life by teenagers resulted in unfavorable reactions to police, overriding the expressed attitudes of peers and adults. The CYCP attempted to structure the contacts with the police before unfavorable contacts could be made. The Portune finding on contact was supported by Bouma (1968), who found that contact with police in the regular chain of social life results in youth gaining unfavorable attitudes toward police.

The N-S and ATP items were factor analyzed to determine which

could go together to form a consistent opinion from each testee. The items were factor analyzed to determine which could go together to form a uni-dimensional scale. With such a scale scores on the items can be summed and grouped for comparison. Two sub-scales of approximately equal strength are found by selecting for consistency in strong positive or negative factor loadings. A very low loading would disqualify any item. Items with weak factor loadings may be retained if other rotations revealed stronger relations between weak items and all other strong ones. The N-S rotated factor loadings were consistently together in one direction.

Table IV.
Factor Analysis, Nye-Short Self-Report Delinquency

<u>Items</u>	<u>Varimax Factor Loadings</u>
Drive a car without a permit	.40
Skip school without an excuse	.53
Run away from home	.38
Defied parents to their face	.38
Taken things of little value	.73
Taken things of medium value	.62
Bought and drank liquor	.54
Purposely destroyed public property	.59

The rotated factor loadings for the ATP presented more variety, with negatively worded items factoring oppositely from the positively worded ones. Generally, the items reported to show police contact also factored together.

Table V.
Factor Analysis, Attitude Toward Police

<u>Items</u>	<u>Varimax Factor Loadings</u>
Police keep the city good	.60
Police falsely accuse	-.52
Police are stupid	.41
Police protect you	.64
Police try to help	.59
Police are mean	-.70
Police pay you to inform	-.50
Police use clubs for no reason	-.59
Police keep the peace	+.65
Without police there would be more crime	.46
You can rely on the police	.70
Police are dedicated	.59
Police act like big shots	-.68
Police are always mad at you	-.62
Police help you help yourself	.61
Police only come when there is trouble	-.56
Police are brave	.57
Police protect the country	.64
Police give you no chance to explain	-.60
Police get smart with you	-.59

The items on the ATP are scored with a five if the students strongly disagree with a positive item or if they strongly agree with a negative item. The items are scored with a one if the respondent strongly agrees with a positive item or if he strongly disagrees with a negative item. The total range of scores for the ATP is from a twenty total for

a very positive attitude to a score of one-hundred for a negative attitude.

The items on the N-S are scored with a one if the respondent says he has never acted in such a manner. A minimum lower score for the eight items is eight. The other three possibilities are scored with a two if a few times, a three if several times, and with a four if checked many times. The maximum score for anyone is thirty-two if it is reported that all the items were done a maximum number of times. Following the N-S scoring patterns, the cumulative scores were categorized with eight through nineteen as non-delinquent, twenty as a middle category, and with twenty-one through thirty-two as definitely delinquent. When these original scoring patterns were followed, even the school with the most delinquents had only eight. With the self-reported scores based on the original reported ranges, there was no adequate number of respondents in the high delinquency categories.

Hypothesis II cannot be discussed without changing the category limits. Upon examination of the distribution of the population scores, the new cutting points for the self-reported delinquency would need to be eight through fourteen, and fifteen through thirty-two in order to place enough respondents in the cells to meet the assumptions of the chi square statistics. The cutting point for the limit on delinquents was adjusted, based on the quartile for the whole sample of students.

The population for the CYCP evaluation included dominant (Caucasian) and minority (Negro and Chicano) students. The N-S presents some problems for the minority population. The findings with respect to the N-S, as presented by Gould (1969), indicate that the N-S does not measure either delinquency or deviant self-concept for Blacks, and should caution us in the interpretation of the findings for the predominantly minority schools. The self-reporting of delinquency, according to Gould, is properly related to a deviant self-concept only for the dominant students. Most of the Blacks were attending School 1; most of the Chicanos were attending School 3; School 4 was populated with a mixture of minority and dominant; Schools 2 and 5 were attended by mostly dominant students.

