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IN-SERVICE LEGAL TRAINING  
FOR LAW ENFORCEMENT OFFICERS:  
AN EVALUATION OF VIDEOTAPED  
CRIMINAL LAW LECTURE-WORKSHOPS

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By  
Kenneth E. Christian

AN ABSTRACT OF A THESIS

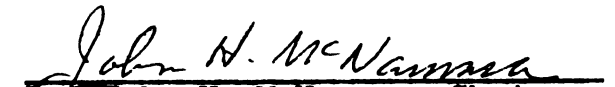
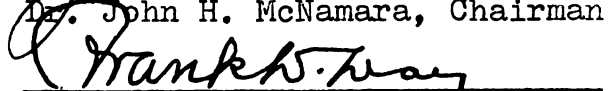
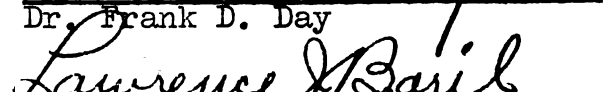
Submitted to  
The College of Social Science  
Michigan State University

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In Partial Fulfillment  
of the Requirements for the Degree  
MASTER OF SCIENCE  
School of Criminal Justice

1970

Approved:

  
Dr. John H. McNamara, Chairman  
  
Dr. Frank D. Day  
  
Professor Lawrence J. Baril

## ABSTRACT

IN-SERVICE LEGAL TRAINING FOR LAW ENFORCEMENT OFFICERS:  
AN EVALUATION OF VIDEOTAPED CRIMINAL LAW LECTURE-WORKSHOPS

by

Kenneth E. Christian

Purpose

Budget and manpower limitations, inadequate physical facilities, and a lack of competent available instructors are some of the training problems facing police administration. Even when some of these obstacles are overcome, our decentralized form of local police organization makes it difficult to bring law enforcement officers together for any type of in-service training.

Criminal law is one of the many subjects in which police officers desire further training. The Institute for Community Development and the School of Police Administration at Michigan State University brought locally and nationally known speakers to the campus to videotape criminal law lectures. The videotapes were presented to law enforcement officers in ten two-day workshops throughout the state of Michigan by Frank D. Day, Professor of Police Administration with the assistance of Kenneth E. Christian, Police Training Specialist.

### Methodology

The research design was a test-retest of experimental and comparison groups. The workshop participants were asked to complete a pretest of cognitive and attitude questions prior to and immediately following the two-day workshops.

Group changes on the attitude test were tested for significance with Wilcoxon's T. Group changes on the cognitive test were tested for significance by using the difference-of-means test involving the t distribution. The data was analyzed by department size, job function, job level, years of service and amount of training.

### Results

Results of the cognitive test demonstrated that, at the conclusion of the program, participants did possess more accurate information than they had possessed prior to the program. Officers did not gain knowledge when exposed to training material which they felt was irrelevant. The amount of information gained varied with the topics covered and their relevance to the participants.

In general, pre-existing attitudes were strengthened after exposure to the workshops. Those concepts which were viewed in a favorable light at the beginning of the program,

Kenneth E. Christian

gained in a positive direction. Those concepts which were seen as unfavorable prior to the workshop, and which were emphasized during the workshop, gained in a negative direction. Those concepts which were only lightly touched upon or ignored showed almost random shifts in direction and, for the most part, were non-significant in magnitude.

IN-SERVICE LEGAL TRAINING  
FOR LAW ENFORCEMENT OFFICERS:  
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CRIMINAL LAW LECTURE-WORKSHOPS

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A Thesis  
Presented to  
The Faculty of the School  
of Criminal Justice  
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In Partial Fulfillment  
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Master of Science

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by  
Kenneth Edward Christian

1970

DEDICATION

In Memory of my Father

Edward H. Christian

whose dedication to law enforcement and  
public service I strive to approach.

## ACKNOWLEDGMENTS

I wish to acknowledge the financial support given to me in the form of a fellowship for graduate study by the Law Enforcement Assistance Administration of the Department of Justice, Washington, D. C. Without their support, I would not have been able to devote my time and studies to this project

Similarly, I wish to acknowledge the support of the staff of the Institute for Community Development, who, as sponsors of "The Officer and The Law" project, underwrote many of my research expenses, provided me with a program to evaluate, and gave me access to the officers from whom I obtained my information.

I wish to acknowledge the following persons:  
Dr. Betty Giuliani, whose invaluable direction and assistance made this study possible; Mrs. Alison Hubbard, who designed the participant evaluation study; Professor Frank Day, for his editing of the legal questions used in the study and for his daily assistance and comradeship during the weeks of data collection; my wife Ellen, who toiled for months transforming my handwriting into several typewritten drafts; Mrs. Diane Steggerda, for her editorial assistance; Mrs. Sheryl Ten Broeke, for

her patience in waiting for and typing the final product;  
the Law Enforcement Officers of Michigan, for their  
cooperation and assistance; Professors John H. McNamara  
and Lawrence J. Baril for their advice and support.



## TABLE OF CONTENTS

	PAGE
LIST OF TABLES . . . . .	ix
CHAPTER	
I. THE PROBLEM OF IN-SERVICE POLICE TRAINING	1
Nationwide Concern . . . . .	1
Police Concern . . . . .	2
Criminal Law Training . . . . .	4
II. REVIEW OF THE LITERATURE . . . . .	6
Television and Training . . . . .	6
Do students learn by television? . . .	7
How do students taught by videotape compare with those taught by other media? . . . . .	8
What must training officers consider before using films and videotapes? .	10
How are learning processes affected when film or videotape is supple- mented by discussion? . . . . .	11
How effective are training lectures as a means of changing attitudes? . . .	11
Are videotapes as effective in changing attitudes as live lectures? . . . .	12
How can a training officer use a video- tape or film to shape or change attitudes? . . . . .	13

CHAPTER	PAGE
Summary . . . . .	14
III. HYPOTHESES . . . . .	17
IV. METHODOLOGY . . . . .	22
Workshop Procedure . . . . .	22
General Format . . . . .	22
Limitations Due to Test Construction and Data Collection . . . . .	26
Design . . . . .	31
Measurement . . . . .	32
Sampling . . . . .	36
Procedure . . . . .	36
Subjects . . . . .	38
Department size . . . . .	40
Function and level . . . . .	43
Years of experience as full-time officer . . . . .	47
Summary of Characteristics of Participants . . . . .	51
V. ANALYSIS OF RESULTS . . . . .	52
The Cognitive Test . . . . .	52
Total Group Results . . . . .	52
Program content . . . . .	55
Job function . . . . .	55

CHAPTER	PAGE
Job level . . . . .	56
Years of experience . . . . .	57
In-service training . . . . .	58
Qualifications of Results . . . . .	58
The Attitude Test . . . . .	59
Opinion Statements . . . . .	62
Paired Comparisons . . . . .	62
Semantic Differential . . . . .	68
Program content . . . . .	69
Job function . . . . .	78
Job level . . . . .	78
Years of experience . . . . .	81
Summary of Results of the Information Survey . . . . .	82
Cognitive Gain . . . . .	82
Opinion Change . . . . .	83
Semantic Differential . . . . .	84
VI. CONCLUSIONS AND RECOMMENDATIONS . . . . .	86
Conclusions . . . . .	86
Recommendations . . . . .	89
Objectives . . . . .	89
Background Differences . . . . .	90

CHAPTER	PAGE
Post-Workshop Experience . . . . .	91
Workshop Schedules . . . . .	92
BIBLIOGRAPHY . . . . .	94
APPENDIX A. Information Survey Form A . . . . .	100
B. Information Survey Form B . . . . .	124
C. Participant Evaluation Form . . . . .	146
D. Results of Participant Evaluation Survey . . . . .	151
E. Workshop Announcement . . . . .	159
F. Workshop Schedule . . . . .	160

## LIST OF TABLES

TABLE		PAGE
I.	Workshop Locations and Attendance . . . .	37
II.	Number of Participants by Department Size . . . . .	41
III.	Department Size Groups . . . . .	43
IV.	Function and Level . . . . .	45
V.	Levels Attained Within Each Function . .	46
VI.	Experience as Full-Time Officer . . . . .	48
VII.	In-Service Training in Past Two Years . .	50
VIII.	Mean Scores and Significance Levels on Cognitive Test: By Job Function, Job Level, Years of Experience, and Hours of In-Service Training . . . . .	53
IX.	Index of Difficulty Differences: Compari- son Group Results . . . . .	60-61
X.	Agreement . . . . .	63
XI.	Split Opinion . . . . .	64
XII.	Disagreement . . . . .	65
XIII.	Paired Comparisons: Number and Percentage Selecting Each Option . . . . .	67
XIV.	Direction of Change and Level of Significance for Ten Concepts Included in the Semantic Differential: By Job Function, Job Level, and Years of Experience . . . . .	70-72

## TABLE

## PAGE

XV.	Pretest Mean Scores, Posttest Mean Scores, and Significance Levels for Ten Concepts Included in the Semantic Differential: By Job Function, Job Level, and Years of Experience . . . . .	75-77
XVI.	Pretest Mean Scores and Posttest Mean Scores for the Five Semantic Differential Concepts Showing the Greatest Change: Job Level by Years of Experience . . . . .	79

## CHAPTER I

### THE PROBLEM OF IN-SERVICE POLICE TRAINING

#### I. NATIONWIDE CONCERN

Books, periodicals, and newspapers abound with statements deploring the lack of intensive in-service training for police officers. A recent, exhaustive and authoritative study conducted by the President's Crime Commission exemplifies the current concern.

Deficiencies in current police training are not limited to recruit programs. New laws are enacted and old ones amended; the enforcement needs of a community change, and new concepts of police technology and department policy emerge. These facts dictate that training be a continuing process.<sup>1</sup>

Advanced training and education is an important requirement if the law officer is to achieve the competence now demanded. "This recognized need is receiving increased attention from the educational institutions, the police and other organizations, and at all levels of government."<sup>2</sup>

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<sup>1</sup>The President's Commission on Law Enforcement and Administration of Justice, Task Force Report: The Police (Washington: Government Printing Office, 1967), p. 139.

<sup>2</sup>Ibid., p. 75.

The National League of Cities, recognizing the significance of police training, stated that:

The enforcement of laws and the regulation of human behavior in our complex urban society requires .... providing veteran officers with regular refresher training as well as specialized training in selected areas of knowledge.<sup>3</sup>

## II. POLICE CONCERN

Police administrators throughout the country are conscious of the present deficiencies of police training. Inevitably, when they praise a program, it is an extensive training session for recruits, ignoring the problem of in-service training. When asked, "What is the number one problem in police training as you see it?" administrators replied:

How can the police be trained to handle society's changing concepts? How can higher education and the police mutually engage in research which will result in much needed answers to on-the-scene police action?

We must improve in-service police training to serve as a stop-gap measure while we work to attract more highly educated policemen and until we can provide opportunities for present officers to involve themselves in higher education.

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<sup>3</sup>Ibid.



... we must look to those established disciplines, to business and industry, to education, in order to determine better methods of presenting **those** training materials presently provided to police recruits and veteran officers. Many developments in these and other fields of endeavor might adequately serve to update presentation methodology of training and educational materials for police practitioners.<sup>4</sup>

From this expression of concern, it is apparent that police administrators, though aware of the insufficient programs for veteran policemen, lack the proven training tools which would help correct the situation.

A recent study reported that while policemen believed recruit training had been invaluable to them, they experienced a mounting anxiety over the years because of their inability to keep pace with the legislative changes and judicial interpretations of criminal law.<sup>5</sup> This anxiety was also expressed in questionnaires completed by the police officers attending the telephonic-lecture series, "Arrest, Search, and Seizure", sponsored by Michigan State University in 1967.

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<sup>4</sup>"The Number One Problem in Police Education and Training As Seen by Six Police Administrators," Police Chief, 37:8, August, 1970, p. 16.

<sup>5</sup>Richard A. Wild, "An Evaluation of the Law Enforcement Training Program Basic Police Course at Michigan State University" (unpublished Masters thesis, Michigan State University, East Lansing, 1965), p. 98.

Some problems of police training in any state are budget and manpower limitations, inadequate physical facilities, and a lack of competent available instructors. In addition, our decentralized form of local police organization makes it difficult to bring law enforcement officers together for any type of in-service training. A few isolated departments are known for their in-service training programs, but not so much for their program quality, as for the simple fact of their existence.

### III. CRIMINAL LAW TRAINING

Criminal law is one of the many subjects in which police officers desire further training. Criminal law is unique as a training subject for several reasons. In the first place, it changes with each session of the legislature and each term of the Supreme Court. Secondly, no local attorney or prosecutor has enough time to study and research all of these changes adequately. Thirdly, even if a local prosecutor is able to stay abreast of these changes, he does not have time to travel the state to lecture and assist 15,000 officers.

When the officers are exposed to a criminal law training session, they are not satisfied with a superficial treatment of those things they should know.

They need and want in-depth instruction from those persons whose expertise they respect. The problem, then, is how can all police officers in a state be brought up to date and kept informed on technical and specific subjects such as "Criminal Law" and "Recent Court Decisions." In this study, videotaped criminal law lecture-workshops are evaluated as a solution to this problem.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### I. TELEVISION AND TRAINING

How relieving it is for a training officer to turn on a television set or movie projector and see a program which he could never have produced in his classroom. Many training officers use this 'relief' as the sole criterion to measure the effectiveness of media. They believe that videotape and films are merely substitute training officers. But, media can only be effective when students are prepared, when direct or indirect feedback is provided for, and when an instructor is available to the student as a resource person.

The efficient use of videotape and films in a training classroom can be compared to an operating amphitheater. In the amphitheater, the task of the nurse is to prepare and condition the patient so that he will be receptive to the operation. When the operation is over, the nurse steps in for the post-operative care. The success or failure of the operation depends to a large degree on the competence and concern of the nurse. In the training classroom, the task of the

training officer is similar to that of the nurse. He must fully prepare the student for the **TV instructor**. Moreover, at the end of the program, he must assume the responsibility for the follow-up care. He must see to it that the objectives of the videotaped lesson have been accomplished. Depending upon the feedback from the students, he may need to reinforce the lesson or even re-teach it.<sup>6</sup>

A training officer who does little more than turn the videotape recorder or projector on and off is not fulfilling his responsibility. There are several questions with which he should be concerned.

#### Do Students Learn by Television?

This may be an unnecessary question, since the answer by now is obvious, Belson (1956) found that after exposure to two 10 minute programs, 70% of his sample of 250 subjects showed "sufficient grasp of the full major main point."<sup>7</sup> Rock, Duva and Murray (no date)

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<sup>6</sup>Betty Gray, "Evaluating the Television Program," Audiovisual Instruction, 14:38, May, 1969.

<sup>7</sup>W. A. Belson, "Learning and Attitude Changes Resulting from Viewing a Television Series 'Bon Voyage'," British Journal of Educational Psychology, 26:38, 1956.

reported that army officers and enlisted men made significantly higher scores after exposure to a series of eight one-hour telecasts than they made on a pretest.<sup>8</sup>

Trainees who believe that the material to which they are being exposed will have an early use or will be subject to testing at an early date tend to learn more than others who do not have these attitudes. Thus, pointing out the personal relevance of instructional material to trainees may have an important effect on the degree to which the material is learned.<sup>9</sup>

How Do Students Taught by Videotape Compare with Those Taught by Other Media?

Tannenbaum (1956) found there was no significant difference between students exposed to live TV instruction and those exposed to the same lessons through a telephone hookup (telelecture). A group which viewed videotapes, however, did significantly better than the telelecture group. Both the live TV and videotape

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<sup>8</sup>R. T. Rock Jr., J. S. Duva, and J. E. Murray, Training By Television: A Study In Learning and Retention, (Port Washington, L. I., N. Y.: Special Devices Center, SDC Report 476-02-3, no date).

<sup>9</sup>L. P. Greenhill, Research in Instructional Television and Film (Washington D.C.: U. S. Department of Health, Education, and Welfare, 1967) p. 13.

groups did significantly better than a group which read the material only. There was no significant difference between those who read the material and those who listened via the telelecture.<sup>10</sup>

In a study of Air Force recruits, Jackson (no date) found that when a film or videotape was announced as such, students did significantly better on test scores than when a film or videotape was announced as a "training film". Later tests proved that newness of the medium explained the differences. Repetition of the study five years later challenged its validity.<sup>11</sup>

Two studies, one by Berger (1962) and the other by Bickel (1965), found that live presentations of content were as effective as videotaped content presentations.<sup>12</sup>

On the basis of a study by Taylor (1969), it would appear that videotaped interaction is as effective as

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<sup>10</sup>P. H. Tannenbaum, "Instruction Through Television: A Comparative Study" (Urbana: Institute of Communication Research, University of Illinois, June, 1956), (Duplicated.)

<sup>11</sup>R. Jackson, Learning From Videotapes and Films, (Port Washington, L.I., N.Y.: Special Devices Center, Technical Report SDC-20-TV-1), (no date).

<sup>12</sup>E. J. Berger, "An Investigation of the Effectiveness of Televised Presentation," Dissertation Abstracts, 1962, 23, 1552; and R. F. Bickel, "A Comparative Analysis of the Effect of Television Instruction on Achievement in a College Mathematics Course For Elementary Teaching Majors," Dissertation Abstracts, 1965, 25, 5777.

live interaction and that a combination of videotaped interaction and live interaction is the most effective organization.<sup>13</sup>

A review of 114 experimental studies of college and military investigations comparing television and classroom instruction noted that while nine studies yielded results favoring television, and seventeen studies yielded results favoring classroom instruction, eighty-eight studies produced no significant differences.<sup>14</sup> Therefore, it can safely be assumed that there is no real difference in a student's learning or retention in regard to whether or not a lecture or demonstration is presented in person or by television.

What Must Training Officers Consider Before Using Films and Videotapes?

Films and videotapes will be effective if they do not try to cover too much ground too rapidly - that is, if they concentrate on a limited amount of material. They will be most effective if they are structured to

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<sup>13</sup>David R. Taylor, Edra Lipscomb, and Robert Rosemier, "Live Versus Videotaped Student Teacher Interaction," AV Communication Review, 17:51, Spring, 1969.

<sup>14</sup>W. Schramm, "Mass Communication," Annual Review Of Psychology, 13:251-284, 1962.





accommodate the trainee's viewpoint by considering his current level of readiness to learn, his interest in learning, and the difficulties he is likely to encounter in the process.<sup>15</sup>

How Are Learning Processes Affected When Film or Videotape is Supplemented by Discussion?

Instruction by film (or videotape) can be profitably supplemented by holding discussions or lectures before or after the film or videotape presentation.<sup>16</sup>

How Effective Are Training Lectures As a Means of Changing Attitudes?

Much of today's police training has to do with policy formation which includes the shaping of attitudes toward a policy. A training officer must be cognizant of the effects of media and of combinations of training methods on shaping attitudes.