During the pilot testing of the evaluation questionnaire, it was discovered that any attempt to preserve, through any subtle record keeping, the identity of any student from test to retest resulted in a feeling among the students that the questionnaires were not really anonymous. Since the record would have involved a student's name to insure that the student would be easily matched from time one to time two, the students' perceptions were correct. The staff decided not to preserve the questionnaire identity of the students. To overcome the handicap posed by this decision, in order to control for changes in the population while attempting to measure attitude changes, a complex computer matching program was developed using the twelve identifying characteristics of each student which would be

most likely not to change from test to retest, such as race, number of siblings, age, relationship to parents, etc.

After a match was attempted using all twelve possible characteristics simultaneously, one characteristic would be removed and matching attempted using the remaining eleven characteristics. The matching would continue, removing a different characteristic and attempting to match on the remaining eleven until all the possible combinations of eleven characteristics had been tried. Then the matching would continue, removing two characteristics and attempting to match on the remaining ten. Then a different set of two characteristics would be removed and matching attempted on the remaining ten until all the possible combinations of ten had been tried. The process continued until only one characteristic was left to continue matching. Through this means the students' questionnaires were matched by computer. All the computer-matched pairs of questionnaires were then checked by two judges examining the handwriting within the questionnaires. By this process the following numbers of students were matched from test to retest.

Table VI.
Test and Retest Matched Respondents and Losses
Made by Computer

<u>Item</u>	<u>School</u>				
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Test N	430	422	376	393	306
Retest N	409	421	354	381	298
Matched N	303	348	248	340	257

To determine if those students who were not matched differed from the students matched, means, standard deviations, and normal scores were computed for the ATP for each school.

Table VII.
Comparisons of Matched and Unmatched Questionnaires

	<u>Mean</u>	<u>Standard Deviation</u>	<u>Standard Score</u>
<u>School 1</u>			
Test matched	44.6	22.9	- 7.67
Test unmatched	53.9	10.7	
Retest matched	40.2	12.7	-13.89
Retest unmatched	56.2	9.2	
<u>School 2</u>			
Test matched	39.2	12.1	-19.23
Test unmatched	58.5	6.6	
Retest matched	40.8	11.6	-14.24
Retest unmatched	57.1	8.2	
<u>School 3</u>			
Test matched	44.0	13.6	- 2.90
Test unmatched	48.6	15.1	
Retest matched	47.3	15.6	- 3.68
Retest unmatched	55.1	19.0	
<u>School 4</u>			
Test matched	44.1	12.8	- 6.23
Test unmatched	54.3	10.8	
Retest matched	47.1	15.1	4.42
Retest unmatched	40.2	12.7	
<u>School 5</u>			
Test matched	45.1	14.7	- 2.89
Test unmatched	52.7	17.2	
Retest matched	41.4	14.0	- 2.53
Retest unmatched	48.2	16.1	

The standard scores correct the means by allowing for difference in

the numbers of students in each grouping and correct for possible difference in the spread of scores or standard deviations. A standard score of 1.96 would show a difference between populations to be statistically significant at the .025 level. In all cases, except the retest of School 4, the means of the students who did not fill out questionnaires at both times one and two are much more negative than the students in the matched population. The analysis of the distributions of the scores on the ATP for the matched and unmatched respondents show that the populations are quite dissimilar. The students' scores lost by matching are very much different from the population retained. The smallest difference is in the School 5 retest (unmatched) group, with a value of -2.53 and a statistical significance of .006. The only positive value is for School 4 retest (unmatched) group, with a score of +4.42 which is significant at the .001 level. In all other cases the unmatched population is significantly more negative than the matched population.

We might have predicted that the students who were missing from school or had chosen to skip on the days the data was collected would have significantly more negative attitudes. Those students who are having attendance problems are usually considered to have problems with their attitudes toward not only school but other authority figures as well. It should be noted that student absences on the days when the questionnaires were administered were compared with the students present. Each staff member, upon entering the classroom, made a point

of asking each teacher if the students who were absent were different from the students present and whether the number of absences were larger than normal. All the teachers' responses indicated there were no differences between those absent and those present, and that the number of absences was normal. The social significance of the missing students being more negative in their attitudes toward police will be commented on in the next chapter.

To determine if Hypothesis I. is supported, we examine the mean changes from test to retest of the matched respondents as compared with the control school, again using standard scores to look at the changes.