A skillful lecturer may be fairly successful in transmitting conceptual knowledge to a group of trainees

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<sup>15</sup>M. May and A. A. Lunsdaine, Learning From Films (New Haven, Connecticut: Yale University Press, 1958).

<sup>16</sup>C. R. Carpenter and L. P. Greenhill, "An Investigation Of Closed Circuit Television For Teaching University Courses," Report No. 2, Instructional Film Research Program. (University Park: Pennsylvania State University, 1955).

who are ready to receive it; however, all the evidence available indicates that the nature of the lecture situation ~~m~~akes it of minimal value in promoting attitudinal or behavioral change.<sup>17</sup>

Are Videotape Lectures As Effective In Changing Attitudes As Live Lectures?

Perception can be defined as an information extraction process. Information is gained from various cues in a given situation. If more cues are available, more information can be gained. Information is defined as more than facts; it includes undefined impressions, attitudes, etc. In two similar settings, then, the one with more available cues will provide a richer amount of information. A video presentation has fewer cues available than a live presentation, including such cues as distinguishable facial features, color, two dimensionality, quality of voice, etc.

If cues can be broadly defined, the credibility of the presenter can also be included as a cue. Hovland and Weiss (1952) demonstrated that the credibility of the

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<sup>17</sup>W. McGehee and P. W. Thayer, Training In Business And Industry (New York: McGraw-Hill, 1961).

presenter is a significant variable in determining attitude **change**.<sup>18</sup> A presenter who is standing before his class or group is potentially capable of being challenged or questioned concerning the material. Therefore, he is more likely to be considered a creditable source, one who is committed to his message, than the individual who makes his presentation by videotape, leaving no opportunity to be challenged.

The results of a study (Croft et al., 1969) strongly support the hypothesis that the presentation of propaganda via videotape would be less effective in producing attitude change than a live, in-person presentation of the same material.<sup>19</sup>

#### How Can A Training Officer Use A Videotape Or Film To Shape Or Change Attitudes?

Numerous comparisons between lectures and discussions as a means of affecting behavioral change in supervisors

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<sup>18</sup>C. I. Hoveland and W. Weiss, "The Influence Of Source Credibility On Communication Effectiveness," Public Opinion Quarterly, 15:635-650, 1952.

<sup>19</sup>Roger G. Croft et al., "Comparison of Attitude Changes Elicited by Live and Videotape Classroom Presentations," AV Communication Review, 17:3:315-321, Fall, 1969.

and managers indicate that discussion of material in small groups will be more effective than lectures, particularly if a change in behavior is incumbent first upon a change in attitude. Levine and Butler (1952) found that discussion brought about a change in attitude and behavior while a lecture did not.<sup>20</sup>

Trainees who spent half an hour discussing a film on prejudice later retained most of the change the film had made in their attitudes. Those who did not discuss the film tended to shift back to their original positions.<sup>21</sup>

## II. SUMMARY

Trainees can learn from videotape, film, or television lectures as well as from a live lecture. Learning through any media is almost always enhanced when the preparation encompasses the trainee, the media, and the instructor, and makes provisions for feedback and follow-up through discussion.

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<sup>20</sup>J. Levine and J. Butler, "Lecture Versus Group Decision In Changing Behavior," Journal of Applied Psychology, 36:29-33, 1952.

<sup>21</sup>F. T. Staudohar and R. G. Smith Jr., "The Contribution of Lecture Supplements to the Effectiveness of an Attitude Film," Journal of Applied Psychology, 40:109-111, 1956.

Lectures by themselves are of little value in promoting attitudinal or behavioral change. When a lecture is videotaped or filmed, many of the perceptual cues which are obvious at the live presentation are not later available to the trainee watching the videotape or film. The credibility of the lecturer is one of these cues that cannot be fully transmitted on videotape due to the lack of opportunity for challenge. The ways in which trainees perceive the role and prestige of the lecturer appear to be important factors in the communication process.

Though videotape has proved itself as an efficient means of transmitting knowledge, there is almost no evidence to support its value in promoting attitudinal or behavioral change. Discussion, however, has proven to be a means of affecting attitudinal and behavioral change. The next step is to use the two techniques in a complementary method to produce both a gain in knowledge and a change in attitude and behavior.

The possibility of combining the two techniques leads to some interesting questions regarding the police training program: Can videotaped criminal law lectures followed by discussion have a significant effect on law enforcement officers? Will this training result in the understanding of recent court decisions? If learning

does take place, do officers feel this training is applicable to their jobs? Who benefits most from this type of training? Will an expected gain in knowledge be accompanied by a change in attitude?

## CHAPTER III

### HYPOTHESES

As a means of answering some of the questions which have been posed in the "Review of the Literature," a series of hypotheses were developed for testing.

#### Program Content (1)

Cognitive change (a). The workshop will produce an overall cognitive gain for participants.

Rationale - On the face of it, the hypothesis that there will be cognitive gain from attending the two-day workshop appears valid. Since the workshop covers topics of both limited and general interest, it is hypothesized that the amount of gain will be directly related to the job function of the officer. Since the subject matter is basically for the crime investigators, they will make the greatest cognitive gains, followed by those in patrol, administration, and traffic in a descending order.

Attitude change (b). There will be significant change in attitudes in a positive direction on those concepts which the police feel assist them in their work, e.g. line-up, right to counsel, interrogation



techniques. There will be significant change in attitudes in a negative direction on those concepts which the police feel make their work more difficult, e.g. non-violent disobedience, exclusionary rule, Miranda warnings.

Rationale - Officers come to a workshop looking for tools to solve practical problems. They will sift the material presented and will relate to those things which most affect their daily procedures. Officers will react favorably to recent court rulings which assist them in their everyday problems. Likewise, they will react just as much, but in a negative manner, towards perceived restrictions placed on their conduct.

### Job Function (2)

#### Cognitive and attitude change (a) and (b).

Investigators, patrol officers, command personnel and traffic specialists will rank in descending order on both cognitive gain and attitude change.

Rationale - The closer the officer's function is to the content of the training session, the more knowledge he will gain, and the more his attitude will be affected.

Job Level (3)

Cognitive change (a). Knowledge gain will be (1) more significant in a positive direction for supervisors, than for patrol level officers, and (2) more significant in a positive direction for patrol officers than for command officers.

Rationale - Supervisors are the men most directly charged with implementing policy, responding to questions, and enforcing correct procedures. Therefore, they will be most responsive, either positively or negatively, to change. Patrolmen, too, are influenced by the experts and eager to make their job more rewarding and less conflicting. Because they are also instant decision makers, they are sensitive to workshops such as these.

Attitude change (b). Depending on the direction of the hypothesis, this shift will be (1) more significant for supervisors than for patrol level officers, and (2) more significant for patrol level officers than for command officers.

Rationale - As in the proceeding Rationale, patrolmen on the street are responding to citizen or situation demands. They will respond more negatively or positively to law changes which they feel make their work easier or

more difficult. Commanders, who are somewhat removed from working within the guidelines called for by recent court decisions, will show less attitude change.

#### Years of Experience (4)

Cognitive change (a). Cognitive change will be most significant in officers with 5 to 20 years service, less significant in those with under 5 years service, and least significant in those with over 20 years service.

Rationale - This program is aimed at experienced officers, detectives, supervisors, and command personnel. The less experienced officer may find this material quite advanced. Officers approaching or beyond retirement age may not accept change.

Attitude change (b). Attitude change will be strongest in those officers with the shortest lengths of service (1-5 years) and weakest in those officers with the longest lengths of police service (over 20 years).

Rationale - Younger officers will be less dogmatic and more receptive to new court rulings than older officers.

#### In-Service Training (5)

Cognitive change - This will be most significant in those officers with some in-service training (48-100 hours) during the past two years. The change will be

less for those officers with much training (over 100 hours) and with little training (less than 48 hours) in the past two years.

Rationale - As previously stated, this workshop presumes a good basic criminal law foundation. Those officers with some in-service training (48-100 hours) will have had enough recent training to respond to the law concepts, but possibly will not have had enough opportunity to question and fully understand them. These officers may bring both an interest and a foundation on which learning may take place. This workshop is designed to clarify these nebulous concepts. Those officers with little training will not be equipped to respond to the concepts. Those with much recent training may approach the workshop with a comprehensive background in these areas. Although their understanding of the concepts may be improved, the new knowledge gain will be limited.

## CHAPTER IV

### METHODOLOGY

#### I. WORKSHOP PROCEDURE

##### General Format

On June 17, 18, and 19 the Institute for Community Development brought locally and nationally known speakers to Michigan State University to videotape criminal law lecture-discussion sessions. Each of the three days was devoted to a specific topic: (1) Civil Disturbance and Riot Legislation; (2) Interrogation and Confession; and (3) Recent U.S. Supreme Court Decisions, particularly concerning confessions, line-ups, arrest, search and seizure. After each topic was presented, participants were able to ask questions.

The videotaping was done by Michigan State University Closed Circuit TV on studio production two-inch tape. Later, in order to use lighter, more mobile equipment in the workshops, the original two-inch tapes were reduced to one-inch tapes. At the same time, it was decided to delete the question and answer sessions so that more discussion time would be available for the area workshops.

A total of eight hours of videotape lecture was prepared, for presentation in the two-day workshops.

Ten workshop locations were selected by the Institute for Community Development (see Workshop Announcement, Appendix E). The Michigan State University Regional Continuing Education Directors arranged for the physical facilities and notified local law enforcement agencies in their areas about the workshops. Announcements also were sent to every law enforcement agency and prosecutor's office in the state. Each workshop was limited to forty participants, and preregistration was requested.

The schedule and format for each workshop were basically the same (see Schedule, Appendix F). Each workshop began at nine o'clock on the first day with a brief self-introduction by the discussion leader, Frank D. Day, Professor of Criminal Law, School of Police Administration, Michigan State University. Professor Day then introduced Kenneth Christian, a Department of Justice Research Fellow doing graduate work in Police Administration at Michigan State University and research assistant for these workshops. Mr. Christian briefed the workshop participants of the following points:

1. That the workshop was sponsored by the Institute for Community Development and the School of Police Administration at Michigan State University;

2. That this was a pilot project;
3. That because it was a pilot project an evaluation was being carried out and the participants were asked to cooperate;
4. That the effectiveness of this type of workshop would be evaluated, in part, from the results of this evaluation; and
5. That the evaluation could only be completed satisfactorily if the participants completed the forms both at the beginning of the first day and at the end of the second day.

Booklets for Form A (see Appendix A) of the Information Survey (pretest) were then distributed and participants were asked to place the last five digits of their home phone number on the cover sheet (to be used as a code number in matching pretest, posttest, and evaluation form) and on the answer sheet. (The answer sheet was used only for the cognitive test. Opinion answers were recorded in the booklet.)

The research assistant then gave the following instructions:

**It is** important that you do not skip any questions. Decide quickly how you feel and put down your first impressions. There are no "right" or "wrong" answers to any of the questions other than the first section which has True or False and Multiple Choice questions. Work fast and give an honest response. Do not consult with anyone else. If you have a question, raise your hand and I will try to clarify things for you.

After the pretest was completed and collected, the videotape lecture was started. Two twenty inch television monitors were placed in the front of the room. One of the monitors and the videotape recorder at the rear of the room provided the sound.

The original plan had been to run, without interruption, the videotape materials from fifteen to sixty minutes per complete lecture, followed by thirty to sixty minute discussions, with morning and afternoon coffee breaks and a lunch hour. Original plans also called for posttesting after the last discussion period of the second day, followed by completion of the participant-evaluation form. However, during the first workshop, it became apparent that changes in the original rigid schedule were necessary.

Most of the alterations were instituted to make the schedule more flexible and the videotape presentations more meaningful to the participants. Rather than waiting until the end of a complete lecture, the videotape was stopped at the conclusion of points of interest in each presentation, and Professor Day answered questions and summarized points when appropriate. Either a break or more videotape followed each discussion period. Some topics evoked much more discussion than others. This was



noted on the first day of the first workshop at Detroit. Because it was then anticipated that the videotape on recent court decisions might provoke a great deal of discussion and thus squeeze the time for completing the posttest and evaluation forms, this topic was switched to the morning of the second day, the posttest and evaluation forms switched to the middle of the second afternoon, and the lecture "Criminal Interrogations Within the Legal Rules" was scheduled for the latter part of the afternoon. As a result of this change, the posttest, Form B, (see Appendix B) was completed and collected before participants had heard the last lecture; the Participant Evaluation Form (see Appendix C) was not collected until the final lecture was over.

#### Limitations Due to Test Construction and Data Collection

The videotapes, which served as the subject matter content for the semantic differential and cognitive test items, were not available until two weeks before the first workshop was held. It was not possible, therefore, to run a trial of the items before incorporating them into the instrument.

The instrument was designed to specifically test for the material presented in the videotaped lectures. The

pre-testing of the concepts and the elimination of some to which there was no response made it more relevant. The cognitive material was taken from the live lectures themselves, and it served as a primer for the thinking process. As such, it could not help but act somewhat as a teaching device.

Time constraints also ruled out a "dry-run" of the instruments in conjunction with the final videotape program.

Differences due to mechanical factors were kept to a minimum by checking individual booklets for poor printing, duplicate pages, missing pages, and improper stapling, and by providing extra pencils. Uniform instructions were given by the research assistant to all participants at each workshop and to the comparison groups.

One question, number seventeen on the cognitive test of Form B (see Appendix B), had two possible correct answers. This was discovered at the first location and corrected by printing new options, four and five, to that question and pasting them over the existing options. A few of the questionnaires had duplicate pages, but the subjects just ignored this. None of the completed tests had any pages missing.

There was surprisingly little grumbling from the officers about having to complete the unannounced Information Survey. The personnel who coded the Information Surveys commented several times on the accuracy and thoroughness of the officers in completing these forms. In general, the officers were enthusiastic, and many asked how they could obtain the results of the study.

There were some isolated comments made about the method of identification on the Information Survey by some of the officers from the larger cities. Those who questioned the anonymity of the last five digits of their home phone number were told that they could use any five numbers, such as part of their military serial number or social security number. One subject used "12345." Two others used one set of numbers on the pretest and only some of the same numbers on the posttest. These tests were matched by the similar numbers used and the handwriting. This method of anonymity was provided to encourage the subjects to give honest responses. Webb, however, notes that even the device of anonymity itself may lead to validity threats.<sup>22</sup>

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<sup>22</sup>Eugene J. Webb et al. Unobtrusive Measures (Chicago: Rand McNally and Company, 1966), p. 15.

The same setting could not be provided for all the workshops. Various differences in comfort and distractions were experienced.

Both the discussion leader and the research assistant felt that their law enforcement backgrounds and experience assisted them in establishing good rapport with the workshop participants. Subtle biases unintentionally provided by the investigator, the subjects' awareness of being tested, and other factors may always provide potential sources of error.<sup>23</sup>

The workshops were affected by a number of unforeseen happenings. Participation ranged from sixteen to fifty-two officers. Poor response in a few locations was blamed on lack of communication, poor facilities, politics, and the Governor's declaration of a holiday to celebrate the moon landing.

The facilities definitely affected attendance. Those sites which were familiar to the officers, i.e. Police department classrooms such as those in Detroit and Ann Arbor, or continuing education centers such as those

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<sup>23</sup>Donald T. Campbell and Julian C. Stanley, Experimental and Quasi-Experimental Designs for Research (Chicago: Rand McNally and Company, 1968), p. 20.

in Benton Harbor, had above average attendance. Remote high school and college campuses were not attractive locations.

Classroom sizes ranged from a 30' X 30' room to an auditorium; ventilation varied from none to air conditioning; outside distractions escalated from none in the auditorium to opera auditions across the hall from the unventilated crowded room.

Equipment failure was not a serious problem. In two different locations, due to machine difficulties, the picture was distorted. The participants accepted this, closed their eyes and listened. Discussions were as spirited as when the picture was clear.

Although the design called for the testing of a control group at each of the four locations where workshops were being held, in actual practice, it was not possible to secure any control groups in this way.

During the first workshop, it became apparent that, in order to collect posttest data from participants before they started to leave, it would be necessary to administer the posttest after the lunch break on the second day, rather than at the close of the program. Thus, the videotape presentation on interrogation techniques, the live discussion of this topic, and any summary and review that

occurred ~~came~~ after the testing was completed.

## II. DESIGN

The 1967 police-training Telephonic Lecture Series had been evaluated by the participants on the basis of their satisfaction with the experience. For this TV-Workshop Lecture Series, it was decided by the staff to attempt to measure, in addition to participant satisfaction, cognitive gain and opinion change resulting from the two-day experience.

Measurement of the long-range goal--better informed law enforcement officers performing more effectively--is, unfortunately, beyond the scope of this evaluation design. However, an estimate of the success of these workshops may be made from an analysis of the short-term changes in opinion and gain in knowledge, as well as by a study of the participants general satisfaction with format, schedule, speakers and subject matter.

Such an evaluation ought to reveal whether or not the participants shared the goals and the expectations of the planning committee; it may also give some indication of how well the long-range goal of better law enforcement was met.

In order to determine if the independent variable, the videotaped criminal law lecture workshop, was responsible for any changes, the research design was a test-retest of experimental and comparison groups.

### III. MEASUREMENT

A Participant Evaluation Form (Appendix C) was used to collect participant opinions and comments.

Form A, the pretest (Appendix A), and Form B, the posttest (Appendix B) were almost identical instruments. They include:

1. A Cognitive Test - Containing true and false and multiple choice questions taken from the videotaped criminal law lectures.
2. A Semantic Differential Test - Consisting of twelve concepts, each with eight scales. These were also taken from the videotaped criminal law lectures. Attitude toward these concepts was measured on a Likert-type scale.
3. Statement of Opinion - Twenty statements requiring an "Agree-Disagree" response.
4. Paired Comparison - Fifteen statements forcing the subjects to choose between "protection of individual rights" and "law and order" concepts.

5. A Face Sheet - This contained identification number, job function, job level, size of department, years of service, and hours of in-service training within the past two years.

The instruments Form A and Form B were pretested by administering them to two separate groups of police officers from throughout the state who were attending in-service Law Enforcement training sessions at Michigan State University. One group was attending the two-week Criminal Investigation Course, and the other was attending the Juvenile Officer's Course. Several unclear or unanswerable concepts and questions were eliminated. Another alteration was that the Semantic Differential Test was reduced from ten to eight scales and from twelve to ten concepts.

Each instrument, Form A and Form B, took about thirty minutes to administer.

As the Information Survey booklets were turned in at each workshop, they were checked for completeness by the research assistant. After each workshop, the booklets were taken to Michigan State University where they were coded by one clerk, checked by another clerk, and spot checked by the research assistant.



### Analysis of the Semantic Differential

Group changes on the evaluative scale of the semantic differential were tested for significance with Wilcoxon's T. This is a two sample test of the hypothesis that two samples were drawn from identical populations. It can be used with ordinal scales, and results are directly comparable to tests involving differences of means and proportions.<sup>24</sup> This nonparametric test takes account of the sign of the difference between each pair (in this study the pretest and posttest) and also the size of the difference. In this study, a pretest (Appendix A) was given to a group of subjects; later (after the workshop), a parallel test (Appendix B) was given to the same subjects. This was to determine the probability that the answers given the first time and those given the second time were from samples of the same population. A low probability (.05 level of significance) would allow rejection of the null hypothesis (that there is no difference between the samples). A higher probability would demand acceptance of the null hypothesis. Since the Wilcoxon is a nonparametric test, it can be used when an

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<sup>24</sup>Hubert M. Blalock, Social Statistics (New York: McGraw Hill, 1960), p. 167.

interval scale cannot be employed, or when a normal population cannot be assumed, but when an ordering of scores is justified.<sup>25</sup> The Wilcoxon was used in this study for the above reasons.

#### Analysis of the Cognitive Test

Mark sensing answer sheets were used for the cognitive section of the Information Survey. Raw scores were obtained from the Michigan State University Testing Service.

Group changes on the cognitive test (nineteen items) were tested for significance by using the difference - of - means test involving the t distribution. The cognitive test satisfied the assumption of an interval scale, but two other assumptions were violated. Formally, the two assumptions, first, that the populations sampled are normal and second, that the population variances are homogeneous, are essential if the t scores given by the table are to be exact. In practical situations, these assumptions are sometimes violated with rather small effect on the conclusions.<sup>26</sup>

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<sup>25</sup>Ibid., p. 188.

<sup>26</sup>William L. Hays, Statistics (New York: Holt, Rinehart and Winston, 1963), p. 322.

The departure from normality makes less difference when a two-tailed test is used and when the sample size is not extremely small.<sup>27</sup> No sample in this study was smaller than five subjects, and a two-tailed test was used.

The second assumption, homogeneity of variance, is more important than normality. For samples of equal size, relatively big differences in the population variance seem to have relatively small consequences for the conclusions derived from a t-test. Hays states, "When in doubt use samples of the same size."<sup>28</sup> In this study all means which were tested with a t-test were from samples of equal size.

#### IV. SAMPLING

##### Procedure

The number of participants at each of the workshops varied (see Table 1 page 37,) but the sample used in this study included all workshop registrants who were present both at the morning session of the first day and on the afternoon of the second day of each workshop. It was expected that all registrants would attend both days;

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<sup>27</sup>Ibid.

<sup>28</sup>Ibid.

Table I

## Workshop Locations and Attendance

<u>Workshop</u>	<u>Location</u>	<u>Participants</u>	<u>Organizations</u>		<u>Represented Cumulative</u>
			<u>New</u>		
Taping	East Lansing	96	18		18
1	Detroit	52	0		18
2	Macomb County	37	6		24
3	Wayne County	30	5		29
4	Ann Arbor	34	8		37
5	Flint	16	3		40
6	Pontiac	16	4		44
7	Grand Rapids	38	8		52
8	Benton Harbor	49	3		55
9	Traverse City	14	3		58
10	Marquette	22	3		61
		<u>404</u>	<u>61</u>		
Average workshop attendance:		30	Total attendance at workshop:		308

however, several were unable to do this. Potentially there were four hundred subjects. As was stated previously, there were no prerequisites; theoretically, any officers in the State of Michigan could have attended.

Admittedly, the sample is self-selected and may or may not be a representative sample of the police officers in Michigan. It may or may not differ from other police groups in terms of education, experience, maturity, etc. Much effort was made to determine the characteristics of the police population, but the data evidently is not available. An attempt has been made to compensate for a representative sample by carefully describing the characteristics of this sample.

### Subjects

There are approximately 600 local governmental units (Olson, 1969) and several state, federal and university organizations in the State of Michigan which maintain some form of police service.<sup>29</sup> Over 400 men and women from 61 different units participated in the

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<sup>29</sup>B. T. Olson, An Introduction to the Michigan Law Enforcement Inventory (East Lansing: Continuing Education Service, Michigan State University, 1969).

workshop program--about 100 at the videotaping in East Lansing and 300 at the ten workshops.

Fifty-four local units were represented by 273 law enforcement personnel. The 131 other participants represented 7 different state and federal agencies and universities. The Michigan State Police were counted as one unit. If the 42 different posts named by them had also been included, the number of different communities being served by the participants would have been 102. Included in Table I are the workshop locations and attendance figures as compiled from attendance cards signed by those who came to at least part of one filming or workshop session.

Attendance figures varied from 52 at Detroit to 16 each at Flint and Pontiac. Several factors influenced the attendance:

1. Advance publicity;
2. Facility used;
3. Cooperation by local departments; and
4. Assignment of officers, pay for attending, etc.

Small attendance at some sites may have been the result of poor communications, politics, unfamiliar locations, and scheduling problems. At Flint there was an unexpected holiday for the moon landing.

Of the 308 workshop participants, 237 completed all three instruments: pretest, posttest, and evaluation. Three completed only the pretest and the posttest but not an evaluation form; and three, whose pretest and posttest were invalidated because of omissions, did complete the evaluation form and are included in the report of that instrument. Thus, there are 240 subjects in the pretest-posttest group and also 240 in the participant evaluation form group.

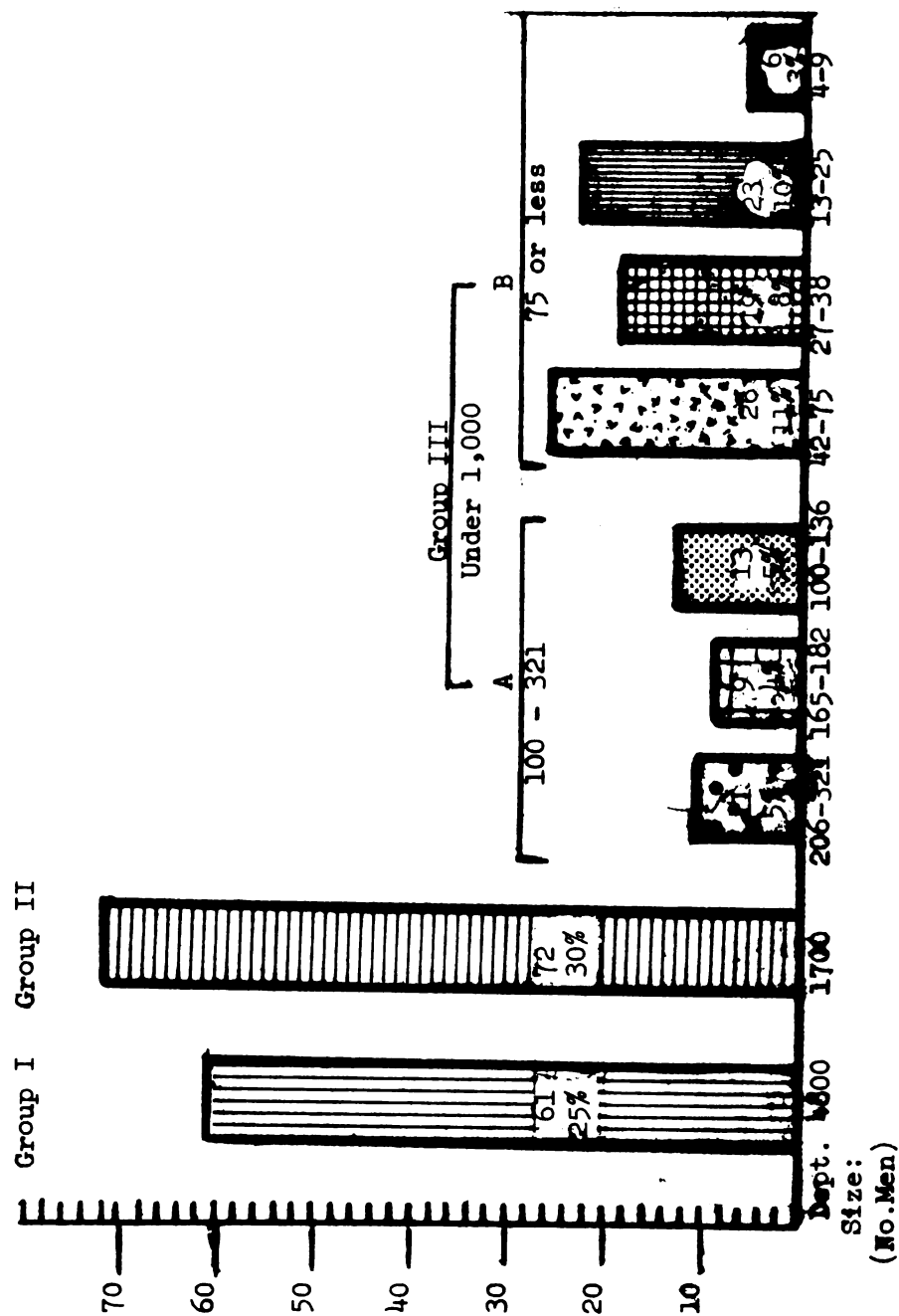
The description of these subjects in the following pages pertains to the 237 in common and also the 3 in the evaluation form group. They are all men. Although several women did attend several of the workshop sessions, none of them, apparently, completed all three evaluation instruments.

The characteristics of these men may be described in several ways--by department size, by function and level, by years of service, and by the amount of in-service training received within the past two years.

Department size. The department sizes, as reported by the participants, range from under 10 men to 4800. The figures shown in Table II, page 41, equal the total of full-time plus part-time officers. This is not

Table II  
 NUMBER OF PARTICIPANTS BY DEPARTMENT SIZE

N=240





the same as full-time equivalent, sometimes used in similar reports of manpower.

One city department had about 4800 men and one state department had about 1700 men. All other police departments in Michigan had fewer than 1,000 men, (Michigan Local Law Enforcement Directory, 1968).<sup>30</sup>

These participants reported no departments of 76 to 99 men; and there were no one-man departments, the smallest having two full-time and two part-time officers. The exact number of different cities or departments from which these 240 subjects came is unknown; however, attendance cards of the 400 who attended at least some portion of the program indicated that several large Michigan cities were sparsely represented and some not at all. A rough estimate, based on figures in An Introduction to the Michigan Law Enforcement Inventory, indicates that about half of the large departments (100 men or more) were represented and about 10 per cent of the smaller departments sent at least one man.<sup>31</sup>

As mentioned above, the department sizes as reported by the participants fell into three main groups: 61 (25

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<sup>30</sup>Michigan State University, Continuing Education Service, Institute for Community Development, Michigan Law Enforcement Directory, 1968 (East Lansing: Michigan State University, July, 1968).

<sup>31</sup>Olson, op. cit.

per cent) came from one large city police department (Detroit), 72 (30 per cent) were State Police, and the remaining 107 (45 per cent) were from city and county departments of from 4 to 321 men. Henceforth, these convenient divisions shall be referred to as Group I, (4800, N = 61); Group II, (1700, N = 72); and Group III, (4-321, N = 107). Group III was further divided into large departments (100 men or more, N = 33) and small departments (75 or fewer, N = 74). This information is clearly shown in Table III.

Table III  
Department Size Groups

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Group I, one large city with 4800 .....	N= 61	25% of 240
Group II, one large state department,	1700 men ....	N= 72 30% of 240
Group III, all others, from 4 to 321 men..	N=107	45% of 240
with sub-groups:		
Group IIIA	100 to 321 men, N = 33,	14%
Group IIIB	4 to 75 men, N = 74,	31%

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Function and level. Duties and responsibilities varied widely. Participants were asked to check present function:

1. Patrol
2. Traffic
3. Investigation

4. Administration

5. One-man department

and present level within that function:

1. Detective

2. Patrol

3. Supervisory

4. Command

A tally of these answers reveals that in Group I, the large city department, nearly half of the officers reported their function as administration, and about a third checked investigation, leaving only one-sixth in patrol and traffic. In contrast, men from the smaller departments (Group III) listed over half as patrol and less than a third in administration.

A somewhat different pattern was observable regarding the levels at which they serve. Two-thirds of Group I were more evenly distributed among levels, with about half in lower levels. In Table IV, page 45, the number of men in each group are shown by function and level.

In Table V, page 46, function and level are combined and redefined to show only three levels--supervisory, command, and line (at level of execution). The distribution of Groups I, II, IIIA and IIIB among the eleven

Table IV

## FUNCTION AND LEVEL

<u>Function</u>	<u>Level</u>	<u>Group I</u>	<u>Group II</u>	<u>Group III</u>	<u>Total</u>	<u>Per Cent</u>
Administration	- Supervisory	13	32	11	56	23
Patrol	- Line	0	3	41	44	18
Administration	- Command	15	6	17	38	16
Investigation	- Line	0	25	12	37	15
Investigation	- Supervisory	19	3	1	23	9
Patrol	- Supervisory	6	0	13	19	8
Traffic	- Supervisory	4	2	0	6	3
Investigation	- Command	3	0	3	6	3
Patrol	- Command	0	1	6	7	3
Traffic	- Line	0	0	2	2	1
Traffic	- Command	<u>1</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>1</u>
		61	72	107	240	100

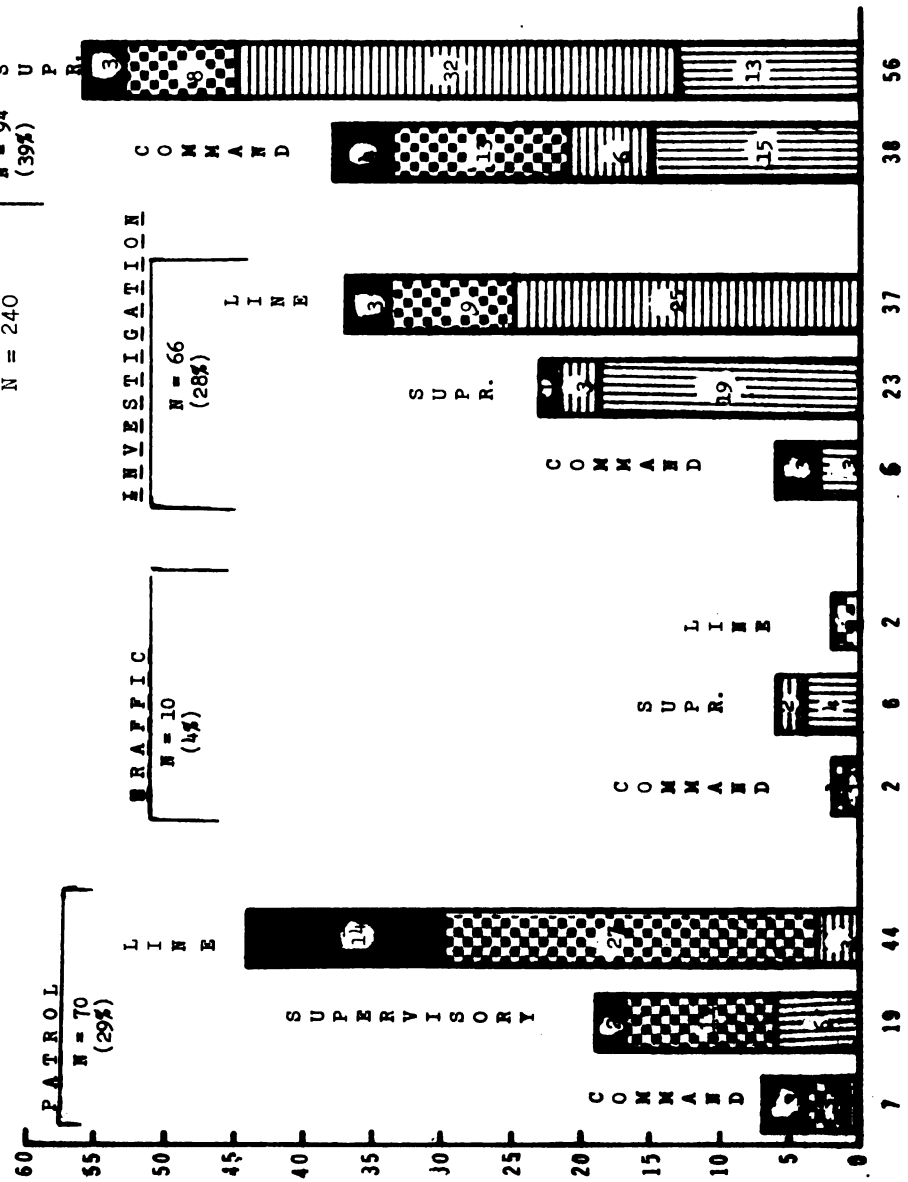


Table V

LEVELS ATTAINED WITHIN EACH FUNCTION  
N = 240

ADMINISTRATION

N = 94  
(39%)



KEY:

- Group I N = 61
- Group II N = 72
- Group IIIA N = 33
- Group IIIB N = 74

categories show considerable concentration of supervisory and command-level personnel in the administrative function. Sixty-six per cent of those attending these workshops were men with authority over others; 34 per cent were at the level of execution.

Group I consisted entirely of supervisory and command personnel; Group II had about half supervisors, slightly more than a third line officers and the rest were at the command level. Of those participants who regarded themselves as line officers, two-thirds were in Group III.

Years experience as full-time officer. The reported years of service shows a pattern consistent with that of function and level. Of the 52 men with more than twenty years experience, 35 were from Group I and reported positions of authority. Most of those with less than ten years experience were serving with the smaller departments. The average number of years experience for these 240 participants was 14 years. Because all Detroit inspectors and training sergeants were required to attend, the average per man in Group I was more than 20 years, while 12 years is the average for all the rest. In Table VI, page 48, the years from each group are shown in five-year periods.

Table VI

## YEARS OF EXPERIENCE

	<u>N</u>	<u>Under 1yr.</u>	<u>1-5yr.</u>	<u>6-10yr.</u>	<u>11-15yr.</u>	<u>16-20yr.</u>	<u>21-25yr.</u>	<u>26-30yr.</u>	<u>31+yr.</u>
Group I	61	0	1	0	3	15	35	3	4
Group II	72	0	5	7	35	18	7	0	0
Group III	<u>107</u>	<u>6</u>	<u>32</u>	<u>25</u>	<u>20</u>	<u>11</u>	<u>10</u>	<u>3</u>	<u>0</u>
Total	240	6	38	32	58	44	52	6	4
Per Cent	100%	3%	16%	13%	24%	18%	22%	3%	2%

The average number of years experience as a full-time officer was 14 years.



In-service training in past two years. Participants were asked to say how many hours of department-sponsored training they had had within the past two years. This time period was significant because so much of the new laws and court actions affecting policemen have come within that period.