Table VIII.
Shift in ATP from Pre-Test to Post-Test
in Total Schools

	<u>Mean</u>	<u>Standard Deviation</u>	<u>Standard Score</u>
<u>School 4</u>			
Test	44.1	12.8	- 2.86
Retest	47.1	15.1	
<u>School 1</u>			
Test	44.6	12.9	+ 4.28
Retest	40.2	12.7	
<u>School 2</u>			
Test	39.2	12.1	- 1.70
Retest	40.8	11.6	
<u>School 3</u>			
Test	44.0	13.6	- 2.52
Retest	47.3	15.6	
<u>School 5</u>			
Test	45.1	14.7	+ 2.95
Retest	41.4	14.0	

Any standard score that is negative and statistically significant immediately rejects Hypothesis I. (a standard score greater than 1.96 is significant at the .025 level). The control school has a significant negative shift from test to retest. Experimental Schools 1 and 5 have significant positive shifts, particularly in contrast with the control school, while Schools 2 and 3 have smaller negative shifts than the control school. School 2 has an insignificant negative shift while School 3 has a significant negative shift. But in both cases, the negative shift is less than the control school. Hypothesis I. is conditionally accepted in that two experimental schools have significant negative shifts than the control school.

To determine the support for Hypotheses II., III., and IV., we grouped each of the five schools into a delinquent and non-delinquent population. A N-S score ranging from eight through fourteen indicates the non-delinquent; from fifteen through thirty-two indicates delinquent. A minimum of a quartile, based upon the total population, is used to determine the category limits from fifteen through thirty-two. Again, we examine the mean changes from test to retest, as compared with the control school means, standard deviation, and standard scores.

See Table IX. next page.

Table IX.
Comparison of the Shift in ATP Among the
Delinquent and Non-Delinquent Populations
at Each of the Five Schools

	<u>Test</u>	<u>Mean</u>	<u>Standard Deviation</u>	<u>Standard Score</u>
<u>School 1</u>				
Delinquent	Pre-Test	56.8	14.1	+ 2.33 *
	Post-Test	49.3	17.0	
Non-Delinquent	Pre-Test	42.4	11.4	+ 3.92 *
	Post-Test	38.5	11.1	
<u>School 2</u>				
Delinquent	Pre-Test	53.6	15.1	+ 1.23
	Post-Test	49.6	14.7	
Non-Delinquent	Pre-Test	39.0	9.8	+ 1.42
	Post-Test	37.8	11.0	
<u>School 3</u>				
Delinquent	Pre-Test	52.5	13.8	- .74
	Post-Test	54.5	18.0	
Non-Delinquent	Pre-Test	41.7	10.2	- 2.44 *
	Post-Test	44.8	13.1	
<u>School 4</u>				
Delinquent	Pre-Test	51.4	14.2	- 2.30 *
	Post-Test	56.2	15.2	
Non-Delinquent	Pre-Test	40.9	10.8	- 2.05 *
	Post-Test	43.2	13.5	
<u>School 5</u>				
Delinquent	Pre-Test	52.3	13.3	+ 1.20
	Post-Test	49.0	13.0	
Non-Delinquent	Pre-Test	44.1	13.1	+ 2.61 *
	Post-Test	40.9	11.8	

* Statistically significant at the .025 level for the one-tailed test.

Hypothesis II. is supported by all of the schools. In all cases the delinquent students show a more negative attitude toward police.

Hypothesis III. is supported by all the experimental schools in

that a smaller standard score is the case for all the delinquents (compared with the non-delinquents). There is less change among delinquents.

Hypothesis IV., that the non-delinquent groups will register more of a negative shift than the delinquent groups, is supported only by School 3. Hypothesis IV., therefore, cannot be supported.

A further analysis of the ATP scores was attempted to see what major shifts there might have been between highly positive, positive, and negative attitudes toward the police. The ATP scores were trichotomized: twenty to forty as very positive, forty to sixty as positive, and sixty to ninety-nine as negative. The students were also grouped again according to their time one N-S scores. To simplify the analysis, Schools 1 and 2 from 1967 will be combined, and Schools 3 and 5 from 1968 will be combined. It is felt that combining all the experimental schools together into one group would mix two different school years, two different questionnaires, and necessarily result in losing important differences between the schools. There is an additional injustice done in that School 3 is significantly different than School 5, so that perhaps combining these two schools will result in loss of important differences between them, also.