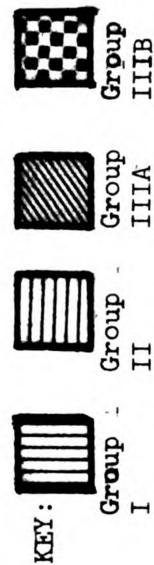
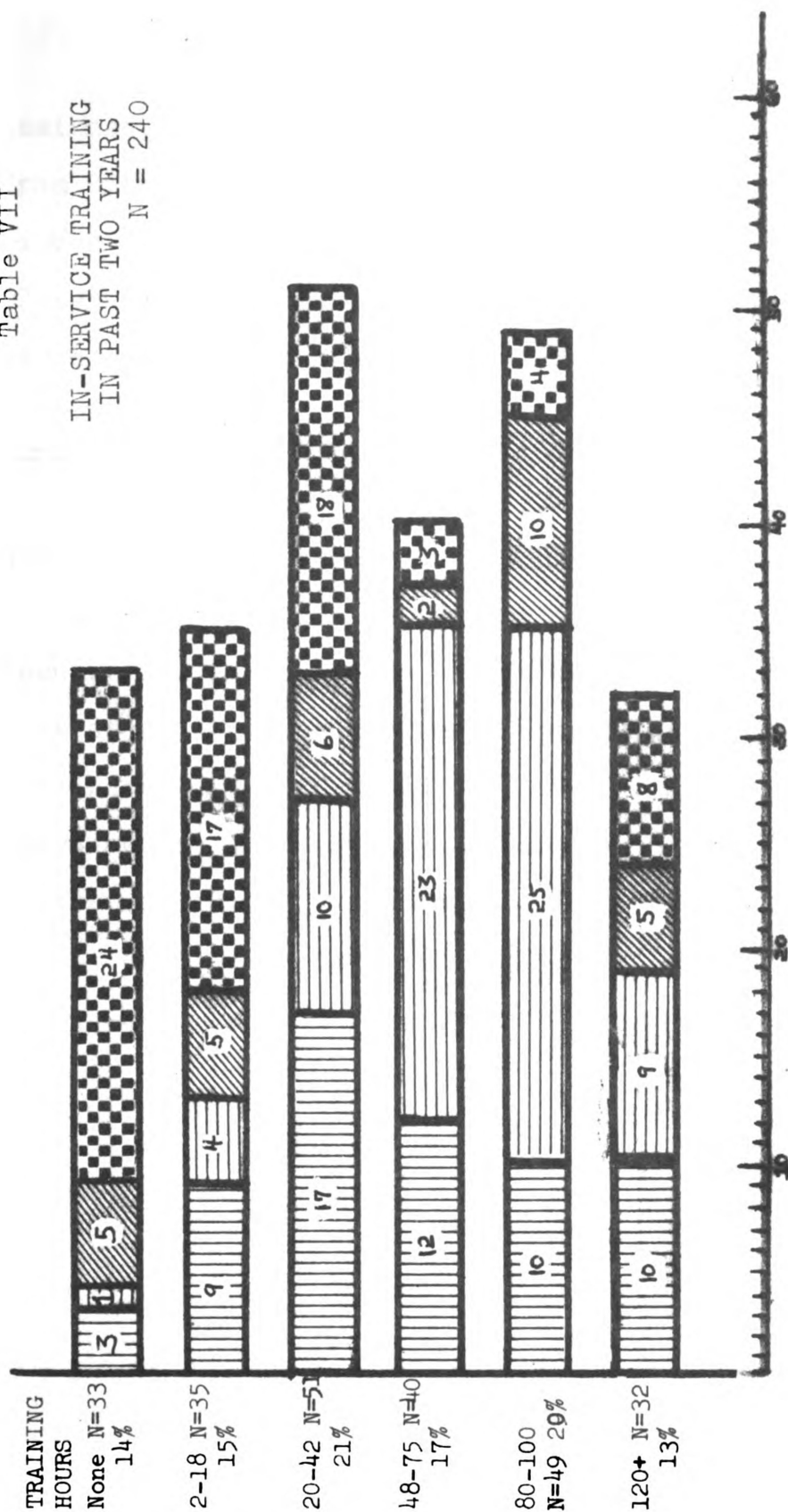
About 87 per cent had some training in the past two years, with an average of about 50 hours per man. Only half of the participants, however, actually had that much and the majority of these were in Groups I and II. Only one-fifth of Group IIIB reported as much as 48 hours or more training. Furthermore, of the 13 per cent who reported no training in the past two years, most were from Group IIIB. Details are in Table VII, page 50.

The larger the department, the more likely it is that the men get some training. Among those reporting 120 hours or more, however, the proportion from all department size groups was much the same: 16 per cent of Group I, 13 per cent of Group II, 15 per cent of Group IIIA and 11 per cent of Group IIIB.

Little connection existed between previous training and assignment to attend. Of 153 assigned to attend, 18 had no recent previous training, and of the 87 not

Table VII

IN-SERVICE TRAINING  
IN PAST TWO YEARS  
N = 240



N= 61 72 33 74

assigned, 14 were without recent training--10 of these from Group IIIB, where there may not have been anyone higher in command to do the assigning. From Group I, 92 per cent were assigned to attend; from the other large cities 42 per cent were assigned.

#### Summary of Characteristics of Participants

These officers represented a wide range of experience and responsibilities: from administrative duties in large departments to line officer serving very small towns; from thirty years on the job to less than six months; and from several weeks training to none at all. They were very different; but, they shared a desire to learn and an interest in the subjects to be discussed at the workshop.

## CHAPTER V

### ANALYSIS OF RESULTS

#### I. THE COGNITIVE TEST

##### Total Group Results

The Information Survey, Form A (pretest) and Form B [posttest (Appendix A & B)], measured cognitive gain as well as opinion and attitude changes. The cognitive instrument contained a total of nineteen test items; twelve of the pretest items were repeated on the posttest, and seven parallel items were used on each Form of the test.<sup>32</sup>

Participants were categorized by job function, job level, years of police experience, and hours of in-service training within the department during the last two years. Separate analyses were run on each category. Table VIII, page 53, contains pretest and posttest mean scores for each group, as well as results of t-tests of the differences between means.

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<sup>32</sup>Due to a typographical error on the posttest, the first workshop group (forty-two men and women) had to omit one item. These forty-two scores are treated separately in the analysis. The error was corrected before the start of the second workshop.

Table VIII

MEAN SCORES AND SIGNIFICANCE LEVELS ON COGNITIVE TEST:  
BY JOB FUNCTION, JOB LEVEL, YEARS OF EXPERIENCE,  
AND HOURS OF IN-SERVICE TRAINING

PARTICIPANT CLASSIFICATIONS	18 TEST ITEMS				19 TEST ITEMS			
	Mean		ta	N	Mean		ta	N
	Pretest	Posttest			Pretest	Posttest		
Job Function				42				198
Patrol	10.50	12.00	1.12	6	11.02	12.19	2.95**	62
Traffic	10.80	11.00	.18	5	12.83	12.00	-.52	6
Investigation	11.18	12.73	1.61	11	12.04	13.30	3.14**	54
Administration	10.15	12.25	2.63**	20	11.75	12.61	2.49**	76
Job Level				42				198
Detective				0	12.15	13.62	3.06**	34
Patrol				0	11.19	12.38	2.52**	53
Supervisory	10.71	12.23	2.52**	31	11.85	12.35	1.57	72
Command	10.09	12.09	2.08*	11	11.38	12.72	2.47**	39
Years of Experience								198
0-5 years				b	11.19	12.67	2.99**	43
6-10 years				b	11.78	13.06	2.17*	32
11-15 years				b	12.05	12.66	1.60	56
16-20 years	11.09	12.27	1.23	11	11.29	12.03	1.38	31
21 years & more	10.00	12.04	3.34**	27	11.67	12.75	2.08*	36
Department In-Service Training								
None				b	11.25	11.81	1.12	32
2-18 hours	10.71	12.86	1.57	7	11.39	12.39	1.74*	28
20-42 hours	11.44	12.00	.58	9	12.02	12.78	1.42	41
48-75 hours	9.90	12.00	1.87*	10	11.80	13.07	2.44*	30
80-100 hours	9.75	11.50	1.47	8	11.64	12.83	2.39*	42
120 hours or more	11.33	12.50	.90	6	11.52	12.96	2.38*	25
All Participants	10.55	12.19	3.25**	42	11.63	12.65	3.10**	198
Comparison Group I					11.45	10.14	2.79**	51
Comparison Group II					9.79	10.29	1.09	28

a df=2N-2

b subgroups of less than 5 people were not included in the analysis

\*\* = significant at or below .01 level

\* = significant between .05 and .02 level

As can be seen in Table VIII, there was a significant positive gain in knowledge at the end of the workshop program for the total group of participants. In all subgroups but one (Traffic Function, nineteen items), there was cognitive gain, and in most cases, the gain was of a magnitude to be significant at the .05 level. Some of the subgroups had appreciably higher pretest scores. This can be seen in a comparison of the Traffic Functions, nineteen items. Similar differences among subgroups occurred on posttest scores which is demonstrated by a comparison of the Traffic and Investigation Functions, nineteen items.

Two comparison groups were tested during the summer. One was an experienced group of officers engaged in a one-week in-service training management program, and the other was an inexperienced group of recruits, one week into a four-week basic training program. Comparison Group I was tested on each of two successive days during the middle of the week; the latter group was tested on Friday afternoon and the following Monday morning. As shown in Table VIII, neither group scored significantly higher on the posttest. In fact, the first control group had a significant cognitive loss on the posttest. This may be explained by the fact that the posttest was more difficult than the pretest. (see Table IX, page 60)

Program content. The workshop participants as a group showed a cognitive gain significant at the .01 level. This was hypothesized in this study and is supported by voluminous studies from many disciplines. This is unique, however, in that no other study of videotaped in-service training dealing either with law as a subject or with law enforcement officers as the participants could be found.

The rationale presented in the Introduction for using recent supreme court decisions as the program content will not diminish. It is encouraging that technology can be used to overcome criminal law training obstacles such as: the continuous stream of legal decisions produced by each session of the legislature and each term of the Supreme Court; the workloads on local prosecutors which prohibit them from adequately researching all of these changes; and the amount of time and money that would be required for lecturers to assist over 15,000 law enforcement officers in Michigan.

Job function. Officers could be easily ranked from high to low cognitive gain by their job function. The order was as hypothesized: Investigation, Patrol and Administration, with all showing a cognitive gain at the .01 level

of significance. Traffic officers, six men, stood alone with a cognitive loss. Further checking disclosed that some of these officers were extremely negative on their Participant Evaluation Forms and were responsible for many of the negative comments on the entire program. One particular traffic officer complained about the lack of traffic related material in the workshop, about the unreasonable restrictions on automobile searches and about the problems Miranda has caused in the investigation of accidents involving drinking drivers. The other five officers in his unit may have had the same attitude, but they were less verbal.

These results indicate that students who can see the personal relevance of instructional material and who believe that the material will have early use, tend to learn more than students who see less relevance and practical use in the material presented, as exemplified by the traffic officer. Training officers should note these results in their planning sessions.

Job level. Detectives showed the most significant cognitive gain, and because of the subject matter of the workshop, this was appropriate. Supervisors were the only group who did not experience a cognitive gain significant



at the .01 level. It is possible that supervisors believe this material to be of greatest concern to patrolmen and investigators, and of limited utility to themselves. Patrolmen are very critical of their supervisors. Their criticism may be warranted. Police supervisors may be only higher paid patrolmen as some management people believe.

Years of experience. Hypothesis 4a was almost without support. Contrary to predictions, officers with 0-5 years of service made cognitive gains significant at the .01 level. Also contrary to predictions, officers with more than twenty years service showed cognitive gain significant at the .05 level.

It may have been that the officers with 0-5 years service attended good recruit schools and have a more complete background than was hypothesized. Thus, they were best able to handle new, complex, legal police problems. The significance level attained by officers with more than twenty years service may have been a result of the sampling; many of them may have attended because they were interested and wanted to learn. Some may be the top men in their departments or divisions; others may be functioning at a lower level but are dedicated to learning.

In-service training. Officers with 48-100 hours of in-service training did show the most cognitive gain, significant at the .05 level. Except for twenty-eight officers with 2-18 hours training, who showed a significant (.05 level) gain, knowledge gain was directly proportional to the amount of recent in-service training, reaching a maximum for those officers with 80-100 hours in-service training, and then leveling off. There is no way of knowing what type of training those twenty-eight officers with 2-18 hours training had experienced. If it had been legal training, the question would be answered and the unexpected gain would be explained.

It is somewhat surprising to find that officers with 120 or more hours of recent in-service training made a significant gain. Possible explanations may be that these officers are the most trainable, attend the most schools, or are functioning in their departments as training officers.

### Qualification of Results

The difference in mean scores on the pretest and posttest is not as great as might be expected. This small difference in scores led to a comparison of the cognitive sections of Form A and Form B. What were meant to be

parallel questions, on closer analysis, were proven to be parallel in content only. Form A and Form B contained eleven identical questions. The indexes of difficulty of these questions were quite similar, with a range of differences from zero to thirteen. The eight questions which were not identical had wide differences in their indexes of difficulty with the range of differences from four to fifty-one and a mean difference of twenty-two.

The indexes of difficulty computed from the results of the Information Survey, Form A and Form B, given to the Comparison Groups, are compared in Table IX, pages 60-61. This comparison would indicate that Form B was much more difficult than Form A. Some of the questions were changed from true-false on Form A to multiple choice on Form B. Other questions forced the subjects to make finer distinctions on Form B than on Form A. These factors reduced the levels of significance for the cognitive test results.

## II. THE ATTITUDE TEST

To measure opinion change, three types of items were used: (1) twenty declarative statements requiring an "Agree-Disagree" response, (2) fifteen paired comparisons,

Table IX

INDEX OF DIFFICULTY DIFFERENCES:  
COMPARISON GROUP RESULTS

Question #	FORM A		Question #	FORM B		
	Type of Question	Index of Difficulty		Index of Difficulty	Type of Question	Index Difference B Minus -A
1	TF	29	11	58	MC	19
2	TF	18	4	25	TF	7
3	TF	6	7	31	TF	25
4	TF	35	2	31	TF	- 4
5	TF	22	10	63	MC	41
6	TF	45	3	55	TF	10
7	Same	29	5	31	Same	2
8	Same	92	6	94	Same	2
9	Same	16	1	18	Same	2
10	MC	18	8	69	MC	51
11	MC	41	9	18	MC	-23
12	Same	70	12	57	Same	-13
13	Same	24	18	14	Same	-10
14	Same	83	13	83	Same	0
15	Same	18	19	14	Same	- 4

Table IX (continued)

Question #	FORM A		Question #	FORM B		
	Type of Question	Index of Difficulty		Index of Difficulty	Type of Question	Index Difference B Minus -A
16	Same	49	15	52	Same	3
17	Same	75	17	75	Same	0
18	Same	61	14	63	Same	2
19	Same	40	16	44	Same	<u>4</u>
						114

## Key:

TF - True and False question, but not identical on Forms A and B.

MC - Multiple Choice question, but not identical on Forms A and B.

Same - Identical question used on pretest and posttest.

Index of difficulty - the proportion of the total group who got the item wrong or omitted it or marked more than one option. A high index indicates a difficult item and a low index indicates an easy item.

and (3) an eight-scale, ten-concept semantic differential.

### Opinion Statements

On both the pretest and the posttest, respondents were in general agreement on twelve of the twenty statements. That is, 64 per cent or more of the group held the same opinion. There were eight statements on which opinion was fairly evenly split (50 to 61 per cent of the group held the same opinion). Only two statements showed a major shift of opinion after the workshop. On the pretest, 92 per cent disagreed with the idea that, "Policemen have to cut a few corners if they are going to protect the community," but on the posttest only 56 per cent disagreed with the statement.

The statement, "I would not trust any person or group to decide what opinions can be freely expressed and what must be silenced," initially drew 60 per cent agreement; following the workshop, 82 per cent of the group expressed agreement. Tables X, page 63, XI, page 64, and XII, page 65, show the percentage of agreement (or disagreement) and rank for each of the twenty statements both before and after the workshop.

### Paired Comparisons

Fifteen pairs of situations were presented to respondents with instructions to select the one in each pair

Table X  
AGREEMENT

Statement of Opinion	Per cent of Agreement			
	Pretest		Posttest	
	Per cent	Rank	Per cent	Rank
People in the minority should be free to try to win majority support for their opinions .....	92%	2	96%	1
No matter what a person's political beliefs are, he is still entitled to the same legal rights and protections as anyone else .....	96	1	94	2
No matter what crime a person is accused of, he should never be convicted unless he has been given the right to face and question his accusers .....	90	3	92	3
I would not trust any person or group to decide what opinions can be freely expressed and what must be silenced .....	Split Opinion		82	4
No court has a right to decide for an individual what he should and should not read .....	72	4	64	5

Table XI  
SPLIT OPINION

Statement of Opinion	Per cent of Agreement			
	Pretest		Posttest	
	Per cent	Rank	Per cent	Rank
Recent Supreme Court decisions, like Miranda and McNabb-Mallory, have actually worked to reduce the freedom and safety of citizens in the local communities.....	56%	4	54%	1
The average citizen doesn't need the kind of protection provided by the Miranda decision and similar Supreme Court pronouncements.....	49	1.5	55	2
Policemen have to cut a few corners if they are going to protect the community.	92% Disagreement		44	3
If a person is convicted of a crime by illegal evidence, he should be set free and the evidence thrown out of course....	52	3	57	4
It will always be necessary to have a few strong, able people actually running everything.....	51	1.5	58	6
If someone is suspected of treason or other serious crimes, he shouldn't be entitled to be let out on bail.....	59	5	58	6
If congressional committees stuck strictly to the rules and gave every witness his rights, they would never succeed in exposing the many dangerous subversives they have turned up.....	33	8	42	6
Releasing suspects who have been arrested or convicted on the basis of illegal evidence is a far more serious threat to the well-being of the country than the violation of constitutional rights by law enforcement officials.....	40	6	39	8.5
When the country is in great danger we may have to force people to testify against themselves even if it violates their rights.....	39	7	39	8.5



Table XII  
DISAGREEMENT

Statement of Opinion	Per cent of Disagreement			
	Pretest		Posttest	
	Per cent	Rank	Per cent	Rank
In dealing with dangerous enemies of society, we can't afford to depend on the courts and their slow and unreliable methods.....	89%	3	93%	1
When an individual with a criminal record is arrested for another crime, he doesn't deserve the added protection afforded by recent Supreme Court decisions.....	92	1.5	90	2
I don't mind a politician's methods if he manages to get the right things done.....	84	4	89	3
Any person who hides behind the laws when he is questioned about his activities doesn't deserve much consideration.	73	5	78	4
It is all right to get around the law if you don't actually break it.....	72	6	75	5
The true American way of life is disappearing so fast that we may have to use force to save it.....	70	7	73	6
Policemen have to cut a few corners if they are going to protect the community.	92	1.5	Split Opinion	

which was "more important for protecting and maintaining the safety and well-being of the community." In some cases, a pair required a choice between greater protection of individual rights and stronger methods of law enforcement (see Table XIII, page 67, Items 2, 4, 10, and 15). A few pairs required a choice between two situations of the same type (see Table XIII, Items 7, 9, and 11).

"Maintaining Control of the Situation" appeared in two pairs, 1 and 13. On both the pretest and the posttest, over 75 per cent of the group selected it as more important than "Protecting Individual Civil Rights" and "Nonviolent Demonstrations." "Stop and Frisk Laws" were seen as more important to community safety and well-being than "Laws Protecting Individual Rights of Suspects" but less important than "Good Police-Community Relations." "The Miranda Warnings" were used in three pairs. A majority selected adherence to Miranda as more important than "Getting a Confession" and "Using Illegally Obtained Evidence". On the pretest, only 7 per cent believed that "Strict Adherence to the Miranda Requirements" was more important than "Interrogating a Suspect Before Legal Counsel Arrives;" on the posttest, 51 per cent chose strict adherence to Miranda as more important. This change was quite dramatic and, viewed by itself, suggested an encouraging change in a

Table XIII  
 PAIRED COMPARISONS:  
 NUMBER AND PERCENTAGE SELECTING EACH OPTION

Pairs		Pretest		Posttest	
		N	Pct.	N	Pct.
1	Maintaining control of the situation	190		181	
1	Protecting individual civil rights	50	21%	59	25%
2	Stop and frisk laws	137	57	148	62
2	Protecting individual rights of suspects	103		92	
3	Giving the Miranda warning	149		147	
3	Getting a confession	91	38	93	39
4	Opportunity to interrogate without legal counsel present	125		123	
4	Right to presence of legal counsel during interrogation	115	48	117	49
5	Exclusion of illegally obtained evidence	93	39	100	42
5	Conviction of criminal suspects	147		140	
6	Apprehension of criminal suspects	150		145	
6	Guaranteeing rights of criminal suspects	90	38	95	40
7	Protecting nonviolent demonstrators	36	15	38	16
7	Preserving peace and tranquility	204		202	
8	Good police-community relations	209		196	
8	Stop and frisk laws	31	13	44	18
9	Apprehension of criminal suspects				
9	Conviction of criminal suspects				
10	Protection from self-incrimination	134	56	161	67
10	Waiver of right to remain silent	106		79	
11	Right to avoid self-incrimination				
11	Right to counsel during interrogation, line-up, etc.				
12	Use of illegally obtained evidence	68	28	79	33
12	Meeting the Miranda requirements	172		161	
13	Nonviolent demonstrations	33	14	38	16
13	Maintaining control of the situation	207		202	
14	Protection of individual civil rights	15	6	111	46
14	Apprehension of criminal suspects	225		129	
15	Interrogating before legal counsel arrives				
15	Strict adherence to Miranda requirements	224		100	
		16	7	140	51

hoped-for direction. However, Pair 4, which pitted "Right to Presence of Legal Counsel During Interrogation" against "Opportunity to Interrogate Without Legal Counsel Present" showed no such change. Forty-eight per cent selected the former on the pretest and 49 per cent selected it on the posttest. Comparison of results on Pairs 4 and 15 does show a more consistent response on the posttest than on the pretest.

"Apprehension of Criminal Suspects" was chosen as more important than "Guaranteeing the Rights of Criminal Suspect," "Conviction of Criminal Suspects," and "Protection of Individual Civil Rights", although it was selected by a smaller majority on the posttest than on the pretest (especially Pair 14).

In this section, nonviolent demonstrations and demonstrations were viewed with disfavor. That is, the great majority of respondents felt it was more important to preserve peace and tranquility or maintain control of the situation than to protect demonstrators or allow non-violent demonstrations.

### Semantic Differential

Six of the eight scales included in this section were evaluative scales. The sum of scores on the six

scales provided an evaluative-factor score. A high factor score (27.10 or higher) indicates a favorable opinion toward the concept being measured; a low factor score (21.00 or less) indicates an unfavorable opinion toward the concept being measured. Factor scores between 21.10 and 27.00 indicate a neutral opinion or no opinion associated with the concept being measured. Group changes on the evaluative factor were tested for significance with Wilcoxon's T; mean score differences were tested with a t-test.

Table XIV, pages 70, 71, and 72 **contains the results** of the Wilcoxon T for **the** ten concepts included in the test. Participants were categorized according to job function, job level, and years of experience as a policeman.

Program content. Hypothesis 1b. was supported. There was a significant attitude change in a positive direction on those concepts which the participants feel assist them in their work. Similarly there were changes in a negative direction on those concepts which participants felt hindered them in their work.

At the close of the workshop, Concept 1, Line-Up Identification, was evaluated more favorably by the participants, regardless of how they were categorized. Conversely, Concept 2, Miranda Warnings, was viewed less

Table XIV

DIRECTION OF CHANGE AND LEVEL OF SIGNIFICANCE FOR TEN CONCEPTS  
INCLUDED IN THE SEMANTIC DIFFERENTIAL:  
BY JOB FUNCTION, JOB LEVEL, AND YEARS OF EXPERIENCE

	N	1 Line-Up Identification Direction & Level	2 Miranda Warnings Direction & Level	3 Stop and Frisk Direction & Level	4 Exclusionary Rule Direction & Level
<u>Job Function</u>					
Patrol	68	+++	---	+++	---
Traffic	11	+++	---	+ .07	- .13
Investigation	65	+++	---	+ .08	- .17
Administration	96	+++	---	+++	- .06
<u>Job Level</u>					
Detective	34	+++	- *	+ .32	- *
Patrol	53	+++	- *	+++	---
Supervisory	103	+++	---	---	- *
Command	50	+++	---	+	+ .43
<u>Years of Experience</u>					
0-5 Years	44	+++	---	+++	---
6-10 Years	32	+++	- *	- *	- .07
11-15 Years	59	+++	---	+	- .14
16-20 Years	42	+++	---	+++	- .07
21 Years or more	63	+	---	+++	- .30

Table XIV (continued)

	N	<u>5</u> Indiv. Rights Crim. Susp. Direction & Level	<u>6</u> Right to Counsel Direction & Level	<u>7</u> U.S. Supreme Court Direction & Level	<u>8</u> Interrogation Tech. Direction & Level
<u>Job Function</u>					
Patrol	68	-**	-.14	+.08	+.46
Traffic	11	-.10	+.38	+.31	-.20
Investigation	65	-.06	-*	-.31	-.25
Administration	96	+.07	-.29	+.06	+.39
<u>Job Level</u>					
Detective	34	-.21	-.07	-.12	+.46
Patrol	53	-**	-.06	+	-.37
Supervisory	103	-.47	-.42	+.30	-.19
Command	150	-.49	-.15	+.07	+.21
<u>Years of Experience</u>					
0-5 Years	44	-**	-.07	-.43	+.21
6-10 Years	32	-*	-.16	+	-.49
11-15 Years	59	+.19	-.44	+	-.26
16-20 Years	42	+.40	-*	-.15	-.17
21 Years/more	63	-.37	-.46	+.09	+.49

Table XIV (continued)

	N	9		10	
		Civil Rights Direction & Level		Nonviolent Civil Disobedience Direction & Level	
<u>Job Function</u>					
Patrol	68	-	.12	-	.46
Traffic	11	+	.16	+	.45
Investigation	65	-	.46	-	.12
Administration	96				
<u>Job Level</u>					
Detective	34	+	.28	-	.11
Patrol	53	-	.09	-	.44
Supervisory	103	+	.41	-	.47
Command	50	+	.23	+	*
<u>Years of Experience</u>					
0-5 Years	44	-	.20	-	.46
6-10 Years	32	-	*	+	.11
11-15 Years	59	+	.10	-	.35
16-20 Years	42	-	.34	+	.30
21 Years/more	63	+	.14	+	.42

\* Significant at the .05 level

\*\* Significant at or below the .01 level



favorably by the participants. Concept 3, Stop and Frisk, showed a significant positive gain in opinion when the subjects' scores were broken into experience subgroups. By job-level, all but the detectives showed a significant positive change in opinion.

Concepts 4, 5, and 6 were generally viewed more negatively at the conclusion of the workshop than at the beginning. Although most of these changes were not significant at the .05 level, the trend is overwhelmingly in that direction. Concept 7, U.S. Supreme Court, tended to be viewed more favorably as a result of the workshop experience, in spite of the fact that several of the Court's decisions were not popular with the participants. Concept 8, Interrogation Techniques, received mixed reactions from the group, none of which approached significance. The Concept was treated in detail during the workshop--after the posttest was completed and thus, the impact of the presentation, whatever it was, was not felt in the test results.

The remaining two concepts, Civil Rights and Non-violent Civil Disobedience, were not treated specifically during the two days, but were discussed peripherally or by implication. No consistent response pattern is discernable in the test results.

In addition to knowing the direction of opinion change, it is important to know whether the opinions held were generally favorable or unfavorable. Table XV, pages 75, 76, & 77, contains the mean scores for each subgroup on the ten concepts. Significance levels are noted.

Mean scores on Concept 1, Line-Up Identification, started high and became higher at the conclusion of the workshop, as did the scores for Stop and Frisk. In contrast, participants were slightly favorable toward the Miranda Warnings prior to the training program; afterwards, mean scores tended to fall in the neutral range.

Of the ten concepts measured, Nonviolent Civil Disobedience had the lowest mean scores. The workshop had very little effect on the participants' attitudes toward this form of protest. There was nothing in the program that was intended to deal specifically with the concept, although the section on Civil Disturbance and Riot Control might have been expected to "rub off" on the participants' views about nonviolent protest. The test results suggest this did not happen.

There is an interesting paradox in the difference between the participants' opinions toward Individual Rights of Criminal Suspects, a broad, generalized concept, and their opinions toward specific individual rights such as

Table XV

PRETEST MEAN SCORES, POSTTEST MEAN SCORES, AND SIGNIFICANCE LEVELS  
FOR TEN CONCEPTS INCLUDED IN THE SEMANTIC DIFFERENTIAL:  
BY JOB FUNCTION, JOB LEVEL, AND YEARS OF EXPERIENCE

	N	1. Line-Up Identification			2. Miranda Warnings			2. Stop and Frisk			4. Exclusionary Rule		
		Mean Score		Sign.	Mean Score		Sign.	Mean Score		Sign.	Mean Score		Sign.
		Pre.	Post.		Pre.	Post.		Pre.	Post.		Pre.	Post.	
<u>Job Function</u>													
Patrol	68	36.15	38.15	*	30.26	26.84	*	34.71	36.91	*	30.10	27.63	*
Traffic	11	36.18	38.91		30.18	24.27		37.73	39.91		32.82	30.36	
Investigation	65	36.03	37.40	*	25.06	21.57	*	36.29	36.98		26.28	26.31	
Administration	96	36.60	37.49		31.90	29.01	*	34.68	37.44	*	30.81	29.84	
<u>Job Level</u>													
Detective	34	34.23	36.38	*	25.00	22.03		35.88	35.82		27.26	25.18	*
Patrol	53	36.04	38.06	*	29.08	26.42		34.68	36.74	*	28.70	25.92	
Supervisory	103	36.48	37.52	*	30.46	25.91	*	35.03	38.02	*	29.91	29.31	
Command	50	37.62	38.66		31.44	29.22		35.94	37.32		30.90	30.78	
<u>Years of Experience</u>													
0-5	44	36.18	38.44	*	32.07	27.87	*	35.29	36.87		29.17	25.93	*
6-10	32	34.88	37.19	*	26.72	24.44		34.47	36.44		25.88	24.16	
11-15	59	36.12	37.41		29.31	25.98	*	34.29	36.07		29.59	29.19	
16-20	42	37.38	38.45		27.81	24.31	*	37.02	38.88		30.40	29.10	
21 or more	63	36.56	37.25		30.70	27.22	*	35.37	38.05	*	30.79	30.68	

Table XV (continued)

Job Function	N	5. Indiv. Rights Crim. Susp.			6. Right to Counsel			7. U.S. Supreme Court			8. Interrogation Tech.		
		Mean Score			Mean Score			Mean Score			Mean Score		
		Pre.	Post.	Sign.	Pre.	Post.	Sign.	Pre.	Post.	Sign.	Pre.	Post.	Sign.
Patrol	68	32.59	30.88		38.46	37.78		28.38	28.54		37.46	37.50	
Traffic	11	36.09	33.55		39.55	40.36		28.36	29.91		38.82	37.73	
Investigation	65	33.86	32.52		37.49	36.55		27.49	27.09		38.38	38.38	
Administration	96	35.58	36.33		39.45	39.41		30.55	31.42		37.88	38.12	
<b>Job Level</b>													
Detective	34	34.44	33.06		37.44	36.44		27.82	26.35		38.71	38.85	
Patrol	53	31.49	29.53		37.70	36.55		27.15	29.40		37.17	37.00	
Supervisory	103	34.50	34.58		38.84	38.86		29.72	29.83		37.80	37.81	
Command	50	36.74	36.40		40.04	39.88		30.32	31.76		38.52	38.88	
<b>Years of Experience</b>													
0-5	44	33.84	30.87	*	38.76	37.49		29.00	29.18		36.82	37.27	
6-10	32	32.28	30.44		36.38	36.28		27.12	21.28		37.56	38.00	
11-15	59	34.34	35.24		38.83	38.59		29.41	30.29		38.05	37.62	
16-20	42	34.55	34.55		39.36	38.52		28.86	27.86		39.69	39.19	
21 or more	63	35.41	35.13		39.06	39.17		29.70	30.76		37.65	38.08	

Table XV (continued)

	N	9.			10.		
		Civil Rights			Nonviolent Civil Disob.		
		Mean Score	Sign.		Mean Score	Sign.	
Job Function		Pre.	Post.		Pre.	Post.	
Patrol	68	31.49	30.81		21.46	20.90	
Traffic	11	35.91	36.91		16.91	18.45	
Investigation	65	33.37	33.34		22.31	21.28	
Administration	96	34.96	35.68		22.21	23.16	
<u>Job Level</u>							
Detective	34	32.79	33.35		23.21	21.82	
Patrol	53	30.43	29.58		19.58	18.91	
Supervisory	103	34.60	34.97		22.87	22.65	
Command	50	35.38	35.78		20.88	23.06	
<u>Years of Experience</u>							
0-5	44	31.53	30.87		19.62	19.51	
6-10	32	32.28	30.96		19.59	21.34	
11-15	59	33.19	34.57		23.50	22.53	
16-20	42	34.21	33.74		21.48	21.69	
21 or more	63	35.67	36.37		23.05	23.03	

\*Significant at the .05 level

the Miranda Warnings and the exclusionary rule. While the participants were favorable toward the general idea of suspects' rights, they were considerably less favorable to specific guarantees of those rights.

Job function. The direction and amount of change on particular concepts was associated with job function. The Rationale of the hypothesis was supported. For example, patrol officers showed a significant change at the .01 level in a negative direction on Concept 5, "Individual Rights of Criminal Suspects." Traffic and Investigation personnel also showed a negative change almost significant, while Administration showed a positive change almost significant. Basically, the following types of changes took place: the closer the officer's job function was to the concept, the more impact, either positive or negative, it made on his attitude. Training officers, noting this, may wish to segregate officers by job function when they are handling topics which may cause much anxiety among some groups of officers.

Job level. Curiosity about the possible relationships of years of experience and job level with opinions held, led to the analysis of the semantic differential data using this cross-classification. Table XVI, page 79,

Table XVI

PRETEST MEAN SCORES AND POSTTEST MEAN SCORES  
FOR THE FIVE SEMANTIC DIFFERENTIAL CONCEPTS  
SHOWING THE GREATEST CHANGE:  
JOB LEVEL BY YEARS OF EXPERIENCE

Job Level by Years of Experience	N	Line-Up Identif.		Miranda Warning		Stop and Frisk		Exclusion. Rule		Indiv. Rights Crim. Susp.	
		Mean Score		Mean Score		Mean Score		Mean Score		Mean Score	
		Pre.	Post.	Pre.	Post.	Pre.	Post.	Pre.	Post.	Pre.	Post.
Detective Level: 6-10 11-15 16-20	6	31.33	36.33	17.83	16.33	34.33	34.00	24.17	20.50	37.17	35.33
	16	34.50	35.44	29.81	27.50	35.38	34.06	28.38	27.50	35.06	34.19
	5	32.80	34.20	17.40	17.40	39.40	37.80	24.00	24.40	32.40	34.20
Patrol Level: 0-5 6-10 11-15	34	35.88	38.32	31.09	27.85	34.65	36.00	29.32	25.53	33.03	30.26
	13	35.62	36.62	26.69	25.15	35.46	37.92	25.46	24.38	29.62	27.15
	6	37.83	39.67	22.83	21.00	33.17	38.33	32.17	31.50	26.83	30.50
Supervisory Level: 6-10 11-15 16-20 21+	6	35.67	38.00	30.17	28.00	30.67	35.83	26.67	26.50	34.50	32.50
	32	36.88	38.16	29.94	26.00	34.75	37.75	29.75	29.00	35.47	36.88
	29	37.41	38.83	29.41	24.28	35.97	39.17	30.24	29.28	33.24	33.76
	34	35.44	35.91	31.24	26.32	35.35	37.82	30.24	30.24	34.35	33.35
Command Level: 0-5 6-10 16-20 21+	5	37.60	39.00	40.60	36.40	37.80	39.20	26.40	34.20	37.40	38.80
	7	35.86	38.29	31.43	27.00	36.00	36.29	27.43	24.86	31.14	30.57
	8	40.12	39.75	28.50	28.75	39.38	38.50	35.00	31.38	40.62	37.62
	26	37.88	38.77	30.50	28.88	35.73	38.42	31.69	31.04	37.38	37.58

contains the results of the analysis for those concepts which showed the greatest changes. Subgroups with fewer than five members were not included in the analysis.

The differences among cell frequencies and the small frequencies in some cells precludes any comparative inferential use of the results, but there are some interesting trends that can be noted. Detectives generally tended to be less positive in their assessment of the concepts, with the exception of Individual Rights of Criminal Suspects. The detectives with 11-15 years of experience were more positive than those with either more or less experience. Patrol level officers generally were somewhat more positive than the detective group. The most experienced patrol officers showed a higher positive gain on Line-Up Identification, Stop and Frisk, and Individual Rights of Criminal Suspects and a higher negative loss on Miranda than the 0-5 year and 6-10 year patrols.

Command officers with 6-10 years experience had the lowest posttest mean scores within the command level. In fact, their scores resembled the patrol-level mean scores more than command-level mean scores.

The least experienced command-level officers and those with 16 years or more experience generally had higher scores (that is, more favorable opinions) than any



of the other subgroups. Supervisory personnel, on the other hand, scored between patrol-level personnel (at the low end of the scale) and command-level personnel (at the high end). Of the four experience levels, supervisors with 16-20 years scored highest on Line-Up Identification and Stop and Frisk, and lowest on the Miranda Warnings.

It is probably more than coincidence that men in positions which provide the closest and most continuous contacts with criminal suspects and illegal activities (that is, policemen at the detective and patrol levels) are less positive about these particular concepts than police in positions which are primarily of a supervisory or command nature.