Chi squares are computed for all the tables. The degrees of freedom are computed by the number of columns, minus one, times the number of rows, minus one $((k-1) \times (r-1))$, and in all the cases the degrees of freedom equals four. In all the cases the minimum number of cases per cell assumptions of the X^2 are not being met, so caution must be used in interpreting the significance levels. The major use of the

chi square tables is to examine the number of shifts from pre-test to post-test, rather than explicit use of the chi square. With four, any chi square greater than 18.46 is significant at .001.

Table X.

ATP - Chi Squares and Statistical Significances,
Non-Delinquents and Delinquents

School 4 - Non-Delinquents

		<u>ATP Categories, Pre-Test</u>				
		<u>Total</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>
ATP	<u>0</u>	5	1	4	0	0
Cate-	<u>1</u>	101	0	87	13	1
gor-	<u>2</u>	103	0	26	74	3
ies,	<u>3</u>	28	0	3	19	6
Post-						
Test						
Total		237	1	120	106	10

Chi Square = 111.978

Schools 1 and 2 - Non-Delinquents

		<u>ATP Categories, Pre-Test</u>				
		<u>Total</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>
ATP	<u>0</u>	18	3	12	2	1
Cate-	<u>1</u>	337	0	236	98	3
gor-	<u>2</u>	188	1	43	128	16
ies,	<u>3</u>	19	0	3	10	6
Post-						
Test						
Total		562	4	294	238	26

Chi Square = 145.921

Schools 3 and 5 - Non-Delinquents

		<u>ATP Categories, Pre-Test</u>				
		<u>Total</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>
ATP	<u>0</u>	8	2	6	0	0
Cate-	<u>1</u>	156	2	100	50	4
gor-	<u>2</u>	186	2	55	109	20
ies,	<u>3</u>	28	0	5	11	12
Post-						
Test						
Total		378	6	166	170	36

Chi Square = 80.903

Table X. (cont'd)

School 4 - Delinquents

		<u>ATP Categories, Pre-Test</u>				
		<u>Total</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>
ATP	<u>0</u>	1	0	1	0	0
Cate-	<u>1</u>	10	0	8	2	0
gor-	<u>2</u>	56	1	11	40	4
ies,	<u>3</u>	32	0	0	15	17
Post-						
Test						
	Total	99	1	20	57	21

Chi Square = 52.117

Schools 1 and 2 - Delinquents

		<u>ATP Categories, Pre-Test</u>				
		<u>Total</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>
ATP	<u>0</u>	0	0	0	0	0
Cate-	<u>1</u>	23	0	10	12	1
gor-	<u>2</u>	50	0	6	30	14
ies,	<u>3</u>	16	0	0	2	14
Post-						
Test						
	Total	89	0	16	44	29

Chi Square = 38.527

Schools 3 and 5 - Delinquents

		<u>ATP Categories, Pre-Test</u>				
		<u>Total</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>
ATP	<u>0</u>	0	0	0	0	0
Cate-	<u>1</u>	31	0	12	18	1
gor-	<u>2</u>	52	0	5	44	3
ies,	<u>3</u>	34	0	2	11	21
Post-						
Test						
	Total	117	0	19	73	25

Chi Square = 59.079

The non-delinquents, in contrast with the delinquents, do show less negative changes. Hypothesis IV. is not supported. However, the delinquents do show less changes as the percentages of students moving between categories are quite different. Hypothesis III. is supported by these tables.

Are the shifts by the non-delinquents attributable to difference between the sexes? Table XI. attempts to measure these differences. See Table XI. next page.

Table XI.