Years of experience. Hypothesis 2b was partially supported. Attitude change was much more significant in officers with 1-5 years of service than in officers with over 20 years of service (see Table XV, pages 74-76). This was not surprising. It was revealing that officers with 6-10 years of service were more similar to the officers with 1-5 years of service, than they were to those with over 20 years of service. Officers with 11-20 years of experience showed the least change. This should be considered by police administrators when they are selecting

people to send to new training programs. Instead of sending more experienced men for extensive training, departments may more wisely train men at earlier points in their careers. These men are most susceptible to change and the department can benefit from this change for a longer period of time.

### III. SUMMARY OF RESULTS FROM THE INFORMATION SURVEY

#### Cognitive Gain

Results of the cognitive test indicated that workshop participants did pick up new information during the two-day experience. Overall cognitive gain was significant at the .01 level for the total group and for most of the subgroups analyzed. Only one subgroup (Traffic Function) showed a score drop on the posttest, and this difference was not significant. In contrast, of the two comparison groups tested, one showed a significant cognitive loss, and the other showed a non-significant gain.

Results also showed that the participants began the workshops with differing amounts of accurate and relevant information on the topics and that these differences were present at the conclusion of the workshops.

### Opinion Change

The twenty statements of opinion showed little change from pretest to posttest. One noticeable and interesting change was the group's opinion about the necessity for policemen to "cut a few corners" to protect the community. This idea was rejected initially--only 8 per cent agreed that it was necessary to cut a few corners. After the workshop, 44 per cent said it was necessary.

There was strong agreement (both before and after the workshop) with general statements of the basic rights of individuals under the Constitution, including the right to equal protection under the law, to face your accusers, to freedom of expression, and to a free press. Opinions were split on some of the statements which suggested specific implementation of these rights.

Paired comparisons. The paired comparisons showed few changes in pretest/posttest results, although some items related to individual rights gained in group favor. In general, percentage changes were small, with the exception of two pairs. Pair 14 (Protection of Individual Rights versus Apprehension of Criminal Suspects) produced an overall switch of 40 per cent in favor of "Protection ..." and Pair 15 (Interrogating Suspect Before Legal

Counsel Arrives versus Strict Adherence to the Miranda Requirements) produced an overall change of 44 per cent in favor of "Strict Adherence ...." Both of these changes were in hoped-for directions. Nevertheless, the concepts of "Maintaining Control of the Situation" and "Apprehension of Criminal Suspects" were selected as more important than whatever they were paired with, which is not surprising in view of the importance of these two activities in the role of the law enforcement officers.

### Semantic Differential

The semantic differential was apparently a more sensitive measure of opinion change than the twenty statements, for the semantic differential produced a number of significant changes. Participants came to the workshops with very favorable attitudes toward Line-Up Identification, Stop and Frisk Laws, Right to Counsel, and Interrogation Techniques. After the workshop experience, participants showed a significant positive change (became more favorable) on Line-Up Identification and Stop and Frisk, a negative change toward Right to Counsel, and mixed reactions to Interrogation Techniques. There was a significant negative change toward Miranda Warnings, a concept held in low favor to begin with. In general, it appeared

that the participants became more favorable to the concepts related to the apprehension and control of criminal suspects and became less favorable to concepts related to protection of the individual rights of criminal suspects--a trend already apparent before the workshop. Again, in the semantic differential (as in the twenty opinion statements), these law enforcement officers expressed favorable opinions toward the general idea of individual rights but less favorable opinions toward specific guarantees of those rights.

Responses to the ten concepts included in the semantic differential differed by job level and years of police experience. Detectives, on the whole, tended to be less positive than patrolmen, supervisors or command level personnel. Within the detective group, those with eleven to fifteen years of experience were more positive than the men with either more or less experience. Supervisory personnel generally fell between patrol level and command level groups. Patrolmen were somewhat more negative, and commanders were somewhat more positive than the supervisors.

## CHAPTER VI

### CONCLUSIONS AND RECOMMENDATIONS

#### I. CONCLUSIONS

It is difficult to identify from the Workshop Announcement specific learning outcomes expected by the workshop planners; therefore, it is difficult to evaluate the effectiveness of the workshop experience in terms of objectives met or not met. It can be assumed that one of the purposes of the workshop was to increase the amount of correct information possessed by law enforcement officials on the workshop topics. Results of the cognitive test demonstrated that, at the conclusion of the two-day program, participants did possess more accurate information than they had possessed prior to the program.

The amount of information gained varied with the topics covered and their relevance to the participants. A general training session covering a series of topics and presented to a cross-section of officers does not result in either equal cognitive gain or equal attitude change for all officers. A short videotape workshop

must be tailored to the needs and interests of its audience. The program which attempts to be "all things to all men" has shot-gun-type results. For example, the test scores of traffic officers reflected their lack of interest in much of the subject matter. Their comments on the Participant Evaluation Survey contained requests for more traffic oriented material. This should not necessarily be construed as a criticism of the workshop; however, it may be a criticism of some departments' selection processes. Officers should be sent to those training programs from which they will most benefit.

The effects of recent in-service training on the officers in this study were encouraging. It appears that there is a direct relationship between recent training and learning. Those officers who were exposed to recent training of any type learned more from this workshop than others whose training was minimal or non-existent.

The above paragraphs indicate that officers do not gain knowledge when exposed to training material which they feel is irrelevant; but, officers who have been involved recently in a training program make significant cognitive gains. Without knowing the content of the

recent training or whether or not the officers were the type who seek all training and could gain from any program, the question of the source of the effect of recent training must be answered by future investigation.

It can be assumed that a second purpose was to change participants' opinions toward the workshop topics, when opinions were negative, and to increase favorable opinions which already existed. The opinion measures utilized demonstrated certain consistent opinion changes--but, not all in a more positive direction. In general, those concepts which were viewed in a favorable light at the beginning of the program, gained in a positive direction. Those concepts which were seen as unfavorable prior to the workshop, and which were emphasized during the workshop, gained in a negative direction. Those concepts which were only lightly touched upon or ignored showed almost random shifts in direction and, for the most part, were non-significant in magnitude.

Three subject matter areas, Line-Up Identification, Miranda Warnings, and Stop and Frisk, were rated highly by participants as areas in which they learned useful information and techniques. Moreover, these were the three concepts in which significant change was shown on



the semantic differential; however, all of these changes were not in hoped-for directions. In fact, the significant changes were in directions established prior to the workshop: positive opinions became more positive, and negative opinions became more negative.

Finally, it can be assumed that behavior change was a hoped-for result of the workshop program. The study design included no measure of behavior.

The workshop was structured to present cognitive information at a cognitive level. None of the techniques, materials, or procedures employed were directed specifically at effective change or behavior change. It would be unrealistic to think that consistent change would occur just because the workshop planners hoped it would.

The results of the Information Survey seem to suggest that, in the absence of specific intervention in the affective domain, increased knowledge tends to increase affective bias.

## II. RECOMMENDATIONS

### Objectives

Specific cognitive and affective outcomes expected by the educational planners should be stated explicitly.

In addition, the methodologies selected to produce the anticipated outcomes need to be identified.

There are certain problems inherent in a "one-shot" learning experience that require more careful planning and preparation to overcome than would be necessary in the typical multiple-session, time-spaced learning experience. One of these is related to the diversity in the backgrounds and experiences of the participants. Test results suggest that the differences in training, previous experience, job responsibility, etc., were related to how much and how well men learned; these differences clearly were related to their perceptions of the relevance and importance of the information.

#### Background Differences

Effort should be made to reduce the heterogeneity of the participants at any one workshop. One way to reduce background and experience differences would be to provide a common base of information on which all participants could build. This could be done prior to the workshop by mailing out pre-workshop materials. In the workshop itself, the first hour or two could be devoted to reviewing essential background information.

Another way to reduce initial differences would be to state clearly in the Workshop Announcements the minimum and maximum training/experience recommended for attendance.

Another problem of "one-shot" programs has to do with the necessity for the subjects to assimilate a sizeable quantity of new information in a short time. In a time-spaced program, the learner has multiple opportunities over time to review and discuss troublesome or difficult concepts. In a two-day workshop, this is not the case. Comments by some of the participants suggested that they felt the need for some follow-up reinforcement of new material presented during the workshop.

#### Post-Workshop Experience

The amount of time in which the learner is exposed to the new material could be increased without lengthening the workshop by providing a pre-workshop experience (as suggested in the previous recommendation) and also a post-workshop experience. The post-workshop experience could take one of many forms: previously prepared printed materials could be distributed at the close of the workshop; copies of the videotaped materials could be sold to interested departments; local police units could be

assisted in offering a follow-up program involving local prosecutors and/or judges; the workshop proceedings could be made available within a short time following the workshop.

The range of topics for the workshop was quite broad. Topics such as "Recent Supreme Court Decisions" had general appeal, while "Interrogation and Confession" or "Civil Disturbance and Riot Legislation" were of concern to a limited number of officers.

#### Workshop Schedules

Future workshops should be designed either for all law enforcement officers or for specific segments of officers. Topics of limited interest should not be presented to all officers in the same workshop. Test results showed that differences in learning were related to training, experience, function, level, etc. of the officers.

This study has shown that videotaped criminal law lectures combined with discussion can be an effective means of updating criminal law training.

However, it appears that changes must be made if this type of workshop is going to be effective in changing the attitudes of law enforcement officers toward

legal concepts. Training officers must look at goals, content, presentation, time and other variables. The influence of these variables must be studied before predictions about attitude change can be made.

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# SECTION V

DO NOT MARK  
IN THIS COLUMN

1. Check the ONE job function listed below which best describes your primary responsibility as a sworn officer.
  1. ☐ Patrol
  2. ☐ Traffic
  3. ☐ Investigation
  4. ☐ Administration
  5. ☐ One-man department
2. Indicate with a check your job level. (One answer only)
  1. ☐ Detective
  2. ☐ Patrol
  3. ☐ Supervisory
  4. ☐ Command
3. Give the total number of full-time sworn officers in your department.
 

☐ FULL-TIME OFFICERS
4. Give the total number of part-time sworn officers in your department.
 

☐ PART-TIME OFFICERS
5. How many years have you served as a full-time law enforcement officer?
 

☐ YEARS
6. Have you ever attended a recruit police-training course?
  1. ☐ Yes
  2. ☐ No
7. How many hours of police training have YOU received in the last two (2) years?
 

☐ HOURS RECEIVED WITHIN MY DEPARTMENT

☐ HOURS RECEIVED FROM EDUCATIONAL PROGRAMS OUTSIDE MY DEPARTMENT

☐ ( 1-3 )

☐ ( 4 )

☐ ( 5 )

☐ ( 6 )

☐ ( 7-9 )

☐ ( 10 )

☐ (11-12)

☐ (13-14)

☐ ( 15 )

☐ (16-18)

☐ (19-20)

DO NOT MARK IN THIS BOX

<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )
<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> (60-61)	<input type="checkbox"/> (70-71)	<input type="checkbox"/> ( 79)
<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> ( )	<input type="checkbox"/> (63-64)	<input type="checkbox"/> (73-74)	<input type="checkbox"/> 5 ( 80)

## APPENDICES

APPENDIX A  
INFORMATION SURVEY - FORM A - PRETEST

"THE OFFICER AND THE LAW"

TV Workshop

Lecture Series

INFORMATION SURVEY - FORM A

PLEASE WAIT FOR INSTRUCTIONS BEFORE BEGINNING

Record the last five digits of your HOME telephone number here: \_ \_ \_ \_ \_

Leave Blank		
<u>1</u>	<u>2</u>	<u>3</u>





SECTION I  
(15 minutes)

GENERAL INSTRUCTIONS

For this section only, you are to mark your answers on the separate answer sheet, using the pencil provided. Do not make stray marks on the answer sheet or in the margins.

TRUE-FALSE STATEMENTS

If a statement is TRUE, mark the space numbered "1" on the answer sheet.

If a statement is FALSE, mark the space numbered "2".

1. The Kerner Commission Report has made it clear that passage of strong riot-control legislation is the most important factor in the prevention and control of future civil disturbances.
2. Experience with recent riots has shown that the practice of setting unusually high bail requirements to detain arrestees is not a very effective method of cooling down an ongoing disturbance.
3. As much evidence is needed to convict a looter during a riot as is needed to convict a burglar in a non-riot situation.
4. Once a suspect has invoked his right to remain silent, a law enforcement officer may not attempt to talk him out of the decision.
5. After stopping a driver suspected of being under the influence, a police officer may legally search the driver and the trunk and interior of the car.
6. Reasonable suspicion on the part of an experienced police officer is not an adequate basis on which to arrest a suspect.
7. Recent experience suggests that, when a rioter has been arrested on a felony offense but the evidence against him will only support a misdemeanor conviction, he should be charged with a misdemeanor.
8. Generally, the U.S. Supreme Court has sustained, as valid, search warrants which were issued on the strength of evidence provided by knowledgeable informants.
9. Where two or more business partners are joint owners of a store, any one of them may legally give permission for a consent search of the store.



## MULTIPLE CHOICE STATEMENTS

For each multiple choice question, select the one best answer from those provided and mark the appropriate space on the IBM answer sheet. SELECT ONLY ONE ANSWER for each question; ANSWER EVERY QUESTION.

8. In which of the following situations is it UNNECESSARY to give the Miranda warnings?
1. An insurance company investigator is questioning an arson suspect
  2. A city fire inspector is questioning an arson suspect
  3. A law professor, assisting the local police on a special case, is questioning a rape suspect
  4. An off-duty policeman is questioning a man he saw leaving a liquor store through the alley window
  5. Both "1" and "2" above
9. Which of the following is NOT a required part of the Miranda warnings?
1. Right to remain silent
  2. Anything person says can and will be used against him in court
  3. Right to have an attorney present during questioning
  4. Right to an appointed counsel before questioning commences
  5. Right to prompt arraignment
10. Which of the following will support a search incident to a lawful arrest?
1. To protect the officer from injury
  2. To find evidence to support the arrest
  3. To prevent an escape
  4. To find evidence of the offense for which the arrest was made
  5. All of the above will support a search
11. The following five recommendations were suggested by the Kerner Commission as steps to be taken to reduce the incidence of civil disturbance and to assist in the control of civil disturbance if it starts. Which one of the five was seen by the Commission as of LEAST importance?
1. More riot control training for law enforcement agencies
  2. Passage of special riot control legislation
  3. Improved communications systems for riot control areas
  4. More effective methods of collecting and disseminating intelligence information
  5. Operation of rumor control centers

14. Which of the following would invalidate a line-up identification?
1. The suspect was obviously taller than the rest of the men in the line-up
  2. The victim had previously identified the suspect's picture while looking through a mug book
  3. The suspect was the only one wearing a white shirt
  4. The victim had to hear the suspect's voice before making a positive identification
  5. None of the above would invalidate a line-up identification
15. Which of the following interrogation methods would render a confession invalid even though the Miranda warnings and waiver requirements were met?
1. Physical coercion
  2. Psychological pressures
  3. Promises of leniency or immunity
  4. Pressure through circumstances
  5. All of the above would render a confession invalid
16. In which of the following situations has the U. S. Supreme Court held that a law enforcement officer may be fired for refusing to answer narrowly-drawn questions related to his official duties?
1. When he has first been compelled to waive his immunity from prosecution
  2. When he is on trial for a felony offense
  3. When he is before a grand jury which is investigating a charge of graft against him
  4. When he is before a grand jury which is investigating alleged graft within his department
  5. Both "3" and "4" above
17. Which of the following is the best way of obtaining evidence of a valid waiver of rights as stated in Miranda?
1. The fact that the defendant does not contest the prosecution's assertion that a valid waiver was obtained
  2. A waiver form signed by the defendant
  3. A series of events and circumstances suggesting that the defendant knowingly waived his rights
  4. An express statement of waiver by the defendant supported by written records of his ensuing conduct
  5. A voluntary initial statement made by the defendant corroborated by a signed waiver form

16. Which of the following interrogation techniques has the U.S. Supreme Court sustained as permissible for a law enforcement officer to use in obtaining a valid voluntary confession from a suspect under the Miranda rule?
1. Suggesting that the suspect is not to blame for what happened
  2. Leading the suspect to believe that his accomplice has implicated him, even though this is not true
  3. Telling the suspect that he is being charged with a less serious crime than he actually is
  4. Minimizing the moral seriousness of the crime
  5. None of the above techniques
17. Which of the following is the best way of obtaining evidence of a valid waiver of rights as stated in Miranda?
1. The fact that the defendant does not contest the prosecution's assertion that a valid waiver was obtained
  2. A waiver form signed by the defendant
  3. A series of events and circumstances suggesting that the defendant knowingly waived his rights
  4. **An express statement of waiver by the defendant supported by written records of his ensuing conduct**
  5. **A voluntary initial statement made by the defendant corroborated by a signed waiver form**
18. In order to get a photo identification that would be valid in court, which of the following procedures ought to be followed?
1. All photographs shown to the victims depict subjects who are similar in age, sex, and race
  2. No subject is included more than once
  3. If there is more than one victim, each victim views the photographs in privacy
  4. The officer showing the photographs makes no comment to the victim which would emphasize one suspect over another
  5. All of the above ought to be followed
19. Which of the following interrogation methods would render a confession invalid, even though the Miranda warnings and waiver requirements were met?
1. Physical coercion
  2. Psychological pressures
  3. Promises of leniency or immunity
  4. Pressure through circumstances
  5. All of the above would render a confession invalid

FOR THE REMAINING SECTIONS, MARK YOUR ANSWERS IN THE BOOKLET.

## SECTION II

### INSTRUCTIONS

You are to indicate whether you agree or disagree with each of the 20 statements of opinion presented. Please do not omit any.

To indicate agreement with a statement, place a check in the AGREE Column (Column 1); to indicate disagreement with a statement, place a check in the DISAGREE Column (Column 2). (Ignore the IBM CODE Column. It will be used by the IBM key-punch operator when results are prepared for data processing.)

Work at a fairly high speed. It is your first impression that we want. On the other hand, please do not be careless, because we want your true impression for each statement.