ATP - Chi Squares and Statistical Significances,
Male and Female Non-Delinquents

School 4 - Non-Delinquents, Male

		<u>ATP Categories, Pre-Test</u>				
		<u>Total</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>
ATP	<u>0</u>	2	1	1	0	0
Cate-	<u>1</u>	38	0	33	5	0
gor-	<u>2</u>	48	0	7	40	1
ies,	<u>3</u>	16	0	2	11	3
Post-						
Test						
	Total	104	1	43	56	4

Chi Square = 61.246

Schools 1 and 2 - Non-Delinquents, Male

		<u>ATP Categories, Pre-Test</u>				
		<u>Total</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>
ATP	<u>0</u>	9	1	7	0	1
Cate-	<u>1</u>	142	0	100	40	2
gor-	<u>2</u>	110	1	20	76	13
ies,	<u>3</u>	14	0	3	8	3
Post-						
Test						
	Total	275	2	130	124	19

Chi Square = 75.816

Schools 3 and 5 - Non-Delinquents, Male

		<u>ATP Categories, Pre-Test</u>				
		<u>Total</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>
ATP	<u>0</u>	3	1	2	0	0
Cate-	<u>1</u>	57	2	34	18	3
gor-	<u>2</u>	87	2	26	51	8
ies,	<u>3</u>	16	0	2	5	9
Post-						
Test						
	Total	163	5	64	74	20

Chi Square = 44.382

Table XI. (cont'd)

School 4 - Non-Delinquents, Female

		<u>ATP Categories, Pre-Test</u>				
		<u>Total</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>
ATP	<u>0</u>	3	0	3	0	0
Cate-	<u>1</u>	63	0	54	8	1
gor-	<u>2</u>	53	0	19	32	2
ies,	<u>3</u>	10	0	1	6	3
Post-						
Test						
Total		129	0	77	46	6

Chi Square=50.963

Schools 1 and 2 - Non-Delinquents, Female

		<u>ATP Categories, Pre-Test</u>				
		<u>Total</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>
ATP	<u>0</u>	9	2	5	2	0
Cate-	<u>1</u>	195	0	136	58	1
gor-	<u>2</u>	78	0	23	52	3
ies,	<u>3</u>	5	0	0	2	3
Post-						
Test						
Total		287	2	164	114	7

Chi Square = 106.824

Schools 3 and 5 - Non-Delinquents, Female

		<u>ATP Categories, Pre-Test</u>				
		<u>Total</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>
ATP	<u>0</u>	5	1	4	0	0
Cate-	<u>1</u>	99	0	66	32	1
gor-	<u>2</u>	98	0	28	58	12
ies,	<u>3</u>	12	0	3	6	3
Post-						
Test						
Total		214	1	101	96	16

Chi Square = 37.561

The change on the ATP of non-delinquents by sex show little difference between the sexes for Schools 1 and 2; the males of Schools 3 and 5 contribute the negative shifts in the non-delinquent category. The males in the control school also show a very negative shift.

We next look at the delinquents by sex. See Table XII. next page.

Table XII.

ATP - Chi Squares and Statistical Significances,
Male and Female Delinquents

School 4 - Delinquents, Male

		<u>ATP Categories, Pre-Test</u>				
		<u>Total</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>
ATP	<u>0</u>	1	0	1	0	0
Cate-	<u>1</u>	8	0	6	2	0
gor-	<u>2</u>	40	1	7	29	3
ies,	<u>3</u>	18	0	0	7	11
Post-						
Test						
Total		67	1	14	38	14

Chi Square = 38.461

Schools 1 and 2 - Delinquents, Male

		<u>ATP Categories, Pre-Test</u>				
		<u>Total</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>
ATP	<u>0</u>	0	0	0	0	0
Cate-	<u>1</u>	11	0	6	5	0
gor-	<u>2</u>	34	0	5	19	10
ies,	<u>3</u>	11	0	0	1	10
Post-						
Test						
Total		56	0	11	25	20

Chi Square = 27.172

Schools 3 and 5 - Delinquents, Male

		<u>ATP Categories, Pre-Test</u>				
		<u>Total</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>
ATP	<u>0</u>	0	0	0	0	0
Cate-	<u>1</u>	20	0	7	12	1
gor-	<u>2</u>	38	0	3	33	2
ies,	<u>3</u>	22	0	2	7	13
Post-						
Test						
Total		80	0	12	52	16

Chi Square = 36.902

Table XII. (cont'd)

School 4 - Delinquents, Female

		<u>ATP Categories, Pre-Test</u>				
		<u>Total</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>
ATP	<u>0</u>	0	0	0	0	0
Cate-	<u>1</u>	2	0	2	0	0
gor-	<u>2</u>	15	0	4	11	0
ies,	<u>3</u>	14	0	0	8	6
Post-						
Test						
	Total	31	0	6	19	6

Chi Square = 18.750

Schools 1 and 2 - Delinquents, Female

		<u>ATP Categories, Pre-Test</u>				
		<u>Total</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>
ATP	<u>0</u>	0	0	0	0	0
Cate-	<u>1</u>	12	0	4	7	1
gor-	<u>2</u>	16	0	1	11	4
ies,	<u>3</u>	5	0	0	1	4
Post-						
Test						
	Total	33	0	5	19	9

Chi Square = 12.492 NS

Schools 3 and 5 - Delinquents, Female

		<u>ATP Categories, Pre-Test</u>				
		<u>Total</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>
ATP	<u>0</u>	0	0	0	0	0
Cate-	<u>1</u>	11	0	5	6	0
gor-	<u>2</u>	14	0	2	11	1
ies,	<u>3</u>	12	0	0	4	8
Post-						
Test						
	Total	37	0	7	21	9

Chi Square = 22.086

The positive female delinquents of Schools 1 and 2 have the extremely positive shift, while the negative male delinquents shift to positive. In Schools 3 and 5 the male and female shift changes are more alike, where those who were positive shift into either very positive or negative.

We next look at what differences could be attributed to either minority or dominant social status. The data from Schools 1 and 2 had no information about minority or dominant social status since that topic was a very touchy topic in the Lansing area during 1967. The students from Schools 3, 4, and 5 responded to an item about social status; thus the data for those schools will be sub-divided according to either minority or dominant group status and by sex.

See Table XIII. next page.

Table XIII.
ATP - Dominant and Minority,
Males and Females

Schools 3 and 5, Dominant Males

		<u>ATP Categories, Pre-Test</u>				
		<u>Total</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>
ATP	<u>0</u>	3	1	2	0	0
Cate-	<u>1</u>	73	2	41	26	4
gor-	<u>2</u>	110	1	28	74	7
ies,	<u>3</u>	26	0	3	6	17
Post-						
Test						
	Total	212	4	74	106	28

Chi Square = 88.880

Schools 3 and 5, Minority Males

		<u>ATP Categories, Pre-Test</u>				
		<u>Total</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>
ATP	<u>0</u>	0	0	0	0	0
Cate-	<u>1</u>	5	0	1	4	0
gor-	<u>2</u>	17	1	2	11	3
ies,	<u>3</u>	12	0	1	6	5
Post-						
Test						
	Total	34	1	4	21	8

Chi Square = 3.941 NS

Negative shifts by minority males may offset changes by dominant males.

Table XIII. (cont'd)

Schools 3 and 5, Dominant Females

		<u>ATP Categories, Pre-Test</u>				
		<u>Total</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>
ATP	<u>0</u>	5	1	4	0	0
Cate-	<u>1</u>	103	0	67	35	1
gor-	<u>2</u>	96	0	28	60	8
ies,	<u>3</u>	16	0	3	7	6
Post-						
Test						
Total		220	1	102	102	15

Chi Square = 52.279

Schools 3 and 5, Minority Females

		<u>ATP Categories, Pre-Test</u>				
		<u>Total</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>
ATP	<u>0</u>	0	0	0	0	0
Cate-	<u>1</u>	7	0	4	3	0
gor-	<u>2</u>	16	0	2	9	5
ies,	<u>3</u>	9	0	0	3	6
Post-						
Test						
Total		32	0	6	15	11

Chi Square = 13.382 NS

There was shifting around between the categories by dominant females while minority females shifted positively.

Table XIV.

ATP - Dominant and Minority,
Non-Delinquents and Delinquents

Schools 3 and 5, Dominant Non-Delinquents

		<u>ATP Categories, Pre-Test</u>				
		<u>Total</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>
ATP	<u>0</u>	8	2	6	0	0
Cate-	<u>1</u>	145	2	95	44	4
gor-	<u>2</u>	159	1	51	95	12
ies,	<u>3</u>	21	0	5	8	8
Post-						
Test						
Total		333	5	157	147	24

Chi Square = 66.296

Schools 3 and 5, Minority Non-Delinquents

		<u>ATP Categories, Pre-Test</u>				
		<u>Total</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>
ATP	<u>0</u>	0	0	0	0	0
Cate-	<u>1</u>	11	0	5	6	0
gor-	<u>2</u>	26	1	3	14	8
ies,	<u>3</u>	7	0	0	3	4
Post-						
Test						
Total		44	1	8	23	12

Chi Square = 11.694 NS

There was a slight negative shift by dominants, and there was a slight positive shift by minorities.