STATEMENT OF OPINION	AGREE 1	DISAGREE 2	IBM CODE 3
1. People in the minority should be free to try to win majority support for their opinions.....			____ (4)
2. No matter what a person's political beliefs are, he is still entitled to the same legal rights and protections as anyone else.....			____ (5)
3. No court has a right to decide for an individual what he should and should not read.....			____ (6)
4. I would not trust any person or group to decide what opinions can be freely expressed and what must be silenced.....			____ (7)

STATEMENT OF OPINION	AGREE 1	DISAGREE 2	IBM CODE 3
5. It will always be necessary to have a few strong, able people actually running everything.....			___ (8)
6. When the country is in great danger we may have to force people to testify against themselves even if it violates their rights.....			___ (9)
7. No matter what crime a person is accused of, he should never be convicted unless he has been given the right to face and question his accusers.....			___ (10)
8. If a person is convicted of a crime by illegal evidence, he should be set free and the evidence thrown out of court.....			___ (11)
9. If someone is suspected of treason or other serious crimes, he shouldn't be entitled to be let out on bail.....			___ (12)
10. Any person who hides behind the laws when he is questioned about his activities doesn't deserve much consideration..			___ (13)
11. In dealing with dangerous enemies of society, we can't afford to depend on the courts and their slow and unreliable methods.....			___ (14)
12. The true American way of life is disappearing so fast that we may have to use force to save it.....			___ (15)
13. Recent Supreme Court decisions, like Miranda and McNabb-Mallory, have actually worked to reduce the freedom and safety of citizens in the local communities.....			___ (16)

STATEMENT OF OPINION	AGREE 1	DISAGREE 2	IBM CODE 3
14. If congressional committees stuck strictly to the rules and gave every witness his rights, they would never succeed in exposing the many dangerous subversives they have turned up.....			___ (17)
15. I don't mind a politician's methods if he manages to get the right things done..			___ (18)
16. Policemen have to cut a few corners if they are going to protect the community..			___ (19)
17. When an individual with a criminal record is arrested for another crime, he doesn't deserve the added protection afforded by recent Supreme Court decisions.....			___ (20)
18. It is all right to get around the law if you don't actually break it.,.....			___ (21)
19. Releasing suspects who have been arrested or convicted on the basis of illegal evidence is a far more serious threat to the well-being of the country than the violation of constitutional rights by law enforcement officials.....			___ (22)
20. The average citizen doesn't need the kind of protection provided by the Miranda decision and similar Supreme Court pronouncements.....			___ (23)

### SECTION III

#### INSTRUCTIONS

The purpose of this section is to measure the meanings of certain concepts to various people by having them judge them against a series of descriptive scales. In doing this task, please make your judgments on the basis of what these things mean to you. On each page of this booklet you will find a different concept to be judged and beneath it a set of eight scales. You are to rate the concept on each of these scales.

Here is how you are to use these scales:

If you feel that a concept (for example: "STRICT ENFORCEMENT OF SPEED LIMITS") is very closely related to one end of a scale, you should place your check mark as follows:

fair    X : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_    unfair

OR

fair    \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : X    unfair

If you feel that the concept is closely related to one or the other end of a scale (but not extremely), you should place your checkmark as follows:

strong    \_\_\_\_ : X : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_    weak

OR

strong    \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : X : \_\_\_\_    weak

If the concept seems only slightly related to one side as opposed to the other side (but is not really neutral) then you should check as follows:

active    \_\_\_\_ : \_\_\_\_ : X : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_    passive

OR

active    \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : X : \_\_\_\_ : \_\_\_\_    passive









# LINE-UP IDENTIFICATION

		DO NOT MARK IN THIS COLUMN
important	____:____:____:____:____:____:____	unimportant
		____ (24)
dangerous	____:____:____:____:____:____:____	safe
		____ (25)
wise	____:____:____:____:____:____:____	foolish
		____ (26)
wrong	____:____:____:____:____:____:____	right
		____ (27)
useful	____:____:____:____:____:____:____	useless
		____ (28)
negative	____:____:____:____:____:____:____	positive
		____ (29)
weak	____:____:____:____:____:____:____	strong
		____ (30)
stable	____:____:____:____:____:____:____	changeable
		____ (31)

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# NONVIOLENT CIVIL DISOBEDIENCE

		DO NOT MARK IN THIS COLUMN
strong	_____ : _____ : _____ : _____ : _____ : _____ : _____	weak _____ (32)
negative	_____ : _____ : _____ : _____ : _____ : _____ : _____	positive _____ (33)
useful	_____ : _____ : _____ : _____ : _____ : _____ : _____	useless _____ (34)
changeable	_____ : _____ : _____ : _____ : _____ : _____ : _____	stable _____ (35)
right	_____ : _____ : _____ : _____ : _____ : _____ : _____	wrong _____ (36)
dangerous	_____ : _____ : _____ : _____ : _____ : _____ : _____	safe _____ (37)
unimportant	_____ : _____ : _____ : _____ : _____ : _____ : _____	important _____ (38)
wise	_____ : _____ : _____ : _____ : _____ : _____ : _____	foolish _____ (39)

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# RIGHT TO COUNSEL

		DO NOT MARK IN THIS COLUMN
stable	____:____:____:____:____:____:____	changeable
unimportant	____:____:____:____:____:____:____	important
positive	____:____:____:____:____:____:____	negative
wrong	____:____:____:____:____:____:____	right
wise	____:____:____:____:____:____:____	foolish
dangerous	____:____:____:____:____:____:____	safe
useless	____:____:____:____:____:____:____	useful
strong	____:____:____:____:____:____:____	weak

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# INTERROGATION TECHNIQUES

		DO NOT MARK IN THIS COLUMN
positive	____:____:____:____:____:____:____	negative
		____ (48)
unimportant	____:____:____:____:____:____:____	important
		____ (49)
safe	____:____:____:____:____:____:____	dangerous
		____ (50)
weak	____:____:____:____:____:____:____	strong
		____ (51)
wise	____:____:____:____:____:____:____	foolish
		____ (52)
useless	____:____:____:____:____:____:____	useful
		____ (53)
changeable	____:____:____:____:____:____:____	stable
		____ (54)
right	____:____:____:____:____:____:____	wrong
		____ (55)

# EXCLUSIONARY RULE

		DO NOT MARK IN THIS COLUMN
strong	_____ : _____ : _____ : _____ : _____ : _____ : _____	weak _____ (56)
foolish	_____ : _____ : _____ : _____ : _____ : _____ : _____	wise _____ (57)
important	_____ : _____ : _____ : _____ : _____ : _____ : _____	unimportant _____ (58)
useless	_____ : _____ : _____ : _____ : _____ : _____ : _____	useful _____ (59)
stable	_____ : _____ : _____ : _____ : _____ : _____ : _____	changeable _____ (60)
wrong	_____ : _____ : _____ : _____ : _____ : _____ : _____	right _____ (61)
negative	_____ : _____ : _____ : _____ : _____ : _____ : _____	positive _____ (62)
safe	_____ : _____ : _____ : _____ : _____ : _____ : _____	dangerous _____ (63)

DO NOT MARK IN THIS BOX						
_____ ( )	_____ ( )	_____ ( )	_____ ( 79 )	/	<u>1</u> ( 80 )	_____ (1-3)
				9		

# CIVIL RIGHTS

		DO NOT MARK IN THIS COLUMN
useful	____:____:____:____:____:____:____	useless
changeable	____:____:____:____:____:____:____	stable
strong	____:____:____:____:____:____:____	weak
dangerous	____:____:____:____:____:____:____	safe
positive	____:____:____:____:____:____:____	negative
foolish	____:____:____:____:____:____:____	wise
unimportant	____:____:____:____:____:____:____	important
right	____:____:____:____:____:____:____	wrong

# THE MIRANDA WARNINGS

		DO NOT MARK IN THIS COLUMN
right	_____ : _____ : _____ : _____ : _____ : _____ : _____	wrong _____ (12)
weak	_____ : _____ : _____ : _____ : _____ : _____ : _____	strong _____ (13)
stable	_____ : _____ : _____ : _____ : _____ : _____ : _____	changeable _____ (14)
foolish	_____ : _____ : _____ : _____ : _____ : _____ : _____	wise _____ (15)
important	_____ : _____ : _____ : _____ : _____ : _____ : _____	unimportant _____ (16)
useless	_____ : _____ : _____ : _____ : _____ : _____ : _____	useful _____ (17)
dangerous	_____ : _____ : _____ : _____ : _____ : _____ : _____	safe _____ (18)
positive	_____ : _____ : _____ : _____ : _____ : _____ : _____	negative _____ (19)



# INDIVIDUAL RIGHTS OF CRIMINAL SUSPECTS

		DO NOT MARK IN THIS COLUMN
wise _____	_____ foolish	____ (20)
negative _____	_____ positive	____ (21)
right _____	_____ wrong	____ (22)
useless _____	_____ useful	____ (23)
important _____	_____ unimportant	____ (24)
dangerous _____	_____ safe	____ (25)
weak _____	_____ strong	____ (26)
stable _____	_____ changeable	____ (27)

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# STOP AND FRISK

		DO NOT MARK IN THIS COLUMN
safe	_____ : _____ : _____ : _____ : _____ : _____ : _____ dangerous	_____ (28)
foolish	_____ : _____ : _____ : _____ : _____ : _____ : _____ wise	_____ (29)
right	_____ : _____ : _____ : _____ : _____ : _____ : _____ wrong	_____ (30)
changeable	_____ : _____ : _____ : _____ : _____ : _____ : _____ stable	_____ (31)
important	_____ : _____ : _____ : _____ : _____ : _____ : _____ unimportant	_____ (32)
negative	_____ : _____ : _____ : _____ : _____ : _____ : _____ positive	_____ (33)
weak	_____ : _____ : _____ : _____ : _____ : _____ : _____ strong	_____ (34)
useful	_____ : _____ : _____ : _____ : _____ : _____ : _____ useless	_____ (35)





UNITED STATES SUPREME COURT

		DO NOT MARK IN THIS COLUMN
stable	_____ : _____ : _____ : _____ : _____ : _____ : _____	changeable _____ (36)
useless	_____ : _____ : _____ : _____ : _____ : _____ : _____	useful _____ (37)
safe	_____ : _____ : _____ : _____ : _____ : _____ : _____	dangerous _____ (38)
weak	_____ : _____ : _____ : _____ : _____ : _____ : _____	strong _____ (39)
positive	_____ : _____ : _____ : _____ : _____ : _____ : _____	negative _____ (40)
foolish	_____ : _____ : _____ : _____ : _____ : _____ : _____	wise _____ (41)
wrong	_____ : _____ : _____ : _____ : _____ : _____ : _____	right _____ (42)
important	_____ : _____ : _____ : _____ : _____ : _____ : _____	unimportant _____ (43)

1. Introduction

2. Method

3. Results and Discussion

4. Conclusion

5. References

6. Appendix

7. Acknowledgements

8. Author's Address

9. Correspondence

10. Summary

11. Notes

# SECTION IV

For each of the following pairs, you are to select the one which you consider more important for protecting and maintaining the safety and well-being of the community.

Place an "X" on the line opposite the one in each pair you select.

<u>Pair</u>		LEAVE BLANK
1	Maintaining control of the situation . . . . .	_____
1	Protecting individual civil rights . . . . .	_____ (44)
2	Stop and frisk laws. . . . .	_____
2	Laws protecting individual rights of suspects. . . .	_____ (45)
3	Giving the Miranda warning . . . . .	_____
3	Getting a confession . . . . .	_____ (46)
4	Opportunity to interrogate without legal counsel present. . . . .	_____
4	Right to presence of legal counsel during interrogation. . . . .	_____ (47)
5	Exclusion of illegally obtained evidence . . . . .	_____
5	Conviction of criminal suspects. . . . .	_____ (48)
6	Apprehension of criminal suspects. . . . .	_____
6	Guaranteeing the rights of criminal suspects . . . .	_____ (49)
7	Protecting nonviolent demonstrators. . . . .	_____
7	Preserving peace and tranquility . . . . .	_____ (50)
8	Good police-community relations. . . . .	_____
8	Stop and frisk laws. . . . .	_____ (51)
9	Apprehension of criminal suspects. . . . .	_____
9	Conviction of criminal suspects. . . . .	_____ (52)
10	Protection from self-incrimination . . . . .	_____
10	Waiver of right to remain silent . . . . .	_____ (53)



Place an "X" on the line opposite the one in each pair you select.

Pair

- 11 Right to avoid self-incrimination . . . . . \_\_\_\_\_
- 11 Right to counsel during interrogation, line-up, etc.. \_\_\_\_\_
- 12 Use of illegally obtained evidence. . . . . \_\_\_\_\_
- 12 Meeting the Miranda requirements. . . . . \_\_\_\_\_
- 13 Nonviolent demonstrations . . . . . \_\_\_\_\_
- 13 Maintaining control of the situation. . . . . \_\_\_\_\_
- 14 Protection of individual civil rights . . . . . \_\_\_\_\_
- 14 Apprehension of criminal suspects . . . . . \_\_\_\_\_
- 15 Interrogating suspect before legal counsel arrives. . \_\_\_\_\_
- 15 Strict adherence to the Miranda requirements. . . . . \_\_\_\_\_

LEAVE  
BLANK

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\_\_\_\_(55)

\_\_\_\_(56)

\_\_\_\_(57)

\_\_\_\_(58)

DO NOT MARK IN THIS BOX

\_\_\_\_( ) \_\_\_\_ ( ) \_\_\_\_ ( ) \_\_\_\_ ( ) \_\_\_\_ ( ) \_\_\_\_ ( ) \_\_\_\_ ( ) 2 ( 80)



*[Faint, illegible handwritten text, possibly bleed-through from the reverse side of the page]*







APPENDIX C  
PARTICIPANT EVALUATION FORM



THE OFFICER AND THE LAW

TV-Workshop

Lecture Series

PARTICIPANT EVALUATION FORM

MICHIGAN STATE UNIVERSITY

Summer 1969





THE OFFICER AND THE LAW

TV-Workshop Lecture Series

Summer 1969

Participant Evaluation Form

Place the last five (5) digits of your home telephone number on these lines: \_\_\_\_\_

1. Check which sessions of this TV-Workshop Lecture Series you have attended:

\_\_\_\_\_ First morning  
\_\_\_\_\_ First afternoon  
\_\_\_\_\_ Second morning  
\_\_\_\_\_ Second afternoon

2. Indicate your reasons for coming to this workshop. Check all that apply to you.

\_\_\_\_\_ I wanted to learn more about recent laws  
\_\_\_\_\_ I wanted to learn more about recent court decisions  
\_\_\_\_\_ Meetings of this kind are the best way I have  
of learning "what's new" in law enforcement  
\_\_\_\_\_ I was assigned by the department to attend  
\_\_\_\_\_ I saw a copy of the program and the topics listed  
in it interested me  
\_\_\_\_\_ Other reasons, if any (specify)

\_\_\_\_\_  
\_\_\_\_\_

DO NOT WRITE  
IN THIS SPACE

\_\_\_\_\_ (1-3)

\_\_\_\_\_ (5)

\_\_\_\_\_ (6)

\_\_\_\_\_ (7)

\_\_\_\_\_ (8)

\_\_\_\_\_ (9)

\_\_\_\_\_ (10)

\_\_\_\_\_ (11)

\_\_\_\_\_ (12)

\_\_\_\_\_ (13)

\_\_\_\_\_ (14)

GO ON TO PAGE 2.

3. Which one of the three topics covered in this workshop should have been more thoroughly discussed:

(Check one)

- ☐ Civil disorder  
☐ Interrogation and confession  
☐ Arrest, search and seizure

DO NOT WRITE  
IN THIS SPACE

\_\_\_\_ (15)

4. Which one of these topics do you think is most closely related to improving the relationship of a police department with its community?

(Check one)

- ☐ Civil disorder  
☐ Interrogation and confession  
☐ Arrest, search and seizure

\_\_\_\_ (16)

5. Was adequate time allowed for discussion periods?

- ☐ Yes  
☐ No

\_\_\_\_ (17)

6. Did you feel at ease asking questions and entering into the discussions?

- ☐ Yes  
☐ No

\_\_\_\_ (18)

7. Indicate how you would re-adjust the time allotted to each topic.  
(Check once for each tape session and each workshop session)

More time      Same      Less time

Civil disorder:

Video tape of panel

(Israel, Brown, Martin)

\_\_\_\_

\_\_\_\_ (19)

Workshop discussion

\_\_\_\_

\_\_\_\_ (20)

Interrogation & confession:

Tape (Inbau and George)

\_\_\_\_

\_\_\_\_ (21)

Workshop discussion

\_\_\_\_

\_\_\_\_ (22)

Recent Court Decisions:

Tape (Thompson)

\_\_\_\_

\_\_\_\_ (23)

Workshop discussion

\_\_\_\_

\_\_\_\_ (24)

8. Do you agree that these topics are of major concern to policemen today?

- ☐ Yes      Explain: \_\_\_\_\_  
☐ No      \_\_\_\_\_

\_\_\_\_ (25)

\_\_\_\_ (26)

9. What other aspects of law enforcement should be discussed in future workshops?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_ (27)



10. This TV-Workshop Lecture Series is designed to give policemen:

- a. Better understanding of the law by analysis of recent court decisions and the philosophical bases supporting them; and
- b. New techniques and procedures for handling current legal criminal problems.

Check Column I if either the video tape or the workshop discussion session, or both of them, gave you a better understanding of that topic. Leave the line in Column I blank if neither session did so

Check Column II if either the video tape or the workshop discussion session, or both, provided new techniques and procedures for law enforcement (whether or not such new ways are directly related to your work). Leave the line blank if neither provided new techniques or procedures.

Then, in Column III indicate if the information and/or techniques presented are either directly related to your work and could be used directly or if they could be adapted with some modification. Leave the line in Column III blank if the information or procedures given on that topic do not apply to your work.

	COLUMN I Better Understanding	COLUMN II New Techniques	COLUMN III Information and/or Techniques Directly Related OR Could be Adapted		
a. Planning for riot prevention	____ (28)	____ (29)	____	or	____ (30)
b. Planning for riot control	____ (31)	____ (32)	____	or	____ (33)
c. Mass arrest procedures	____ (34)	____ (35)	____	or	____ (36)
d. Handling non-violent demonstrations	____ (37)	____ (38)	____	or	____ (39)
e. Trial preparation for mass arrests	____ (40)	____ (41)	____	or	____ (42)
f. Interrogation techniques	____ (43)	____ (44)	____	or	____ (45)
g. Miranda warnings	____ (46)	____ (47)	____	or	____ (48)
h. Line-ups	____ (49)	____ (50)	____	or	____ (51)
i. Stop and frisk	____ (52)	____ (53)	____	or	____ (54)
j. Search of vehicles	____ (55)	____ (56)	____	or	____ (57)
k. Electronic eavesdropping	____ (58)	____ (59)	____	or	____ (60)
l. Consent searches	____ (61)	____ (62)	____	or	____ (63)



11. Could you see well enough most of the time?

☐ Yes  
☐ No

DO NOT WRITE  
IN THIS SPACE

☐ (64)

12. Could you hear well enough most of the time?

☐ Yes  
☐ No

☐ (65)

13. Would short scenes (either using actors or clips of news events) showing riots, arrests, line-ups, etc., have provided the group with a common experience to talk about? Or do you think that policemen have enough experiences in common so that such clips are not necessary?

☐ Yes, such "shorts" would be helpful  
☐ No, they are not necessary

☐ (66)

14. When these video tapes were made, the panel and the lecturers had a live audience. Do you think you would have gotten more out of it if you had been there at the live-taping, or do you think the workshop is adequate?