Table XIV. (cont'd)

Schools 3 and 5, Dominant Delinquents

		<u>ATP Categories, Pre-Test</u>				
		<u>Total</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>
ATP	<u>0</u>	0	0	0	0	0
Cate-	<u>1</u>	30	0	12	17	1
gor-	<u>2</u>	45	0	4	38	3
ies,	<u>3</u>	21	0	1	5	15
Post-						
Test						
	Total	96	0	17	60	19

Chi Square = 57.357

Schools 3 and 5, Minority Delinquents

		<u>ATP Categories, Pre-Test</u>				
		<u>Total</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>
ATP	<u>0</u>	0	0	0	0	0
Cate-	<u>1</u>	1	0	0	1	0
gor-	<u>2</u>	7	0	1	6	0
ies,	<u>3</u>	13	0	1	6	6
Post-						
Test						
	Total	21	0	2	13	6

Chi Square = 5.396 NS

The dominant delinquents shifted positively; minority delinquents also shifted positively.

CHAPTER IV.

SUMMARY AND CONCLUSIONS

Summary

We expected the students to learn to respect a policeman. Disrespect is seen on the ATP by the student being negative or extremely positive. It is obvious that the students who are negative on the ATP may be more disrespectful to police. The students who are very positive present more of a problem. The personal contact with police of these very positive students in the program should have resulted in these students shifting their attitudes in a negative direction. An accurate appraisal of the very positive students should have resulted in the program appearing to produce negative results. The question of the social significance of a positive or negative shift in attitudes needs careful consideration. The programmed personal contact with a policeman during the CYCP for some hostile youth should have resulted in a positive (less negative) response. Thus, a positive shift in attitudes, we would agree, is socially acceptable. The question is, at what point in the scale is a very positive response to be viewed as a negative social fact.

A second expectation of the CYCP would have been to reduce juvenile delinquency. At the age when more active forms of delinquency are being considered, the program attempted to provide interaction and reduce juvenile delinquency. In this fact, a study over a longer time period is required to validate the second hoped-for result.

Conclusions

As a community resource, the criminal justice personnel became just another part of the intricate social system experienced by those ninth-graders. The preparation of classroom content included a fair appraisal of police responsibilities, actions, and limitations. A fair appraisal of authority figures included a respectful attitude.

There was a mixed set of reactions to the CYCP. School 1, with more minority Blacks than any other school, showed the most positive significant shift. School 5, composed of middle-class dominant students, followed with a significant positive change for the non-delinquents, and an insignificant positive change for the delinquents. School 2 followed with insignificant positive shifts for both non-delinquents and delinquents. School 3 is last, with a very significant negative shift for the non-delinquents.

Taxing years for the police image were 1967 and 1968. This is reflected in the control school, School 4, which recorded a significant negative shift only equalled by one experimental school group, School 3 non-delinquents. With the given extreme negative shift in ATP in the control school, the CYCP showed a very significant positive result in all but School 3 non-delinquents. The CYCP came out as a significant program to offset the negative social changes during 1967/1968.

The pre-test differences between students to note are:

1. The delinquents were more negative initially than the non-delinquents.
2. Males were more delinquent than females (ratio of 2-1).
3. Minorities were more negative than dominants.

4. Non-delinquent females were more positive than non-delinquent males.
5. Delinquent females were the same in ATP as delinquent males.

The post-test differences due to the program to note are:

1. Delinquents are more resistant to change than non-delinquents, although both the dominant male and female delinquents had a positive shift, while the minority male delinquents had a slight negative shift and the minority female delinquents had a slight positive shift.
2. Males were not more resistant to positive change than females except for minority males who changed in a negative direction, and minority females who shifted in a positive direction.
3. Non-delinquents registered a slight negative shift in support of the idea that if students were very positive they could become more realistic. This happened to the dominant students who were more positive to the police on the pre-test, while the minority students, who probably were the females, registered a slightly positive shift since they were more negative to begin with.

We must note the lack of minority students in the data analysis after matching the student questionnaires. School 4, after matching, had only ten minority students, with experimental Schools 3 and 5 reporting twenty-five and forty-one minority students respectively. Experimental School 5 had enough minority students to begin the analysis at the non-delinquent level, but no substantial analysis could be made concerning minority status and delinquency with changes in the ATP.

The racial balances found in the classroom were not what the staff

had been led to expect, but even so we had seen enough minority students to convince us we were getting a representative sample. Only after the matching was completed was it apparent that the minority students were not completing both questionnaires, as were the dominant students. Given the assurances by the administration and teachers that the schools were racially balanced, as well as the staff impressions that there were indeed a sufficient number of minority students filling out the questionnaires, we are left to conclude that either better controls or better plans need to be made in future endeavors to find a complete percentage of minority students for test-retest comparisons.

We underscore the fact that the students were much more positive in their attitudes toward police than the adult planners had projected. An important observation was that there was little delinquency in these ninth-grade populations. We must consider that authorities, indeed, have much expected of them by the youth, and need to plan their programs accordingly.

Implications

An interesting question, not researched in this part of the CYCP, would have been for adult socializers to inquire into the matter of rejection of youth and youths' opinions by authority figures.

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APPENDICES

- A. Demographic Questionnaire
- B. Nye-Short, Self-Reported Delinquency
- C. Portune, Attitude Toward Police

APPENDIX A.

Demographic Questionnaire

INFORMATION SHEET

PERSONAL

Please remember, all information in this
questionnaire will be treated as confidential.

1. Your age: _____
2. Your grade: _____
3. You are: Male _____ Female _____
4. You are: White _____ Negro _____ Puerto Rican _____
Indian _____ Oriental _____ Other (specify) _____
5. Are your parents living?
Both living _____ Only father living _____
Only mother living _____ Neither living _____
6. Are your parents divorced or separated?
Yes _____ No _____
7. Do you live with:
Mother and father _____
Mother and stepfather _____
Father and stepmother _____
Mother _____
Father _____
Other (write in: _____)

APPENDIX B.

Nye-Short, Self-Reported Delinquency

INCIDENT SURVEY

Most of us have done at least a few things which might be considered wrong. On this part of the questionnaire we would like you to check the number of times you have done each of the things listed. Remember, all your answers will be held in strictest confidence by ourselves. No one else will ever see your answers. Please read each item carefully and then circle the number of times (if any) you have done this sort of thing.

1. Drive a car without a driver's license or permit?
(1) Very often (2) Several times (3) Once or twice (4) No
2. Skipped school without a legitimate excuse?
(1) Very often (2) Several times (3) Once or twice (4) No
3. Run away from home?
(1) Very often (2) Several Times (3) Once or twice (4) No
4. Defied your parents' authority (to their face)?
(1) Very often (2) Several times (3) Once or twice (4) No
5. Taken little things (worth less than \$2.00) that didn't belong to you?
(1) Very often (2) Several times (3) Once or twice (4) No
6. Taken things of medium value (between \$2.00 and \$50.00)?
(1) Very often (2) Several times (3) Once or twice (4) No
7. Bought or drank beer, wine, or liquor?
(1) Very often (2) Several times (3) Once or twice (4) No
8. Purposely damaged or destroyed public or private property that did not belong to you?
(1) Very often (2) Several times (3) Once or twice (4) No

APPENDIX C.

Portune, Attitude Toward Police

The attached opinion sheet is not a test. Please fill it out completely and honestly. Your name will not be attached to it.

After each of the twenty statements on the opinion sheet, you will find a set of letters. These mean:

SA - "I strongly agree."

A - "I agree."

U - "I am not certain if I agree or disagree."

D - "I disagree."

SD - "I strongly disagree."

Read each statement. Then circle the letter code that best expresses your own personal opinion or feeling about the statement. Example:

ABRAHAM LINCOLN WAS A GREAT MAN. (SA) A U D SD

The letters SA in the example have been circled to show that the reader strongly agrees with the statement.

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Uncer- tain</u>	<u>Dis- agree</u>	<u>Strongly Disagree</u>
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. 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 instead of help.	SA	A	U	D	SD
17. Police are brave men.	SA	A	U	D	SD
18. 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

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