☐ I think I would get more out of the live session  
☐ I think this arrangement of tape and discussion is just as good

☐ (67)

15. Did you attend any of the Telephonic Lecture Series last year?

☐ Yes  
☐ No

☐ (68)

16. If you did attend at least one of the sessions last year, compare the two methods of presenting information.  
(Check one)

☐ The Telephonic Lecture Series was better  
☐ The TV-Workshop Lecture Series this year was better  
☐ Both were about the same, generally good  
☐ Neither one was very satisfactory

☐ (69)

17. Make any comments you wish that will suggest changes to improve this TV-Workshop Lecture Series.

☐ (70)







APPENDIX D

RESULTS OF PARTICIPANT EVALUATION QUESTIONNAIRE

## RESULTS OF PARTICIPANT EVALUATION QUESTIONNAIRE

A Participant Evaluation Form (see Appendix C) was given to each person on the second afternoon of each workshop. It was designed to engage the participants in the process of evaluating, and to give them an opportunity to express their opinions about the content and format of the program.

Generally, responses were enthusiastic and complete--there were almost no blanks--revealing an intense interest in this type of learning experience and an appreciation of the urgent need for such programs. Expressions of gratitude were accompanied with constructive, though sometimes severe, criticism.

Two-hundred and forty Evaluations were matched with the Information Surveys. The participants were divided into three main groups:

Group I: A Metropolitan Department with 4800 officers;	N=61	25%
Group II: A State Department with 1700 officers; and	N=72	30%
Group III: Others	N=107	45%
A. Departments of 100-321 officers N=33	240	100%
B. Departments of 4-75 officers N=74	107	

To discover the expectations of the officers on arrival, they were asked to check their reasons for coming.

N	%	
166	(69%)	I wanted to learn more about recent laws.
174	(73%)	I wanted to learn more about recent court decisions.
138	(58%)	... best way to learn "what's new" in law enforcement.
153	(64%)	I was assigned by the department to attend.
71	(30%)	I saw a copy of the program ...

They added:

23	(10%)	Always want to learn, or the like.
3	(1%)	New on job.
3	(1%)	Asked to be assigned.
7	(3%)	Interest in method, and others.

Of the 153 assigned to attend, just 37 checked this reason only. Although only 30% had seen a copy of the program, practically everyone, in one way or another, indicated an eagerness to learn about the material planned for the workshops.

### Subject Matter

The workshops were concerned with three areas of law enforcement: Civil Disorder, Interrogation and Confession, and Arrest, Search and Seizure. Much of the lecture and discussion material dealt with past police and court actions in these areas, and it gave particular attention to recent court decisions which require change or reassessment of law enforcement techniques and procedures.

Participants were asked in Question 10 to evaluate each subject matter area in terms of whether or not they had: (1) Gained better understanding, (2) Learned new techniques, and (3) Found relevance in the subject matter.

Their responses are summarized below.

Participants' Responses Regarding  
New Understanding, Techniques,  
and Relevance of Three Main  
Subject Matter Areas

Subject Matter Area	Better Under- standing and/or New Techniques Related to Work	Better Under- standing and/ or New Techniques but NOT Related to Work	Nothing: Useful or New
1. Civil Disorder	52%	21%	27%
2. Interrogation and Miranda Warnings	56%	22%	22%
3. Recent Court Decisions	58%	27%	16%
Overall Average Responses shown by per cent	55%	23%	21%

The above figures indicate that there were more positive responses to the discussions and lectures concerning recent court decisions than to the work in the other two areas. The most interesting observation is the per cent of the participants indicating better understanding of the subject,

whether or not it seemed applicable to his job. Better understanding appeared in 78 per cent of the responses. This fact alone indicates a degree of success.

Question 7 asked the participants to indicate how much time should be allocated to these lecture topics and to the discussions concerning them. The wording of the question makes interpretation of the answers rather difficult. A "more time" response to one topic may be interpreted to indicate a desire to lengthen the workshop, to reduce discussion of the topic, or to reduce time spent on another topic.

	<u>More Time</u>	<u>Same</u>	<u>Less Time</u>	<u>No Answer</u>
Civil Disorder:				
Videotape of panel (Israel, Brown, Martin)	75	107	42	16
Workshop discussion	47	107	30	56
Interrogation & Confession:				
Tape (Inbau & George)	69	124	26	21
Workshop discussion	44	119	14	63
Recent Court Decisions:				
Tape (Thompson)	128	91	8	13
Workshop discussion	78	103	7	52



In spite of the somewhat ambiguous wording, there emerge some interesting results:

- (1) More participants asked for more time for Professor Thompson's tape and the workshop discussion of it, than for the other topics.
- (2) Suggestions that the same amount of time be allotted to either lecture or discussion was about the same for all three topics.
- (3) Discussion time was not rated at all by 56, 63 and 52 respectively (while only 16, 21, and 13 failed to rate lecture time.)

These results seem to suggest that if these men were re-adjusting time, they probably would give at least the same amount of time to lecture and discussion periods and more time to presentations like that of Professor Thompson. These suggested time re-adjustments are, of course, based on these lectures and discussions. If suggestions for changes in future content, emphasis, and personnel at workshops (given prior in this report) are followed, however, changes in these time allotments would probably occur naturally.

Ninety-nine per cent of the participants agreed that these topics are of major concern today, and 57 per cent qualified this concern in terms of the need to keep up, the need to get convictions, the need to avoid errors, and the need to continue to be effective in the face of the growing pressures on law enforcement officers.

The officers further substantiated their opinion on the importance of these topics by making suggestions for future workshops. Of the 224 suggestions submitted by the 152 men who responded to this open-ended question, 104 preferred continuation of the same subjects by saying "same" or by specifically naming one of them. In addition to these, there were 30 distinct requests for more assistance in handling court matters, especially local court procedures. Other suggested topics included additional aspects of community relations, handling juveniles, administrative problems, civil liabilities of policemen, narcotics, organized crime, and arson.

Thus, the participants confirmed their concern about the workshop topics and demonstrated that they desire to learn how new laws and court decisions affect their work, and what effective law enforcement procedures and techniques they can use.

This plea for practical information was repeated in open-ended Question 17 where they expressed the need for more positive and practical guidelines regarding what to do and what not to do. This emphasis on the need for positive action, coming at the end of a two-day workshop, indicated that the workshops may not have fully satisfied the need for practical assistance.

### SUMMARY

The subject matter of these workshops was designed to meet the needs of today's law officers. They came in anticipation of learning new and effective methods of law enforcement. An analysis of responses to questions concerning subject matter, especially Question 10, reveals that their plea was heeded and in some measure answered. What each participant learned and how applicable he considered it to be, however, seemed to be dependent upon experience, training, responsibilities, and department size.

They were eager to learn; however, the answers and suggestions reveal that they were critical of the manner, the depth, the quality, and the emphasis of the videotape presentations, as well as of the workshop discussions. A summary of the responses indicate that:

- (1) Every lecture and discussion provided increased understanding to a majority of the participants.
- (2) Suggested time changes appear to be as related to the skill and personality of the speaker as to his topic.
- (3) While these topics are of major concern, other aspects of law enforcement are also important, such as juveniles, narcotics, organized crime, and the civil liabilities of policemen.
- (4) There should have been a stronger emphasis on methodology.

- (5) Expectations for learning how to deal with civil disorder were not satisfactorily realized.
- (6) The tapes should have been more than "just talk" --short illustrative scenes, other visual aids would help.
- (7) Greater availability of this material, or a chance to go over it again would be very helpful.
- (8) There should have been more emphasis on local procedures.
- (9) There's more to a workshop than subject matter.
- (10) Today's law officer needs specific guidelines for action--what to do, when, and how.

The average participant seemed to say: "While all of these topics are very important to today's officer, other aspects of law enforcement are also important. The lecture and discussions on recent court decisions were best because they offered practical answers to difficult problems."

Thus, the analysis of Question 10, together with responses to related questions reveals that the officer's need for practical information and guidelines for positive action was almost met. As one officer stated, "There is so much to learn; this is a step in the right direction."

APPENDIX E  
WORKSHOP ANNOUNCEMENTS

## LOCATIONS AND DATES

### CONFERENCE — LIVE TV-TAPING SESSIONS

- ☐ **East Lansing**  
Michigan State University  
Room 102B, Wells Hall  
East Lansing, Mich.  
June 17, 18, 19

### REGIONAL TV-WORKSHOP SESSIONS

- ☐ **Ann Arbor**  
Ann Arbor Police Dept.  
100 North Fifth Avenue  
Ann Arbor, Mich.  
July 17, 18
- ☐ **Benton Harbor**  
MSU Continuing  
Education Center  
777 Riverview Drive,  
Building B,  
Benton Harbor, Mich.  
Detroit Police Academy  
900 Merrilplaisance  
Detroit, Mich.  
July 31, August 1
- ☐ **Detroit Police Department**  
July 7, 8
- ☐ **Detroit-Macomb County**  
Macomb County  
Community College  
South Campus, Room B210  
14500 12 Mile Rd.  
Warren, Mich.  
University of Michigan  
Dearborn Campus Center  
Administration Bldg  
14901 Evergreen Rd.  
Dearborn, Mich.  
The Community Room  
Flint Southwestern  
High School  
1420 Torrey Rd.  
Flint, Mich.  
July 21, 22
- ☐ **Grand Rapids**  
MSU Continuing  
Education Center  
105 Division Ave., North  
Grand Rapids, Mich.  
The Cadillac Room  
Don H. Bottom  
University Center  
Northern Michigan  
University  
Marquette, Mich.  
July 28, 29
- ☐ **Marquette**  
August 7, 8
- ☐ **Pontiac**  
MSU Graduate Center  
366 South Foundation Hall  
Oakland University  
Rochester, Mich.  
July 24, 25
- ☐ **Traverse City**  
MSU Continuing  
Education Center  
Northwestern Michigan  
College  
College Drive  
Traverse City, Mich.  
August 4, 5

## FACULTY

**John Brown**, Major, Michigan State Police. Deputy Director For Staff Services for the Michigan State Police. Secretary Treasurer, Michigan Chiefs of Police Association

**B. James George, Jr.**, Associate Director, Practicing Law Institute, Adjunct Professor, New York University School of Law, President, American Chapter of the International Penal Law Association. Editor-in-Chief, *American Journal of Comparative Law*.

**Fred E. Inbau**, Professor, Northwestern University School of Law, Editor-in-Chief, *Journal of Criminal Law, Criminology and Police Science*. Formerly Director, Chicago Police Scientific Crime Detection Laboratory.

**Jerold H. Israel**, Associate Professor, The University of Michigan Law School. Correspondent, Michigan Bar Association Committee for the Revision of the Criminal Law. Formerly visiting law professor, Stanford University, and Law Clerk to Mr. Justice Potter Stewart, U.S. Supreme Court.

**William J. Martin**, Assistant Professor, Northwestern University School of Law. Formerly Assistant State's Attorney, Cook County, Ill., and Chief of Riot Control and Special Protection Unit.

**James R. Thompson**, Chief of The Criminal Justice Division, Illinois Attorney General. Editor, *Criminal Law Newsletter*, Illinois State Bar Association. Formerly Associate Professor, Northwestern University School of Law.

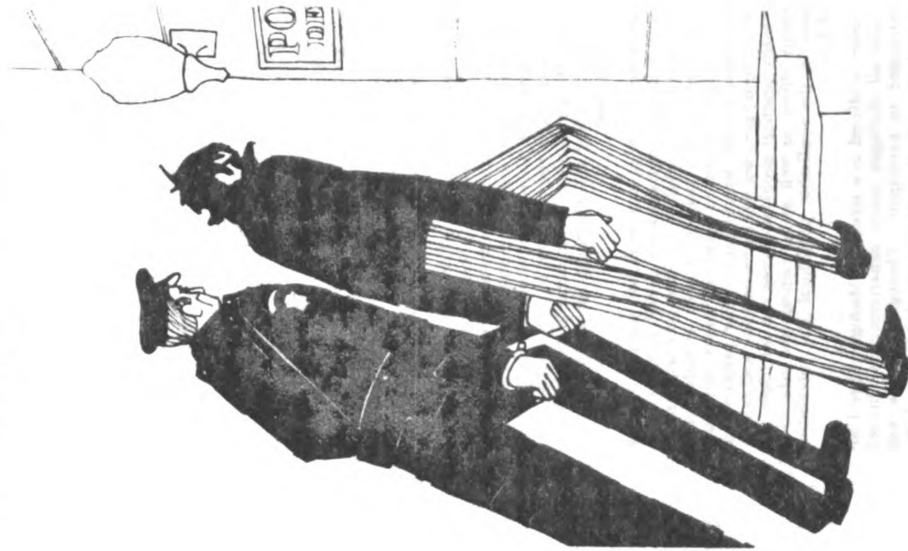
## STAFF

**Frank D. Day**, Discussion Leader, TV-Workshop Lecture Series. Professor, Michigan State University.

**Melvin Guterman**, Project Director, TV-Workshop Lecture Series. Associate Professor, Pennsylvania State University. Book Review Editor, *Journal of Criminal Law, Criminology and Police Science*.

## THE OFFICER AND THE LAW TV-Workshop Lecture Series

Institute for Community Development and Services  
Continuing Education Service and  
School of Police Administration and Public Safety  
Michigan State University



## INTRODUCTION

The police officer is not satisfied with a superficial treatment of those things he is supposed to know about his profession. He needs and wants instruction, in depth, from those persons whom he can look upon as experts.

One of the consequences of our decentralized form of local police organization is that it is often difficult to bring policemen together for the type of training they need and want. Financed by a grant under Title I of the Higher Education Act of 1965, the Institute for Community Development and Services and the School of Police Administration and Public Safety at Michigan State University have devised a TV/Workshop Lecture Series for law enforcement officials, in an attempt to find a solution to this problem.

A series of lectures by nationally known authorities, dealing with current legal criminal problems, held before an audience of law enforcement officials on the Michigan State campus, will be video-taped for use in a workshop setting. At various sites located throughout the state, small conference groups of police officers will be convened for a two-day workshop. Ten locations have been selected for this training experience. Invitations have been extended to police organizations within commuting distance of each of the 10 sites to participate in the program.

At each workshop, the police officer will view the carefully planned lecture tapes by these nationally known authorities in criminal law. The lectures will deal exclusively with current legal criminal problems concerning the officer, including, civil disorder, interrogation and confession, arrest, search and seizure. The lectures will be concerned with finding solutions to the complex problems the Michigan police officer has regarding the specific chosen area of criminal law.

The individual officer in each workshop also may actively participate in a question-and-answer period at the end of each segment of the workshop. A law professor and a prosecuting attorney will preside at each workshop and function as resource persons to answer the many individual questions raised by the lecture tapes. The primary emphasis of the entire program will be on isolating and exploring the many practical problems facing the Michigan law enforcement officer, as well as in training and educating the officer in the applicable procedural and substantive criminal law.

This series is offered as a service of Michigan State University, and all Michigan police departments are invited and encouraged to participate. Through this new and experimental program, it is anticipated that many of the troublesome questions that the police officer has regarding current legal criminal problems will be identified and resolved.

## LECTURES

### Topic I — June 17, 1969

Civil Disturbance and Riot Legislation  
Professor Jerold H. Israel, Moderator  
Major John Brown  
Professor William J. Martin

A panel discussion focusing upon new techniques used by police departments to prevent and control civil disturbances and demonstrations. A review and explanation of court decisions and federal-state legislation as it applies to civil disorder, unrest and demonstrations.

### Topic II — June 18, 1969

Interrogation and Confession  
Professor B. James George, Jr.  
Professor Fred E. Indau

An exploration into the entire area of when, how and under what circumstances an accused may be interrogated and a confession taken. The practical problems involved in warning an accused of his constitutional rights and the correct procedure for taking a statement will be discussed. The lectures also will explore the meaning of recent U.S. Supreme Court decisions in the interrogation and confession area.

### Topic III — June 19, 1969

Recent Supreme Court Decisions  
Professor James R. Thompson

An in-depth analysis of significant criminal law decisions of the last sessions of both the U.S. and Michigan Supreme Courts. New and improved police practices instituted in response to these recent decisions will be explored and discussed.

Each lecture topic at Michigan State University, Room 102B, Wells Hall, East Lansing, Michigan, will begin taping promptly at 9:00 a.m. and continue until 1:00 p.m.

At all other locations, each workshop will begin at 9:00 a.m. and continue until 5:00 p.m.

Each workshop will run for two days.

## PLEASE PRINT OR TYPE ALL INFORMATION

Dear Sir:

Please enroll the following named police officer in the TV/Workshop Lecture Series, THE OFFICER AND THE LAW.

NAME \_\_\_\_\_  
Last First

RANK \_\_\_\_\_

POLICE DEPARTMENT \_\_\_\_\_

ADDRESS \_\_\_\_\_  
City

SIGNED \_\_\_\_\_  
(Chief, Director, etc.)

Attendance at each workshop will be limited to 40 police officers. Attendance at Michigan State University, Wells Hall, East Lansing, will be limited to 150 police officers. Reservations for all sessions will be made as applications are received.

Please check reverse side for location where officer will attend.

Mail To:

The Officer and the Law  
Institute for Community  
Development and Services  
27 Kellogg Center  
Michigan State University  
East Lansing, Michigan 48823

APPENDIX F

SCHEDULE



THE OFFICER AND THE LAW  
TV-Workshop Lecture Series  
Michigan State University

Introduction and Information Survey-----9:00 - 9:55

Topic I - CIVIL DISTURBANCE AND RIOT LEGISLATION

Film - "Motor City Madness" -----9:55 - 10:15

Break-----10:15 - 10:30

Jerold H. Israel - A Legal Analysis of Riots-----10:30 - 11:15

John N. Brown - New Techniques for the Prevention  
and Control of Riots-----11:15 - 12:00

Lunch-----12:00 - 1:00

William J. Martin - A Prosecutor's View of Police  
responsibilities in Gathering and Preserving  
Evidence During Riots, Demonstrations and Other  
Mass Arrest Situations-----1:00 - 1:45

Workshop-----1:45 - 2:45

Break-----2:45 - 3:00

Topic II - INTERROGATION AND CONFESSION

B.J. George Jr. - Legal Controls on Interrogation-----3:00 - 4:15

Workshop-----4:15 - 5:00

Topic II - INTERROGATION AND CONFESSION (continued)

Fred E. Inbau - Criminal Interrogations Within the  
Legal Rules-----9:00 - 10:15

Break-----10:15 - 10:30

Workshop-----10:30 - 11:00

Topic III - RECENT SUPREME COURT DECISIONS

James R. Thompson - Recent Decisions of the Supreme  
Court of the United States-----11:00 - 12:00

Lunch-----12:00 - 1:00

James R. Thompson - Recent Decisions (continued)----- 1:00 - 2:45

Break----- 2:45 - 3:00

Workshop----- 3:00 - 4:00

Evaluation----- 4:00 - 4:45

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